



# MiraCosta College Online Education Plan 2023-26

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## Introduction

This Online Education Plan specifies objectives and strategies which MiraCosta College commits to enacting over the 2023-24, 2024-25, and 2025-26 academic years. It was developed by the MiraCosta Online Educators (MOE) subcommittee of the Academic Senate, in support of the college's [institutional mission, vision, values, goals, and commitment](#), as well as the specific mission and vision for Online Education at MiraCosta College. The plan is part of the [college's institutional planning framework](#), and guides the college's ongoing development of Online Education, under the leadership of MOE and the Faculty Coordinator of Online Education, in collaboration with stakeholders across the college.

## Online Education Objectives Aligned with Institutional Goals

The four objectives at the heart of this Online Education Plan align with three of MiraCosta's [four institutional goals](#). Each objective is elaborated into multiple strategies starting on page 7.

- Institutional Goal I. MiraCosta College will provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.
- **Online Education Objective 1:** Improve outreach and communication about online programs and classes.
- Institutional Goal III. MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative, and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.
- **Online Education Objective 2:** Innovate, evaluate, and increase effectiveness of online classes, programs, services, and initiatives, especially in support of providing a student-centered learning experience for disproportionately impacted student populations.
  - **Online Education Objective 3:** Continually assess the effectiveness of MiraCosta's online education technologies, and make enhancements as needed.
- Institutional Goal IV. MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential, maintain a sustainable and transparent financial model, and reduce the environmental impact of our physical resources.
- **Online Education Objective 4:** Monitor and ensure compliance with state and federal distance education regulations, CCC Chancellor's Office requirements, and accreditation standards for distance education.

## Online Education Vision and Mission

The Vision for Online Education at MiraCosta remains as stated originally in 2014:

MiraCosta's Online Education leverages an increasingly rich array of teaching and learning resources, experiences, and environments. MiraCosta College will lead in providing effective and innovative Online Education as an integral means of equitable access and student success.

The Mission for Online Education at MiraCosta is incorporated into MOE's charter and was updated by MOE in 2022-23:

The mission of Online Education at MiraCosta is to create and support an engaging, equitable, and student-centered learning experience through online instruction, resources, and services.

