Substantive Change Application, Part 2: Topic-Specific Questions

DISTANCE DELIVERY

Submitting a Substantive Change Request

Attach the "Substantive Change Application–General Questions" as page one of this application. That completed form and the answers to the questions below will constitute the request for approval of a substantive change. It will be provided to future HLC review processes.

Name of Institution: **Monroe County Community College**

Office of e-Learning and Instructional Support Web Site:

http://www.monroeccc.edu/distancelearning/

Part 1. Characteristics of the Change Requested

1. **Briefly describe the planned initiation or expansion of distance delivery the institution is requesting permission to operate.**

   The mission of Monroe County Community College (MCCC) is to provide a variety of higher education opportunities to enrich the lives of the residents of Monroe County. Although 85% of MCCC students live within the County of Monroe, there is still some demand for opportunities to complete program requirements via distance education. In the last five years, 8 to 10 percent of total contact hours at the College were delivered via online courses. As of fall 2012, MCCC currently offers 10 out of 37 programs (27%) that meet the Higher Learning Commission's (HLC) definition of a distance education program (DL1). Forty-three of 527 (8%) of courses in the total course inventory are available online (DL2).

   The College is a member of the Michigan Community College Virtual Learning Collaborative (MCCVLC/VLC) (DL3a, DL3b, DL4a). The College is approved by the HLC to offer distance education through the MCCVLC (DL5). Prior to changes in the HLC definition of distance education, the College offered one online degree program, the LPN to RN online option for the associate degree in nursing (ADN). This option has since been deactivated.

   The College does not anticipate significant increases in the number of online courses and programs over the next several years. The number of online courses, course sections, and related enrollments at the College actually decreased over the last five years. However, the percentage of students enrolled in online classes as part of total enrollments continued a slight but stable upward trend. These and other related statistics are discussed in greater detail under Part 2 of this application.

   Even though less than 30% of the programs at MCCC allow 50% or more of the required courses to be taken via distance education, namely the internet, the College is requesting HLC approval to offer distance education at the 100% threshold, Bracket Three. Based on the Percentage Brackets for determining the scope of distance education, the College already offers more than what the previous category allows, which is twenty percent.

   The College requested and the HLC confirmed that expansion of distance education be reviewed as part of a mandated focus visit already scheduled for March 4-5, 2013.

2. Include a list of all proposed certificate and degree programs planned in the initiation or expansion of distance delivery. For each degree program or certificate:

a. Indicate the Classification of Instructional Programs [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at http://nces.ed.gov/ipeds/cipcode/.

PROGRAM CIP CODES

52.0302	Accounting
52.0402/22.0301/51.0716	Administrative Professional: Administrative, Legal, Medical (three majors)
11.0301	Application Software Specialist
52.0204	Business Management
11.0501	CIS/Accounting
40.0501	Chemistry
15.1203	PC Support Technician
15.0702	Quality Systems Technology
24.0101	Associate of Arts
24.0101	Associate of Science

b. Specify the program level.

ASSOCIATE DEGREE

c. Specify if it is **distance education** or **correspondence education.**

DISTANCE EDUCATION

NOTE: The College defines instructional modalities as follows.

FACE-TO- FACE: Courses require students to come to the MCCC campus on prescribed days and times. These courses may utilize a web-based component as a supplement to the instructor's face to face classroom instruction.

BLENDED: Courses blend face to face classroom instruction with a significant amount of web-based instruction. The class schedule in these courses will require the student to come to MCCC campus as established by the instructor.

ONLINE: Courses deliver instruction in an entirely web-based format. Some exams and assignments may be required at authorized locations as established by the instructor.

d. Specify all modalities of delivery.

__ Audio conferencing	_X_ **internet**
__ Broadband lines	__ microwave
__ cable	__ open broadcast
__ closed circuit	__ satellite
__ correspondence	__ videocassettes, dvds, and cd-roms
__ fiber optics	__ wireless communication devices

e. Identify date the offerings will be launched (MM/DD/YYYY).

When the definitions of and related thresholds for distance education changed in the fall of 2010, the College went from offering 1 to 11 online programs. Under the new definitions, MCCC students may currently complete 50% of program requirements via online courses for 10 programs (the original online program has since been deactivated, as noted above).

