



**MORENO VALLEY COLLEGE  
DISTANCE EDUCATION PLAN  
2020 – 2023**

Updated 11/15/2019

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## Executive Summary

### Distance Education Plan Purpose

The purpose of the Distance Education (DE) Plan is to provide an overview of the college's goals with DE over the next three years. These goals—in the areas of student success, student equity, and professional development—are aligned with the larger, college-wide objectives contained in MVC's Integrated Strategic Plan and Student Equity Plan. The DE Plan, moreover, is a forward-looking document, intended to promote high-quality DE instruction, equity-minded student services, and a robust culture of training and support for DE faculty.

### Status of DE at Moreno Valley College

Enrollment in DE courses is growing rapidly, with over one quarter of all first time MVC students enrolling in a hybrid or fully online course.

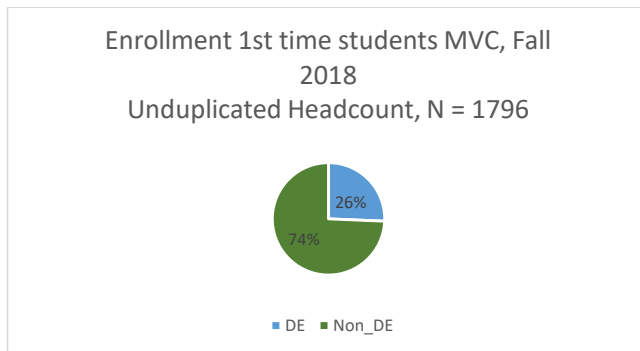


Figure 1

The enrollment in fully online courses has increased nearly 2% each year, suggesting a growing demand for such courses. As DE offerings expand, it is increasingly important that the college has a plan to equip faculty and students to excel in the unique learning environment.

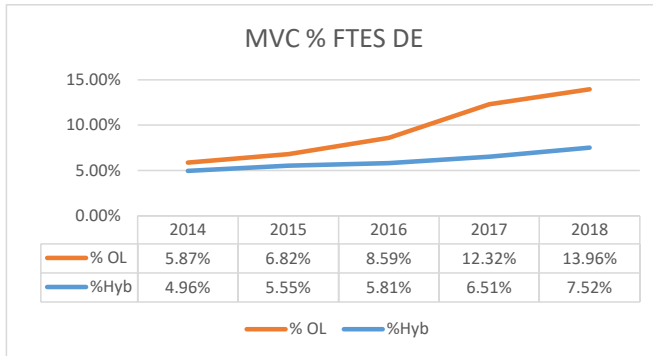


Figure 2

Distance education (DE) is a vital component of Moreno Valley College. Distance education broadens the availability of educational opportunities to a more diverse student population. To be successful in delivering sound DE instruction and fostering student success in DE courses, three-core components that will assist in reaching the DE plan goals are strong communication skills, technological competency, and continuing professional development in DE best practices.

The ability to communicate regularly and effectively is an essential component of any DE course. As defined in Title 5, section 55204 of the California Education Code, “any portion of a course conducted through distance education includes regular **and substantive effective** contact between instructor and student.” (and “student to student”) In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is "regular substantive interaction" between instructor and student. Moreover, it is essential to provide professional development opportunities that enable faculty to meet this standard.

**Success within all three goals outlined in the DE plan entails more than just knowledge of current DE platforms and applications. It requires the ability to seek and evaluate new technologies for their potential as effective instructional tools, which will assist and advance our institutional goals. Actively seeking and understanding new DE-targeted technologies will help ensure that students are successful in DE courses-and-faculty are well positioned to serve DE students.**

**It is important that all faculty, staff, and administration supporting DE continue to follow and understand the development of this instructional mode. The development of DE requires an**

understanding of student needs and DE pedagogies. Student needs include but are not limited to ADA compliance, ease of use, and reliability of content and design. Understanding the importance of teaching and learning styles makes development more understandable, usable, and reliable. Distance education necessitates a partnership between the faculty who possess content expertise and DE staff who possess the technical and administrative expertise needed to make course offerings effective. The collaboration of subject matter expertise and technological expertise produces a partnership that aids the success of DE students at Moreno Valley College. A responsibility of DE development must include the ability to anticipate future needs related to this instructional mode, so that DE continues to evolve and improve.