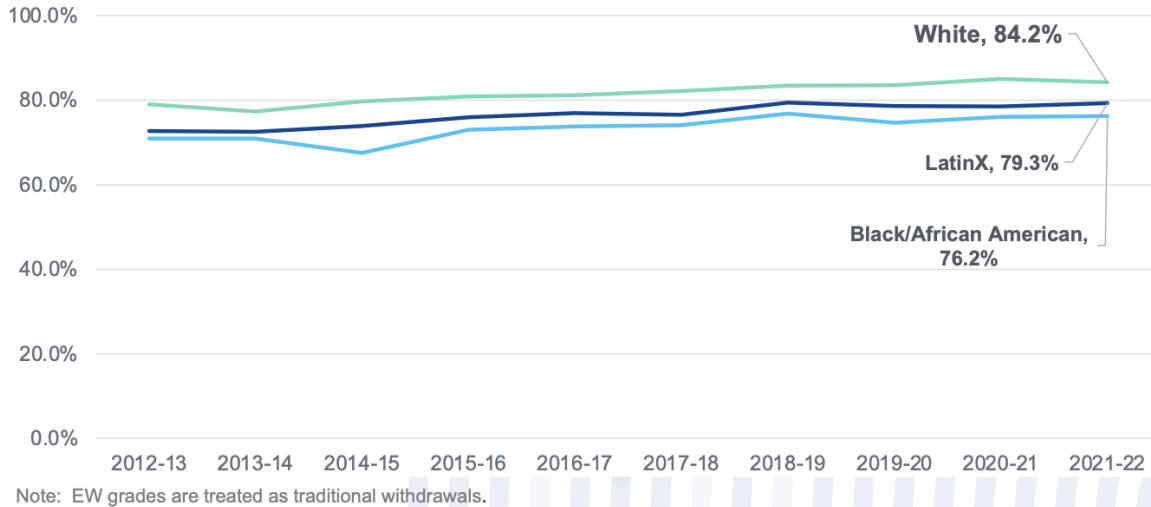
## Analysis of Key Data

The charts below were included in the 2022 Online Education Board Report. The data demonstrates steady increases in DE participation and importance of DE to students and the college, with major jumps in 2020-21 and 2021-22 due to the Covid-19 pandemic. DE success and retention also show a long-term upward trend, with some narrowing of equity gaps, but the most recent data (not included on the charts) is less encouraging.

### DE Participation in All Programs

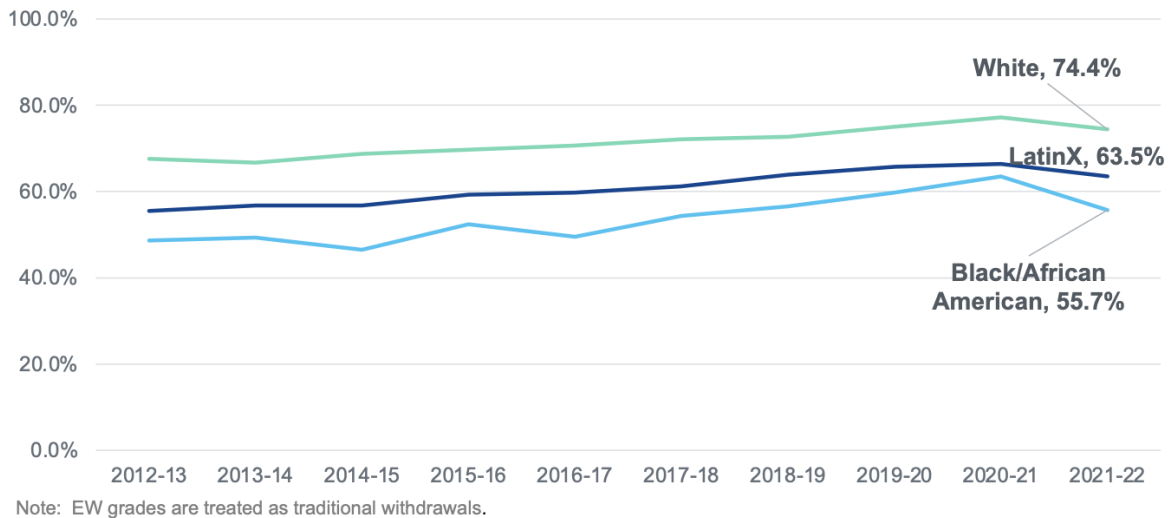
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
# of DE Course Sections	673	702	734	832	2,964	2,360
% of FTES from DE	24.5%	25.5%	27.5%	31.8%	99.2%	87.7%
% Students Enrolled in <b>at least one</b> DE Section	44.7%	46.3%	48.4%	53.4%	99.3%	95.1%
% Students Enrolled in <b>only</b> DE Sections	15.0%	15.7%	16.8%	19.6%	97.6%	73.6%

## MiraCosta DE Equity Data – Retention Credit Only



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## MiraCosta DE Equity Data – Success Credit Only



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As noted in the most recent Online Education program review, in fall 2022, CCC Datamart shows that over 74% of MCC enrollments were from DE course sections. Of note is that Datamart fall 2022 data shows the portion of DE enrollments statewide as 52.2%, and in other SDICCCA districts as 50.5%. It is difficult to forecast with precision where the DE/non-DE balance will stabilize as Covid’s effects wane further and campus construction projects are completed, but it seems likely that DE will account for well over 50% of MiraCosta’s enrollment going forward. Preliminary results of a MiraCosta student survey conducted in fall 2022

demonstrate a high level of student demand for online education classes, with just 17% of students expressing interest in an entirely on-campus schedule, 35% of students expressing interest in an all-online schedule, and 44% of students looking for a blend of on-campus and online classes.

