



MOORPARK COLLEGE

Distance Education Committee

The Distance Education Committee makes recommendations on college-wide planning and accreditation issues related to distance education activities.

The specific tasks of this committee are:

- Review and evaluate campus-wide student success and equity data related to distance education
- Develop and promote best practices that contribute to the quality and growth of distance education at Moorpark College
 - Provide guidance on professional development activities related to distance education
- Monitor and document compliance with accreditation standards and state and national regulations

GOALS, 2015-2016

**DATE: Tuesday, August 25, 2015
2:30 pm – 4:00 pm, A-138**

CHARGE	GOALS	PROGRESS AND ACCOMPLISHMENTS
<p>Committee Charge and Goals</p> <p>First thing to work on will be to establish our goals for this year. Normally that would get done in the spring but since we're a brand-new standing committee we may have had some goals we discussed in the end but may have been forgotten. These will be our official goals that will be reported at the end of this academic year to the president and vice president.</p>	<ol style="list-style-type: none">1. ACCESS: Clarifying and understanding the concept of recommending professional development opportunities to help faculty.2. Better understanding the success & equity data for online students3. Identifying the areas that need the most immediate attention4. Developing and/or recommending support for faculty (ACCESS could fall into here), perhaps support through Tracie Bosket5. Canvas6. Program Plan for DE expansion (vision)7. Review accreditation issues (there are gaps in DE currently for accreditation) <p>Four broad categories:</p> <ul style="list-style-type: none">• Student Success & Equity• Best practices• Guidance & freshman development• Accreditation <p>Look at how DE classes compare to the face-to-face or on-ground classes. Across the campus we are trying to improve retention & success. DE will be looking into more support for online instructors, more collaboration/support, formal or informal mentorship.</p> <p>Provide opportunities for part time faculty to understand to know about information, availability, services, support, D2L, best practices, professional development opportunities to improve success rate.</p> <ul style="list-style-type: none">• Improve success rates• Modify some of the goals to make it clear that are	<ul style="list-style-type: none">• Student D2L tech support is now available

	<p>for full and part time faculty.</p> <p>Provide trainings to keep faculty up to date with advancing technology, both in and without the classroom.</p>	
Agreement on accessibility	<ul style="list-style-type: none"> • Having “live” office hours (should have a closed-captioner present (per ADA law). NOTE: The closed-captioners from the state don’t want to be present until they know if somebody will need them. • Open discussion which students can come into with a closed-captioner (It’s the law). • Need to look into the ADA law • ACCESS Dept. currently has technology which is available, computer that has two keyboards is acceptable which type back and forth to each other (Oobie-Doobie boards) • Access accommodations: both <u>understanding</u> what our responsibilities are; also <u>training</u> with what ACCESS already has (so that faculty can be informed and help students who may not know what resources ACCESS has available) <p>Have ACCESS come in (form a committee) and train on what our responsibilities are.</p>	
Professional Development	<p>Revive the TechEd coffee breaks (Tracie Bosket would run this)</p> <p>Professional development opportunities to include the following:</p> <ul style="list-style-type: none"> • Mentoring • More familiarity with the OEI • More help for Tracie Bosket (more classified support) • Another Instructional Technologist position • Propose a goal plan for MC future for Canvas • Technical support for students with disabilities • Agreement on accessibility • Shared course shells • Faculty first teaching • More collaboration • Technical support for both full-time and part-time faculty who have students with disabilities • Focus on hybrid classes – what are the challenges? 	
(Joanna M.) Item #3: Substantive Change	<p><u>Certificates:</u> Fire Tech, Child Development, CNSE, Graphics/Design, Multimedia</p> <p><u>Degrees:</u> Biotech, Business, Child Development, Administration of Justice, Dance, Environmental Science, Graphic Design, Journalism, Multimedia, Political Science, Psychology, Sociology, and Spanish all are disciplines which can be achieved by 50% or more of the courses can be taken online.</p> <p>A few disciplines can be achieved via 100% online courses:</p>	