3. What organizational structures are in place to ensure effective oversight, implementation, and management of the institution's distance-delivered offerings?

The Department of eLearning and Instructional Support (EIS) coordinates distance education. The department reports to the vice president of instruction through the coordinator of eLearning and instructional support (EIS). Additional department staff includes an instructional support technician and student assistant. The department administers its own budget and partners with the Department of Information Systems (IS) to implement and manage the Blackboard course management system.

The academic divisions of business, health sciences, humanities/social sciences, science/mathematics, and industrial technologies, oversee programs and courses offered at MCCC. However, these divisions work in tandem with the EIS department, which provides professional development instruction, training, and activities for administrators responsible for evaluating online instruction and faculty teaching online classes. The EIS coordinator regularly attends Council of Deans meetings to discuss distance education related topics. The EIS department is the primary provider of support and services to online students.

The EIS department, in consultation with faculty, administrators, and staff teaching and/or having a vested interested in distance learning at MCCC, considers and recommends policies and procedures that guide distance-delivered courses and programs to the vice president of instruction.

4. Does the institution have a separately identified organizational unit for providing or marketing the distance-delivered offerings? ( ) Yes   (X) No

If yes, please explain how this separate unit coordinates with other academic and administrative units across the institution to ensure the consistency and quality of offerings.

The College does not market distance delivery education separate from other delivery modalities. However, MCCC uses an icon to identify blended and online classes and provides an independent list of online class sections in the class schedule that is published each semester (DL6, p51). The College does not market programs as "online programs" because in none of the cases of MCCC programs having 50% or more of requirements available via online education is that 50% only available through online classes.

5. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

As previously mentioned, the College is approved by the HLC to offer distance education through the Michigan Virtual Learning Collaborative (MCCVLC/VLC). The VLC provides a number of resources for participating community colleges and students enrolled in online classes and programs. Although part of the role of the VLC is student recruitment, almost all students who took/are taking online classes at

MCCC either enrolled themselves or worked with a counselor to enroll in classes directly through the MCCC registration process. Additionally, although the College faculty and distance learning support staff utilize course design and evaluation resources, the VLC does not provide oversight of curriculum or instruction.

Type of involvement	Name(s) of external organization(s)	% of Involvement
A. Recruitment and admission of students	MCCVLC	5%
B. Course placement and advising of students	None	0
C. Design and oversight of curriculum	None	0
D. Direct instruction and oversight	None	0
E. Other Support for delivery of instruction	MCCVLC	5%

6. **If the institution is planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.**

The College is not planning involvement with other accredited higher education institutions in key operations identified above. Student requests to transfer online courses to MCCC, including those taken through the VLC, go through the same transfer credit evaluation process as face to face courses.

7. Operational Data

Operational Data	Last year (actual tallies) 2011-12	This year (estimate) 2012-13	Next year (projected) 2013-14
A. Total number of academic programs (i.e., counting different majors at all levels). Do not include certificates.	35	37	38
B. Total number of programs in item A above available via distance delivery (i.e., 50% or more of courses available as distance-delivered courses)	10	10	12
C. Percentage of programs available via distance delivery (100 x B/A)	29%	27%	32%

Part 2. Institution's History with Distance-Delivered Offerings

8. Briefly describe the institution's experience with distance-delivered offerings.

MCCC first offered online classes in January 2000, starting with a single English Composition class, ENGL 151. Since MCCC began offering online courses their popularity has continued to grow. From fall 2003 to fall 2007, the number of online course sections more than tripled. From fall 2007 to winter 2011, online classes grew another 17 percent. The past several semesters have seen a slight decline in online offerings and enrollments, however, the percentage of total students enrolled at the College who are taking online classes continued to increase, slightly.