The MiraCosta DE success rate for fall 2022 (67.1%) is similar to the regional (67.7%) and statewide rates (67.9%). However, it is important to note that fall 2022 data show that the gaps between DE retention and success and on-campus retention and success are greater than 5%, a target set by MiraCosta's Vice President of Instruction in 2014. (Retention gap for DE is 6.5 percentage points; success gap is 8.7 percentage points). Prior to the pandemic, the gaps had been narrowed to 5% or below.

Further, though DE outcomes for Black/African-American and Hispanic/Latino populations were improving prior to the pandemic, lingering effects associated with the pandemic may have an impact on this progress. For Black/African-American students, the DE success rate improved from 49.0% in 2013-14 to 56.7% for 2018-19, but in fall 2022, this rate was 55.6%. The Hispanic/Latino student DE success rate improved from 57.2% in 2013-14 to 63.7% in 2018-19, but in fall 2022 it was 63.4%. These outcomes significantly lag the fall 2022 71.4% success rate for White students (though that rate also is lower than the 72.6% of 2018-19).

While MOE has prioritized equity-minded online teaching strategies in documents such as the MiraCosta Online Class Quality Guidelines, and the college has supported strategies for closing equity gaps through programs such as the Cultural Curriculum Collective and MiraCosta Online Mentors, it's clear that work is needed to further engage faculty and better assess needs of students of color and working adults participating in distance education. Particularly in the wake of the pandemic, with impacts on students and an acceleration of demand for online classes, improving outcomes and reducing equity gaps in online education must be a priority of the objectives and strategies of this plan.

## Plan Development and Approval

This plan was developed during the 2022-23 academic year by the MiraCosta Online Educators subcommittee of the Academic Senate.

Approval dates

MiraCosta Online Educators: May 12, 2023

Academic Senate: May 19, 2023

College Council: June 8, 2023

## 2023-26 Online Education Objectives and Strategies

MiraCosta Online Educators and the Faculty Coordinator of Online Education commit to the following objectives and strategies for the 2023-24, 2024-25, and 2025-26 academic years. They will work with all stakeholders to prioritize and fulfill these, with regular communication to the college community about the work.

- **Online Education Objective 1:** Improve student-facing outreach and communication about online programs and classes.
  - **Strategy 1.1:** Identify and promote online and/or zero-cost program pathways that the college commits to offering in a meaningful, consistent manner.
  - **Strategy 1.2:** Develop and implement a brand/identity for MiraCosta online education.
  - **Strategy 1.3:** Support student-centered, equity-minded scheduling and offering of classes in different modalities, including HyFlex.
  
- **Online Education Objective 2:** Innovate, evaluate, and increase effectiveness of online classes, programs, services, and initiatives, especially in support of providing a student-centered learning experience for disproportionately impacted student populations.
  - **Strategy 2.1:** Support continued development of and research on strategies to reduce equity gaps for black and Latinx students, and increase student success in online learning environments, including:
    - **2.1.1** Engaging faculty with data and data coaching programs focused on success and equity for disproportionately-impacted (DI) populations in online education.
    - **2.1.2** Enhancing resources and support to help faculty develop online courses that comply with accessibility regulations.
    - **2.1.3** Research the impacts of Student Online Academic Readiness (SOAR) workshop participation for disproportionately-impacted populations, and update SOAR to be more culturally relevant.
    - **2.1.4** Adoption of culturally responsive Open Educational Resources (OER) and Zero Textbook Cost (ZTC) course materials.
    - **2.1.5** Student engagement with online support services and programs, with a focus on learning more from ASE programs about serving students of color online .
    - **2.1.6** Student access to technology and technology support resources.
  - **Strategy 2.2:** Create and deploy an annual needs assessment process of the student-centered online learning experience to inform focal points for reducing equity gaps in online learning. Data sources may include, but are not limited to:
    - **2.2.1** Data available from the Data Dashboards.
    - **2.2.2** A regular survey of student and faculty satisfaction with online teaching and learning (to replace the now defunct survey previously administered by the Chancellor's office).