**Commented [m1]:** Jennifer F. asked if this content belongs here or if it should be moved elsewhere in the doc.

## Goal 1: Increase student learning, success, and completion

### MVC Integrated Strategic Goal II STUDENT LEARNING, SUCCESS, and COMPLETION

The [Moreno Valley College ISP 18-23](#) states, “Moreno Valley College is committed to promoting student learning, success, and educational goal attainment through implementation of the Guided Pathways framework.”

#### Data

MVC retention rates from 2014-2018 are decreasing slightly for Non-DE courses, and increasing slightly for HYB and OL courses, with hybrid retention rates meeting retention rates for non-DE students in 2018. (from Sheila)

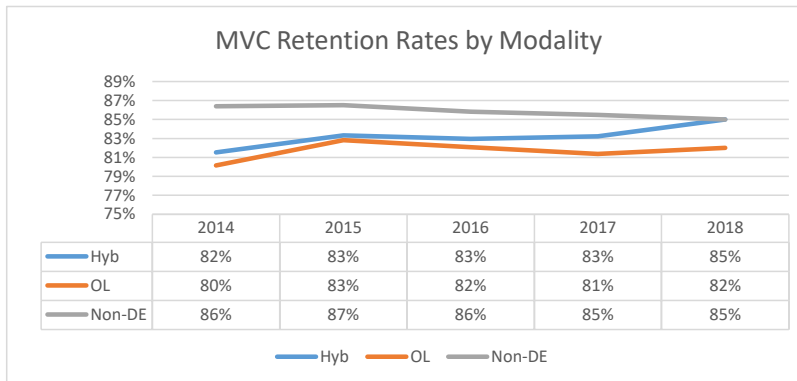


Figure 3

The success rates for all modalities at MVC is between 66% and 71%, with HYB rates showing the greatest improvement between 2014 and 2018, surpassing success rates for non-DE classes in 2018. (from Sheila...accurate???)

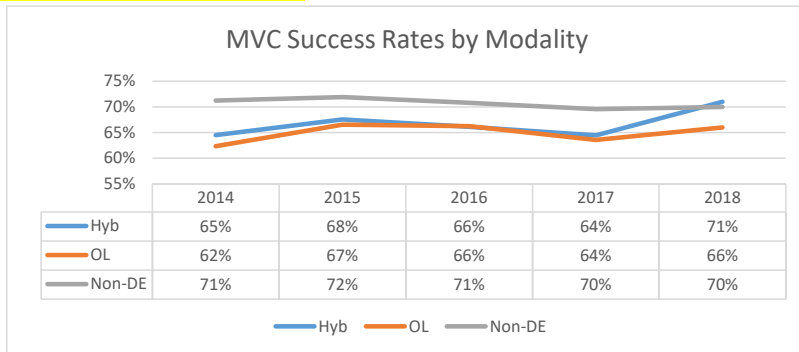


Figure 4

While overall success rates for DE classes are close to or surpassing those for non-DE classes, first time students have success rates that are significantly lower. (Sheila can get these numbers)

First time students in fall 2018 were slightly more successful (A, B, C grades) in Non-DE courses than their peers in DE courses. The greatest variance was the percentage of Fs (9%), FWs (5%), and Ws (5%).