	<p>Administration of Justice, Sociology, Psychology, Spanish, Business, Journalism, Political Science</p> <ul style="list-style-type: none"> • Human Physiology previously available online, had a better success & retention rate. • Is data available for major vs non-majors in the classroom? • Compare on-ground vs online DE version • CTE vs non-CTE • Can you search by majors? 	
<p>(Joanna M.) Item #4: Best Practices</p>	<ul style="list-style-type: none"> • Add that we want online services • Set draft, approve as a committee • Explain “just in time” items • Course design – what would make it more intuitive? • “Start here” module to remove barriers • Navigation • Grading policies • How to be present to your students? • Most “best practices” seem to be tailored toward online only – what about for hybrid courses? • More regular effective contact with instructor <p>What are the “Best practices” for hybrid courses? What are the “Best practices” for online pedagogy?</p> <ul style="list-style-type: none"> • Online • Fully online • Onsite testing • Web enhanced • Need to present final draft to this committee for approval at next meeting 	
<p>(Amanuel G.) Item #5: Mission Review Group</p>	<p>Need more faculty involvement. Want to make sure we’re inclusive of the campus community, need more representation on behalf of faculty. Need more eyes, more people to build the mission statement. Final version going out soon. Email him if you are interested in helping.</p> <ul style="list-style-type: none"> • Amanuel is currently soliciting people to look at and help develop the MC mission statement • Changes to standards • Mary will be asking people to participate soon <p>Educate Counselors on ways they can support & orient their students</p> <ul style="list-style-type: none"> • Online readiness module is available • Can we require students to take on online readiness module? • Have students “check off” a box that says they have read and understand what they’re doing • One-on-one counseling expectations – do Counselors have access to the online readiness module? Yes, on Distance Ed. page 	
<p>(Lee B) Mission Statement</p>	<p>Self-study was revised. One of the changes made was on how mission statement filters through the entire campus.</p> <ul style="list-style-type: none"> • District has revised their mission statement • MC will be revising its mission statement to reflect & 	

	<p>support the district mission statement</p> <ul style="list-style-type: none"> • Have we considered online students? Has there been a discussion/consideration? • Amanuel & Julius are leading this task force • Distance Ed perspective & how that might affect the mission • How do we provide ACCESS to online students? 	
<p>(Jennifer K) Item #6: Student Success & Equity Data</p>	<p>Data on Fiscal years 2012/2013, 2013/2014, 2014/2015</p> <p>The following disciplines have a very high retention (the students finished the course from census on) & success rate (online higher): Accounting, Communications, Geology, CNSE, Psychology, Rad Tech, Spanish</p> <ul style="list-style-type: none"> • When broken down by race & ethnicity, everything changes • 88% average retention at MC (on-ground classes) • 84% retention for DE • 78% success rate across the board at MC • 69% success rate across the board for Distance Ed. • What does the data indicate might be the biggest concerns? • What additional data might we want to pull? • How many classes students take? • Are these people full time employees elsewhere plus also MC students? • Are the success rates equal on face-to-face classes on DE & on-ground? • Ethnicity – students of certain ethnicities do worse online than their counterparts • Has student failed class already once before online or on-ground and now taking it a second time? • Size of class? • Do we have data that shows classes of 55 or more students have more retention than classes that start at 40 students? • There are three ethnicities that are really struggling on DE • Classes that have 25 or less students do worse • Success rate paired up with GPA – do the counselors know exactly what goes on in Distance Education classes? • Measure students by GPA • Separate introductory courses in the discipline from the more advanced courses • Human Physiology: The one thing we're offering online is the course that we're in trouble with for success onsite. We're having trouble getting the course to meet accreditation onsite, and then you put it in an online format?? 	
<p>(Lee B. / Joanna M.) Item #7: Student Services Widget</p>	<p>Accreditation wants to know that services provided to students were the same regardless of mode of delivery. Accreditation also wants to know: How do students know that these services are available? That's our next step. Widget can be added by students to one side of home page.</p> <ul style="list-style-type: none"> • Should the widget be a default on everyone's 	

	<p>homepage?</p> <ul style="list-style-type: none"> • What student services do we offer? • Counseling appointments via links • Make a default to program on MC widget – is it possible for all D2L classes? • Should this be a default to show on everybody's class? • Can this be added to student portal? • Add D2L to the homepage? • Make available to on-ground evening students also • Have a link, be able to move widget to where you want • Post to all three places: D2L shell, website, & portal? • Widget should at least be on the portal <p>Two goals would be: To <u>satisfy accreditation</u>, and to <u>help students</u>.</p> <ul style="list-style-type: none"> • Which goal do we want? Can we fulfill both goals? What do we want for student success? • Can the students in Tim Samoff's class design the widget? Yes, however it's below their level. 	
(Joanna M.) Item #8: Professional Development	Committee ran out of time – will discuss at next meeting	
(Tim S.) Onset of Canvas	<p>We're switching from D2L to Canvas LMS soon (by fall 2017)</p> <ul style="list-style-type: none"> • VC is currently piloting this 	
Miscellaneous	<p>Students being absent to first day of class due to having to attend online orientation. Holding an orientation is a "best practice". There are conflicts between instructors; burden is on the on-line instructor to come up with an alternative. Some faculty are telling students that if they do not show up for orientation, they will be dropped.</p>	<p>Synchronus with an archive</p> <p>Creating an orientation that allows students to come in at any point during that first week.</p>