- **2.2.3** Regular focus groups with students of color and working adults regarding their experiences in distance education classes, and with staff and faculty from ASE programs on their insights on supporting students of color in online education.
    - **2.2.4** An audit of a random sample of distance education classes to assess alignment with requirements established in the MiraCosta Online Class Quality Guidelines.
    - **2.2.5** Analysis of Student and Employee Help Desk requests.
    - **2.2.6** Evaluation data and feedback from faculty engaged with online education support programs, workshops, and resources (e.g. MiraCosta Online Mentor Program).
  - **Strategy 2.3:** In partnership with the Academic Senate, C3 Teaching & Learning Center, PDP, Office of Instruction, and academic departments, continue to support faculty teaching online through:
    - **2.3.1** Identifying and promoting innovative and effective practices for equity-minded online instruction, including accessibility.
    - **2.3.2** Providing an array of support options for faculty (e.g. workshops, resources, Canvas templates and examples, peer mentors, voluntary course review, in-depth professional learning experiences), with a focus on using the MiraCosta Online Class Quality Guidelines when designing, teaching, and enhancing online classes to improve student equity and success.
    - **2.3.3** Collaborating on faculty and student support initiatives for online education within specific disciplines, departments, ACPs, student equity programs, ZTC Program Grant work, etc.
    - **2.3.4** Making recommendations regarding the current HyFlex pilot at MiraCosta, and additional recommendations as needed regarding other online modality innovations.
- **Online Education Objective 3:** Continually assess the effectiveness of MiraCosta's online education technologies, and make enhancements as needed.
  - **Strategy 3.1:** Establish guidance and processes for recommending, evaluating, selecting, and implementing online education technologies, at any level from institution-wide to faculty/course-specific, in collaboration with institutional stakeholders.
  - **Strategy 3.2:** Engage with classroom technology design, configuration, and evaluation processes to support effective use of online technologies within classroom environments, including HyFlex classrooms.
  - **Strategy 3.3:** Engage with stakeholders, including students, to evaluate and respond to opportunities and challenges presented by the availability of generative Artificial Intelligence tools.
  - **Strategy 3.4:** Improve communication with faculty and students about updates to Canvas and other core online instructional technologies; collaborate with ITS to regularly analyze user needs and improve user support.



- **Online Education Objective 4:** Monitor and ensure compliance with state and federal distance education regulations, CCC Chancellor's Office requirements, and accreditation standards for distance education.
  - **Strategy 4.1:** Make updates as needed to AP 4105, the DE Handbook, and the MiraCosta Online Class Quality Guidelines to support DE practices that are equitable and compliant with regulations.
  - **Strategy 4.2:** Engage with the CVC Course Exchange to the extent warranted through ongoing evaluation of the relevant opportunities and challenges.

## Appendix A: Definitions

**Online education** is an expansive term at MiraCosta College, encompassing technologies, services, resources, programs, classes, and teaching/learning experiences that are mediated at least partially through the Internet.

**Distance education** is a more specific term and is important for accreditation and compliance with state and federal regulations. MiraCosta's administrative procedure on distance education, AP 4105, defines distance education (DE) in accordance with federal statute as "education that uses [technology] to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously."

**Distance education classes** are defined, in accordance with California Community College and ACCJC procedures for data reporting and disaggregation, as course sections in which over half of the instructional time occurs via DE.

**Distance education programs**, in accordance with ACCJC procedures, are those in which half or more of the required courses have been approved to be offered via distance education through MiraCosta's curriculum process.