Online Courses, Online Course Sections, and Enrollment
Winter 2003 - Fall 2012

Semester	No. of Courses	No. of Course Sections	Semester	No. of Courses	No. of Course Sections
Winter 2012	36	61	Fall 2012	37	60
Winter 2011	44	74	Fall 2011	40	63
Winter 2010	41	75	Fall 2010	40	75
Winter 2009	42	71	Fall 2009	42	75
Winter 2008	34	59	Fall 2008	44	69
Winter 2007	32	55	Fall 2007	37	61
Winter 2006	26	40	Fall 2006	29	42
Winter 2005	23	29	Fall 2005	20	30
Winter 2004	22	26	Fall 2004	21	29
Winter 2003	19	24	Fall 2003	14	18

Online Course Unduplicated Enrollment
Winter 2003 - Fall 2012

Semester	Unduplicated Enrollment (online)	Semester	Unduplicated Enrollment (online)
Winter 2012	721	Fall 2012	718
Winter 2011	747	Fall 2011	747
Winter 2010	813	Fall 2010	768
Winter 2009	790	Fall 2009	746
Winter 2008	744	Fall 2008	757
Winter 2007	570	Fall 2007	703
Winter 2006	472	Fall 2006	540
Winter 2005	355	Fall 2005	375
Winter 2004	336	Fall 2004	336
Winter 2003	276	Fall 2003	229

Online Courses Enrollment as Percentage of College Enrollment
Fall Semesters, 2003 - 2012

Semester	Unduplicated Enrollment- All Course Sections	Unduplicated Enrollment- Online Course Sections	Percent of Students Enrolled in Online Courses
Fall 2012	4,071	718	18%
Fall 2011	4,440	747	17%
Fall 2010	4,723	768	16%
Fall 2009	4,624	746	16%
Fall 2008	4,514	757	17%
Fall 2007	4,433	703	16%
Fall 2006	4,368	540	12%
Fall 2005	4,193	375	9%
Fall 2004	4,177	336	8%
Fall 2003	3,943	229	6%

Some of the enrollment decline may be attributed to a decrease in overall enrollment at the College, as well as the slight growth in blended course offerings (class interaction is blended between face to face and web-based instruction). The current fall 2012 term has 60 online course sections and 718 unduplicated students enrolled in the online classes.

The percentage of total contact hours delivered via online instruction remained stable over the last three years and is expected to remain the same over the next several years.

Percentage of Total Contact Hours Delivered Online
2009-10 through 2011-12

	Total Contact Hours	Contact Hours through Online Instruction	Online Instruction as Percentage of Contact Hours
2012-13*	91,000	8,200	9%
2011-12	93,528	8,422	9%
2010-11	101,663	8,834	9%
2009-10	104,485	9,088	10%

projected

The distance learning program was first housed under the student services division of the college. The director of learning resources was responsible for distance education related professional development and student support. In July 2004, a support staff position was created to provide faculty and student technical support, the distance education assistant (now called instructional support technician). The professional development and training component in support of distance education remained the responsibility of the director of learning resources.

As the demand for distance learning and instructional technology support grew on campus, a task force was established to evaluate the technology needs of the MCCC campus. The Instructional Technology Task Force conducted an extensive evaluation of MCCC technology and related services. The task force put forth a recommendation to the MCCC President to move distance education under the academic division of the college and create a faculty position dedicated to managing the growth of the distance education program as well as providing instructional support services (DL7).

The eLearning and instructional support coordinator was hired and the department launched in October 2007. The Office of eLearning and Instructional Support (EIS) is organized under the Instructional Area. The coordinator reports to the vice president of instruction and is responsible for providing professional development, training and technical support to faculty. The department also provides technical support to students enrolled in blended and online classes as well as face to face classes that utilize the internet to supplement instruction.

In addition to the coordinator, the department is staffed by the instructional support technician and a student assistant. As noted earlier, the EIS department works in partnership with the Information Systems (IS) department to implement the distance learning program, particularly management of the Blackboard course management system.

9. If the Higher Learning Commission approves the institution's initiation or expansion of distance delivery, what future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years)?

As noted above, the number of online course sections more than tripled between fall 2003 and fall 2007. Between fall 2007 and winter 2011 online course sections grew another 17 percent. The past several semesters have seen a slight decline in online class offerings. Some of the decline can be attributed to

decreasing enrollment college wide and the slight growth in blended course offerings. The College does not anticipate significant online course section growth in the near future.