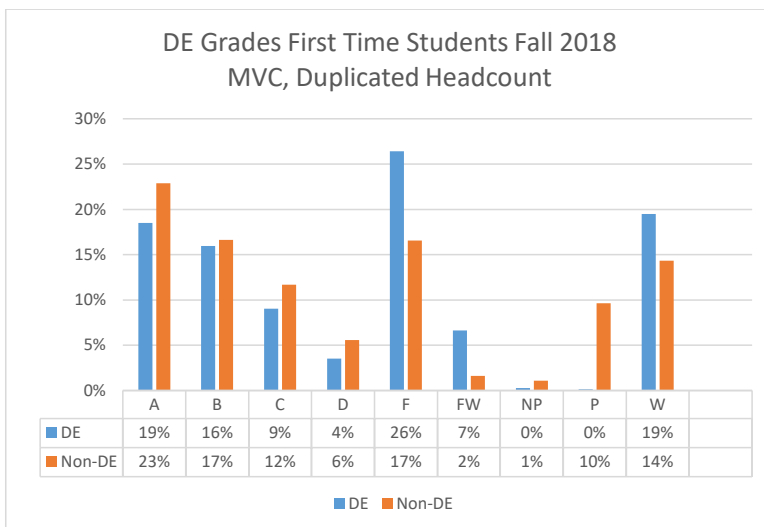


Figure 5

Data taken from Enrollment Management Dashboard on July 10, 2019

OL = courses coded as OL, HYO, and WRKO

HYB = courses coded as HYB

Non-DE = courses coded as LAB, LEX, WE, WEL, WRK

FW =

NP =

P =

W =

Commented [m2]: Define these

### Action Plan

The [Moreno Valley College ISP 18-23](#) states, "Moreno Valley College is committed to promoting student learning, success, and educational goal attainment through implementation of the guided pathways framework."

1. ~~Advocate~~ Investigate the need for an Online Student Orientation Program
2. Identify gaps in DE curriculum needed to offer completely online programs and/or certificates
3. Identify areas of improvement to address equitable student services online
4. Identify areas of DE support for Guided Pathways
5. Collaborate with district DE in support of becoming a member of the [California Virtual Campus Online Education Initiative](#) (CVC-OEI) consortium to be able to provide courses through the OEI course exchange

The only other feedback is to ask you to develop the action plan further. Typically an action plan has a brief narrative describing its intent followed by descriptions of each action item that includes the timeline for completion (including intermediate milestones), responsible parties for the work, resources needed, and an indication of which parts strategic plan are linked to the action plan. The action plan is then summarized as a table:



| Action   | Timeline with intermediate milestones | Responsible Party(ies)                                    | Resources Required (Funding, Personnel, Technology, Equipment, Facilities, etc.) |
|--|---------------------------------------|---|--|
| Investigate the need for an Online Student Orientation Program   | Spring 2020                           | Members of the DEC committee                              | Survey Monkey, help from the Office of Institutional Research                    |
| <b>Notes:</b> Members of the DEC will survey the faculty about student readiness for DE classes and if an online student orientation should be reinstated. |                                       |   |  |
| Identify gaps in DE curriculum needed to offer completely online programs and/or certificates  | Summer and/or Fall 2020               | Members of the DEC, Curriculum Committee, and District DE | Fiscal, administrative and faculty support                                       |
| <b>Notes:</b> A report will be prepared that identifies gaps in courses preventing programs from being fully online.                                       |                                       |   |  |
| Identify areas of DE support for Guided Pathways   | Fall 2020/Spring 2021                 | Guided Pathways workgroup, members of the DEC             | Fiscal, administrative and faculty support                                       |
| <b>Notes:</b> Awaiting updates on GP progress from workgroup to determine next steps   |                                       |   |  |
| Collaborate with district DE in support of becoming a member of the CVC-OEI consortium to be able to provide courses through the OEI course exchange       | Fall 2020                             | District DE, members of the DEC                           | Fiscal, administrative and faculty support                                       |
| <b>Notes:</b> Assist with application for membership   |                                       |   |  |

## Goal 2: Decrease student equity gaps in DE courses and programs

### MVC Integrated Strategic Goal I STUDENT SUCCESS AND EQUITY

The [Moreno Valley College ISP 18-23](#) states, “Moreno Valley College is committed to eliminating persistent student equity gaps and improving access to higher education by strengthening a college-going culture in our community and implementing effective interventions, programs, and services.”

#### Data

Disaggregating first-time enrollment by ethnicity reveals that nearly half of first-time students are Hispanic, 27% are White, 15% are Black, 3% are Asian, and 6% are other (Pacific Islander, Native American, or unknown).

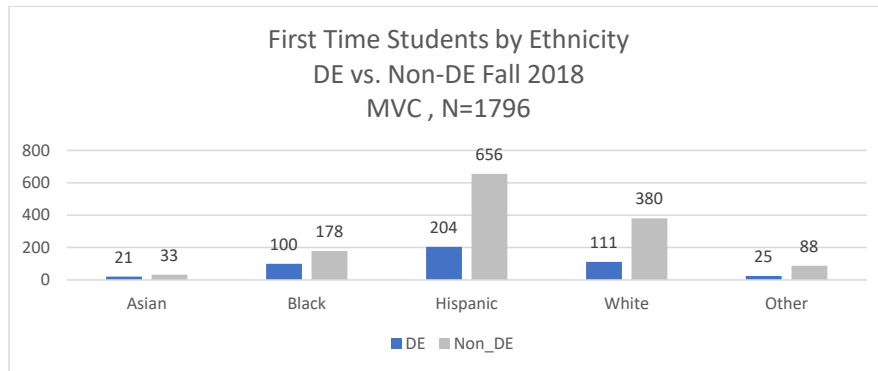


Figure 6

When considering the percentage of each first-time student ethnic group enrolled in DE courses, Asian students are those with the highest percentage of enrollment at 39% followed closely by Black students at 36%.