**Online class:** The entire class may be completed online, asynchronously.

**Scheduled Online class:** The entire class may be completed online, including scheduled synchronous meetings.

**Hybrid class:** The class's instructional time is conducted partially online and partially in-person. A hybrid class is considered a DE class for data reporting purposes if over half of its instructional time is conducted online. A class that is otherwise conducted online but requires in-person proctored exams is considered a Hybrid.

**HyFlex class:** The class is taught in a classroom and online simultaneously. Students choose how to attend. As of spring 2023, HyFlex classes at MiraCosta offer the choice of in-person or online synchronous attendance, but not online asynchronous.

## Appendix B: Closure of Previous Online Education Plan

The 2015-18 Online Education Plan served the college for far longer than initially envisioned. The plan's goals were far-reaching and continued to serve the college during an extended period of revision of the college's foundational mission, values, and goals, followed by redevelopment of other primary college plans, especially the Educational Master Plan and the Technology Plan.

The 2015-18 plan had four primary objectives; notes are provided here regarding accomplishment of goals and outcomes associated with each objective. Nearly all items have been addressed; some items require ongoing maintenance and extension of efforts initiated by the 2015-18 plan.

Objective 1: Establish online education programs and resources within an integrated and comprehensive web-based environment.

- Analysis of course section scheduling patterns revealed nearly two dozen programs that appeared to be completable online. There has been advocacy for inclusion of course modalities on Academic Maps. But developing branding and marketing for online programs has yet to occur. (1.A.1 and 1.B.1 - Incomplete)
- Student activities now have a much greater online presence, accelerated by the pandemic and with the aid of technologies added over the last several years. (1.A.2 - Progress and no longer the purview of the plan)
- Multiple technologies have been piloted and added to the suite of online education technologies available at MiraCosta. (1.C.1 - Complete and ongoing)
- The college re-evaluated its course management system options and transitioned to Canvas. (1.C.2 - Complete)
- With funds obtained through the AB 798 grant, Online Education established a program supporting faculty in the use of Open Educational Resources. Online Education continues to be involved in current ZTC Program Pathway development through new state grant funds. (1.C.2 - Complete and ongoing)

Objective 2: Enhance support and clarify procedures for faculty involved in online education.

- A DE Handbook has been developed and approved by the Academic Senate. (2.A.1 - Complete and maintaining)
- The college has developed a certification required for online teaching, and online mentor faculty have begun offering adapted @ONE online teaching courses with certificates of completion. (2.A.1 - Complete and ongoing)
- MOE developed the MiraCosta Online Class Quality Guidelines which were approved by the Academic Senate. (2.B.1 - Complete and maintaining)
- Development of specific evaluation procedures for online instruction is now understood as a negotiated item outside the purview of this plan. (2.B.1 - No longer relevant)
- MOE developed a document providing guidance to departments in assigning online teaching to faculty and later revised this into a more comprehensive guide for department chairs supporting online education quality within departments. (2.B.1 - Complete)

Objective 3: Engage students in effective supports for success in online education.

- The college has expanded the availability of online support services and Online Education led the deployment of the Student Support Hub in Canvas as a centralized location for these online services. (3.A.1 - Complete and ongoing)
- Online Education has served nearly 7000 students through the Student Online Academic Readiness workshop. (3.A.1 - Ongoing)
- The college completed steps to become a CVC-OEI Home College and has committed to moving toward becoming a Teaching College, though engagement of MiraCosta classes and students with the CVC Course Exchange has been minimal. (3.A.2 - Ongoing)
- Success and retention for distance education at MiraCosta, including data disaggregated by ethnicity, steadily improved up to the pandemic. Data during and following the pandemic is challenging to interpret, but points to an ongoing need for improvement. (3.B.1 - Ongoing)

Objective 4: Ensure online education at MiraCosta is in compliance with external regulations.

- MiraCosta's DE policy (AP 4105) and associated documents have been regularly updated in response to changes in federal and state DE regulations. (4.A - Ongoing)
- Accreditation processes in 2016 and 2023 resulted in no sanctions with regard to DE. (4.A.1 - Complete and ongoing)