It does appear that two programs will exceed the 50% percent of program requirements available online in the near future, including Web Design and Web Development. And, it is possible that with just a few program specific courses converted into an online format more majors will fall into the online program category. The primary reason for this type of growth is general education course requirements available online. In most cases of an MCCC program exceeding the 50% threshold of required courses being available online, the reason is that students may choose one or more of the 14 general education classes offered online to meet graduation requirements; about 8% of total general education offerings. Two of these courses are required for all degrees, ENGL 151 and POLSC 151. That being said, students may choose from the other 167 general education classes not offered in the online format or the face to face option. All online general education courses are also available in the face to face format. Interesting to note, faculty teaching POLSC 151 are currently considering whether to continue offering the course in the online format. A preliminary review of data regarding student outcomes in POLSC 151 online classes shows higher high attrition, failure, and repeat rates in comparison to blended and face to face counterparts.

A recent review of the data shows that 8.25% of students who graduated from programs defined as online under the new HLC definitions completed 50% or more of the program requirements via online courses. The percentage of graduates completing 50% or more of program requirements online ranged from a low of 0% to a high of 33.3%.

Percentage of Graduates Completing 50% or More of Program Requirements Via Online Classes, Fall 2008 to Summer 2012 Graduates (4 academic years)

Program		Graduates	Not Online	Online	Completed 50% or more online
ACCTG.AAS		57	41	16	28.1%
AP. AAS					
Administrative	APADM.AAS	17	16	1	5.9%
Legal	APLEG.AAS	2	2	0	0.0%
Medical	APMED.AAS	2	2	0	0.0%
ASSP.AAS		1	1	0	0.0%
BMGT.AAS		140	114	26	18.6%
CHEM.AS		9	9	0	0.0%
ACCTGCIS.AAS		3	2	1	33.3%
PCSUPPORT.AAS		22	22	0	0.0%
QST.AAS		5	5	0	0.0%
AA		25	25	0	0.0%
AS		770	668	102	13.2%
Total		1053	907	146	**8.25%**

As noted earlier, because it is expected that students will select more face to face than online classes even in programs where those opportunities exceed 50% of course requirements, it is expected that the growth in actual online courses, sections, and enrollments will remain relatively stable. Also noted, it is expected

that online course offerings as a percentage of total contact hours will continue to flat line over the next several years.

10. How does the institution plan to manage this growth?

As noted above, distance education at MCCC grew consistently and evenly overtime and the eLearning and Instructional Support (EIS) department evolved accordingly. Today, distance learning shares an integral and reciprocal relationship with College's academic departments, disciplines, and reporting lines. The EIS department works closely with academic departments throughout the college to provide training, professional development, and support to faculty and students. Faculty report to their respective deans, regardless of whether the classes they teach are delivered, online or face to face. Online courses and the faculty that teach them are subject to the same policies and procedures as faculty who teach face to face classes. The EIS coordinator regularly attends Council of Deans meetings to discuss distance education topics such as evaluating quality of online instruction, assessment of student learning in online classes, student evaluation of online courses, professional development and training, and planning for the future.

Since MCCC is not anticipating significant growth in the near future, there are no plans to drastically change the current distance education structure. Since 2007, the College made some slight title changes and responsibility modifications to the EIS department to better serve online students and faculty. In addition, the department established a stronger partnership with the Information Systems (IS) department to improve the implementation and management of the Blackboard course management system.

The College will maintain the same organizational structure and cooperation between departments in relationship to distance learning to manage change and growth. The EIS department will continue to oversee distance education training, professional development, and technical support. The academic divisions will continue to maintain oversight of faculty and quality of instruction. In the case significant growth occurs in the future, the College will assess human resource and technology needs and make provisions to address gaps in workload and/or effectiveness of distance education.

Part 3. Institutional Planning for Distance-Delivered Offerings

11. What impact might the proposed initiation or expansion of distance-delivered offering(s) have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?

The College does not believe that approval to offer distance education at Bracket Three will have any impact on challenges identified as part of the last HLC comprehensive visit (September 2009). In fact, the visiting team commented on the quality of distance education at MCCC and confirmed no significant difference in retention rates between students enrolled in online and face to face classes.