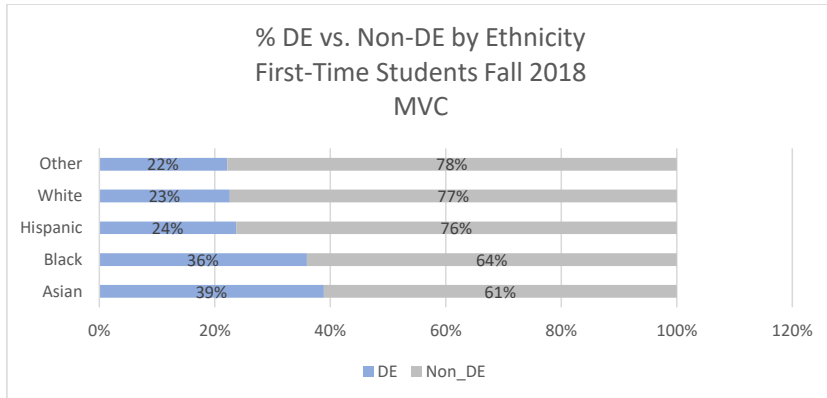


Figure 7

When DE grade data are disaggregated by ethnicity, the numbers are particularly concerning, noting the high percentage of Black students choosing to enroll in DE courses with high percentages of them receiving F and FW grades. This seems to be a clear equity issue and bears examination in MVC's DE and Equity Plans.

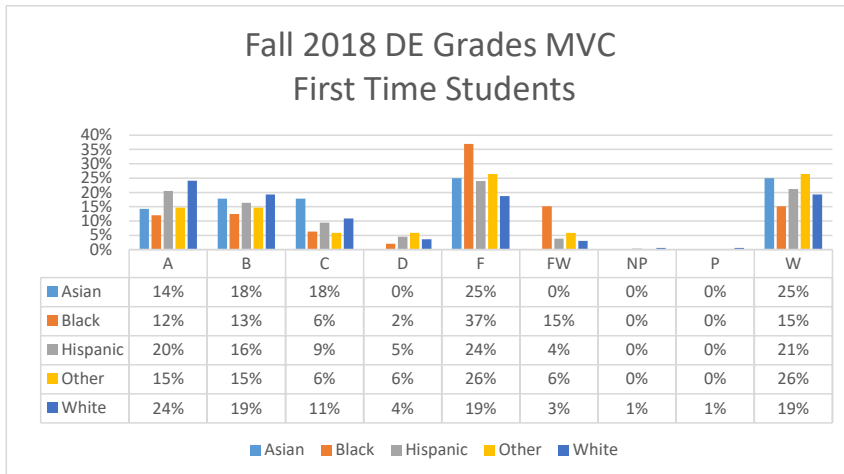


Figure 8

Action Plan

The [Moreno Valley College ISP 18-23](#) states, “Moreno Valley College is committed to promoting student learning, success, and educational goal attainment through implementation of the guided pathways framework.”

1. Identify areas of improvement to address equitable student services online

2. Expand online services for DE

| Action   | Timeline with intermediate milestones | Responsible Party(ies)   | Resources Required (Funding, Personnel, Technology, Equipment, Facilities, etc.)   |
|--|---------------------------------------|--|--|
| Identify areas of improvement to address equitable student services online   | Fall 2020<br>Winter 2021              | Members of the DEC and SEA committee, DSS, relevant student services representatives | Faculty, staff, and administrative participation to identify areas for improvement |
| <b>Notes:</b> Partner with <a href="#">Student Services and</a> the Student Equity and Achievement (SEA) committee to identify gaps in resources and services available to DE students |                                       |  |  |
| <a href="#">Expand online services for DE</a>  | Spring 2021                           | The DEC  | Fiscal, administrative and faculty support   |
| <b>Notes:</b> Provide the findings from above to departments for consideration in program reviews, including a DE program review   |                                       |  |  |

### Goal 3: Increase professional development opportunities for faculty

#### MVC Integrated Strategic Goal IV PROFESSIONAL DEVELOPMENT

The [Moreno Valley College ISP 18-23](#) states, “Moreno Valley College is committed to enhancing professional and leadership growth of students and employees through approaches aligned with the College mission and core commitments.”

#### Data

#### Success by Department

For the most part, success rates regardless of modality are fairly even. For Business and CIS, DE success rates are lower than those for non-DE and in Public Safety fully online courses have a much lower success rate than hybrid or non-DE courses. In Health, Human and Public Services, hybrid has a much higher success rate and online is much lower, however, the low number of HYB and OL course in this department account for the variations in success rates. Notably, there are no science courses offered in either hybrid or online format, making attainment of an associates’ degree online impossible through courses offered at MVC.

**Commented [m3]:** JF: Reword, language too passive

**Commented [m4]:** JF: Do we want to include this and why? Add something about the lab component?

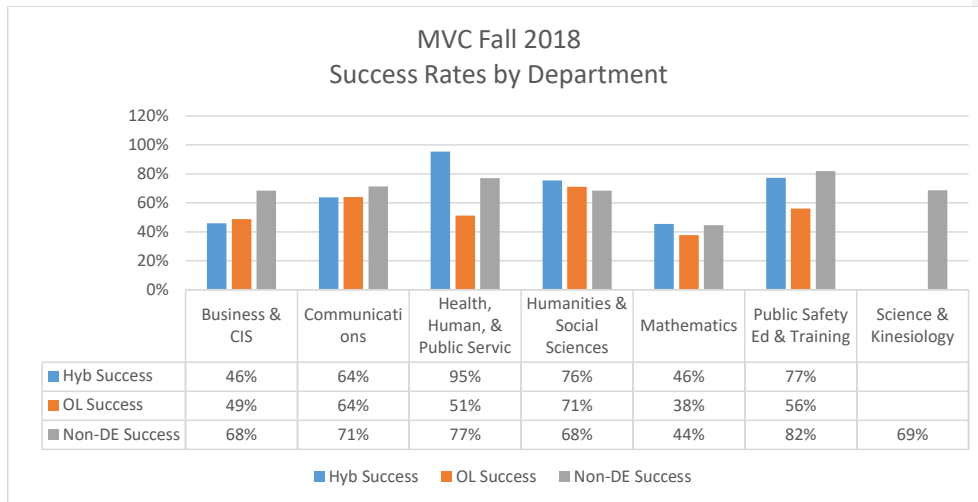


Figure 9

In addition to learning general best practices for online and hybrid instruction, the success rates by department data suggest that there is also a need for discipline specific online pedagogy training as well.

### Action Plan

The [Moreno Valley College ISP 18-23](#) states, “Moreno Valley College is committed to promoting student learning, success, and educational goal attainment through implementation of the guided pathways framework.”

1. Collaborate with the Professional Development committee to offer regular Flex opportunities in the area of DE in a DE format
2. Advocate for a college specific Instructional Designer to consult with faculty on course design
3. Incorporate the request for DE needs into the current Instructional Program Review process

| Action   | Timeline with intermediate milestones | Responsible Party(ies)   | Resources Required (Funding, Personnel, Technology, Equipment, Facilities, etc.) |
|--|---------------------------------------|--|--|
| Collaborate with the Professional Development committee to offer regular Flex opportunities in the area of DE in a DE format   | Fall and Spring Flex days             | Members of the DEC and Professional Development committee          | Fiscal, administrative and faculty support                                       |
| <b>Notes:</b> Advocate for funding to attend @ONE courses, events, and/or other extramural professional development activities |                                       |  |  |
| Advocate for a college specific Instructional Designer to consult with faculty on course design                                | Spring 2020                           | DEC, Senate, appropriate union                                     | Fiscal and administrative support  |
| <b>Notes:</b>  |                                       |  |  |
| Incorporate the request for DE needs into the current Instructional Program Review process                                     | Fall 2021                             | Instructional Program Review Committee, members of the DEC, Senate | Instructional Program Review Committee   |
| <b>Notes:</b>  |                                       |  |  |

## Goal 4: Increase professional development opportunities for faculty

### MVC Integrated Strategic Goal I STUDENT SUCCESS AND EQUITY

The [Moreno Valley College ISP 18-23](#) states, “Moreno Valley College is committed to eliminating persistent student equity gaps and improving access to higher education by strengthening a college-going culture in our community and implementing effective interventions, programs, and services.”