> MCCC offers online courses as a member of the HLC approved Michigan Community College Virtual Learning Collaborative. During fall 2009, MCCC offered 64 online courses. Interviews with faculty and staff verified that the College provides appropriate computer support and technical staff support for online instruction, under the leadership of the Coordinator for E-Learning and Instructional Support. Student success rates for students taking online courses are comparable to that of students taking classes in the traditional face to face format. A Distance Learning Committee was formed in 2007 to address the needs, issues, and concerns of online faculty and students (DL8, p3).

12. **How does the institution determine the need to expand or initiate a distance-delivered offering? If the institution offers a traditional program now, how does it decide whether to start offering this program via distance delivery?**

Other than the LPN to RN online associate degree in nursing (ADN) option, the College has not made a conscious effort to offer online programs (i.e., programs in which required courses can be taken only via distance education). However, as a result of the new HLC definitions for distance education 10 programs are now considered to be online programs (i.e., programs in which 50% or more required courses are available online).

The College monitors online course enrollments and student demand to determine the need to expand capacity. When deciding to offer a course via the online format, academic divisions and the EIS department determines whether distance learning is a viable option for that particular course. This decision takes place at the appropriate faculty level in coordination with the division dean. In one case, MCCC science faculty made a conscious decision not to offer science with lab classes via distance learning.

A faculty member who is interested in pursuing the online format discusses their intent with the respective division dean. Items under discussion may include whether there is student demand for the class in an online format and the instructor's ability to teach online. The dean and/or faculty meet with the vice president of instruction to review the plan for offering the online course or program. It is rarely the case that the course was not offered in the face to face format prior to being offered online. In the case the online course proposed for development is a new course, it is submitted to the MCCC Curriculum Committee for approval.

Once courses are offered in an online format, faculty regularly evaluates course effectiveness as part of the overall course evaluation process. In some cases, further review takes place to evaluate the continued appropriateness of the delivery modality. For example, faculty recently determined that the online introductory psychology course (PSYCH 151) should be offered in the blended format whereby students meet face to face for instruction once a week rather than solely online. The same analysis and conclusion was applied to the Introductory Political Science course (POLSC 151). In the case of the online ADN option, the program was deactivated because the faculty determined that the online environment was not conducive to student learning and success.

13. **How does the institution plan for changes and future expansion of the role distance delivery plays in the institution? Who is involved? How do new ideas and initiatives originate, and how are they examined and evaluated?**

Distance Learning issues are vetted through the academic division from which the course or program originates, as well as the Curriculum Committee, the eLearning and Instructional Support (EIS) Department, and the vice president of instruction. In the past, the Distance Learning and Instructional Technology Committee was the forum for discussing all issues related to distance education. The College is currently experimenting with a council model form of shared governance. Most standing committees were suspended as part of the 2012-13 council model test. Issues, concerns, and activities including those related to distance education and otherwise addressed through the standing committees are presented by the appropriate department, division, or employee group to each of three councils: Faculty Council, Administrator Council, and Staff Council. Recently, all three councils approved the proposal to establish a task force charged with making a recommendation regarding whether to continue using Blackboard or a different course management system (DL9, DL10, DL11). The task force is made up of faculty and staff from the EIS and IS departments as well as each of the academic divisions (business, health sciences, humanities/social sciences, industrial technology, and science/mathematics).

14. How does the institution ensure that financial planning and budgeting for distance-delivered offerings are realistic? What are the institution's projected revenues and expenses?

The College regularly reviews tuition, course lab fees, and the Technology Fund fee in relation to the costs of delivering instruction in all modalities, changing equipment, and hardware and software costs including the costs associated with offering online classes such as the Blackboard course management annual license, Respondus Lockdown Browser test security software, and Evaluation Kit online student course evaluation software.

In 2011-12, student billable contact hours in online classes totaled 8,422, which was 9% of the total billable contact hours that year, or 93,528. Revenue generated from tuition that same year for online and face to face classes was $648,494 and $7,201,656, respectively. The percentage of tuition revenue generated by online classes was also 9% of the total tuition revenue for FY12.