1. Create and maintain a guide identifying resources available to faculty to ensure their courses are ADA compliant

| Action  | Timeline with intermediate milestones | Responsible Party(ies) | Resources Required (Funding, Personnel, Technology, Equipment, Facilities, etc.) |
|---|---------------------------------------|------------------------|--|
| Create and maintain a guide identifying resources available to faculty to ensure their courses are ADA compliant                              | Begin: Fall 2020, ongoing             | Members of the DEC     | Fiscal, administrative and faculty support                                       |
| <b>Notes:</b> Some ideas: Resource guide on Canvas, social media, blogs, newsletters, etc. DEC will annually review and update resource guide |                                       |                        |  |

### Assessment

The DE Plan provides a foundation for the work of the Distance Education committee, and it is considered to operate in tandem with other relevant College and District DE documents. Plans. As both a planning and reporting document, it is intended to be a living, fluid plan that can be updated as needed when changes to standards, data, and technological trends occur.

At minimum, annual updates on the action plans will be summarized and shared with the college community. A new plan will be created on a three-year cycle to ensure that the DE Plan reflects the current climate needs of Distance Education at Moreno Valley College.

Commented [m5]: JF: How? Reported to whom?

## Glossary

### **Distance Education (DE):**

Distance Education means:

Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The Internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable microwave, broadband lines, fiber optics, satellite, or wireless communications devices
3. Audioconferencing; or
4. Video cassettes, DVDs, and CD-ROMS, if the cassettes, DVDs, and CD-ROMS are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3)

(ACCJC 2012 Policy, p.1)

#### 2. California Regulations:

California Code of Regulations, Title 5 (amended 2019) and Chancellor's Office of the California Community Colleges, Distance Education Guidelines (2008)

Title 5 §55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

### **Frequent and Timely, i.e., Regular Contact/Interactions:**

The measure of "regular contact" is based on a standard that is at least the same as it would be in a traditional face-to-face class. Instructors may exceed this minimum at their discretion.

The number of asynchronous or synchronous hours that an instructor is available to students enrolled in a DE class must be at least equal to the number of hours of availability as required for face-to-face classes of the same courses.



Instructor contact with DE students is understood as distributed over the course of the “instructional week” (seven days) and the term of the course (expressed in weeks).

Instructor-initiated contact will occur as often as appropriate for regular contact, as defined by regulation.

#### **Instructor-Initiated Interactions:**

Unlike correspondence education, in which students are responsible for initiating contact with the instructor, instructors using DE are required to actively initiate interaction with their students as a group and individually.

#### **Learning Management System (LMS):**

A software application, such as BlackBoard or Canvas, for the administration, documentation, tracking, and reporting of DE courses, training programs, classroom and online events, and training content.

#### **Substantive Contact/Interactions:**

Substantive contact with students and delivery of course content includes instructor interaction with the entire group of students in the course section based on a well-defined schedule of availability, deadlines, feedback, and exchanges that are included in the instructor’s Syllabus. Instructors define their schedules in the Syllabus and in other appropriate locations within the course management system.

Course sections taught using DE are considered the virtual equivalent of face-to-face classes, although many online or hybrid course sections may exceed the minimum requirements of the Course Outline of Record (COR) with effective use of current technologies inherent in the mode of delivery. Based on the notion that “a student cannot hide in the back of the room” in an online or hybrid class, substantive contact between students and the instructor is, in many cases, more likely in an online class than in a traditional lecture room.

#### **Universal Design:**

Universal Design is the design of products and environments, such as Learning Management Systems and DE courses, to be usable by all people, to the greatest extent possible, without the need for adaptation, specialized design, or intervention by a third party to provide access.

#### **Sources:**

RCCD Guide to Recommended Best Practices 2019 & Regular and Substantive Contact for Distance Education (RCCD) 2019

## Participants

### **Distance Education Plan Workgroup**

Brian Brautigam, DSS Faculty

Sara Nafzgar, Communications Faculty

Debbi Renfrow, Library Faculty

Michael Schwartz, English Faculty

### **Distance Education Committee**

### **Curriculum Committee**

### **Academic Senate**