Students enrolled in online classes pay a flat lab fee of $40 per course. This fee has not changed since it was first implemented in 2004. The fee will increase to $75 starting with the 2013 Winter Semester. The College charges all students a $10 technology fee per contact hour. Technology Fund revenue is used to support equipment, hardware, and software technology needs across campus.

For FY13, the eLearning and Instructional Support department budget is $219,523 (General Fund) plus $114,700 for technology (Technology Fund, including Blackboard, Respondus Lockdown Browser, and Evaluation Kit).

Approximately $664,200 is budgeted among academic divisions for the cost of staffing the online courses, including salary and benefits. This amount is based on the expected number of contact hours delivered via online classes during the 2012-13 academic year. The FY13 total budget for delivering online instruction is $998,423: Expected revenue is $955, 040 (a difference of $43,383 costs over revenue). The difference is made up through the $10 per contact hour technology fee for all classes regardless of method used to deliver instruction. Approximately 50% of MCCC instructors are using Blackboard this semester, or 117 out of 233 total instructors. Of the 528 total fall 2012 face to face classes, 41% (or 218) are using Blackboard to supplement instruction.

Revenue Generated through Online Courses, Tuition, and Technology Fee, by Billable Contact Hour 2009-10 through 2011-12

Academic Year	Billable Contact Hours through Online Instruction	Tuition/ Total (in county)	Technology Fee (per contact hour)/Total	Total Revenue through Tuition and Fees
2012-13*	8,200	$84/ $688,800	$10/ $82,000	$770,800
2011-12	8,422	$77/ $648,494	$6/ 50,532	$699,026
2010-11	8,834	$72/ $636,048	$6/ $53,004	$689,052
2009-10	9,088	$67/ $608,896	$6/ $54,528	$663,424

projected

Revenue Generated through Online Course Lab Fee
2009-10 through 2011-12

Academic Year	Enrollment (duplicated)	Lab Fee per Student per Course	Total Revenue through Course Lab Fee
2012-13*	2,954	$40/$75	$184,240
2011-12	2,870	$40	$114,800
2010-11	2,958	$40	$118,320
2009-10	3,035	$40	$121,400

projected

Faculty are paid to develop or convert face to face classes to the online format. Development and/or teaching online classes are incorporated into faculty regular load assignment. In the case faculty accept an online class for development or delivery as an extra contractual assignment, they are remunerated $66.25 a contact hour (average course is 45 contact hours). Full-time faculty teach the majority of online classes, but adjunct faculty also teach online classes. They are paid between $27 and $42 a contact hour. Budgeting for faculty to develop and teach online classes occurs at the division level.

Division deans submit budget proposals to the vice president of instruction each year for consideration in building the following year's budget. The vice president of instruction considers budget proposals submitted by academic deans and the coordinator for eLearning and instructional support as part of the overall Instructional Area budget and based on revenue projections. The President's Cabinet considers all budget proposals when considering tuition and Technology Fee increases.

15. **How does the institution assure that promotion, marketing, and enrollment of its distance-delivered offerings stay in balance with its actual resources and technical capabilities?**

Prospective students are informed of the range of educational modalities, including distance education through the promotion, marketing and enrollment management efforts of the MCCC admissions office. Additionally, students are given information regarding how to choose courses that work best for them during orientation and academic advising events. Finally, the eLearning and instructional support coordinator works with the marketing department to ensure all publications accurately reflect distance learning at MCCC.

As noted earlier, the College does not market online classes independent of other types of instruction. However, a symbol is placed next to each blended and online course section in the class schedule. In almost all cases online classes are also available in the face to face format. Students choose which modality is best for them.

MCCC is a commuter Campus where 85% of its student population and 80% of students enrolled in online classes live in the County of Monroe. During the regular semesters, the majority of MCCC students enrolled in online classes are also enrolled in classes where instruction is delivered face to face or in the blended format.

**Number and Percentage of Students Enrolled in Online Classes
Who are also Enrolled in Face to face or Blended Classes
Fall 2010 through Fall 2012**

Semester	Unduplicated Enrollment in Online Classes	Number and Percentage Taking online and face to face	Semester	Unduplicated Enrollment in Online Classes	Number and Percentage Taking online and face to face
Fall 2012	718	539 (75%)	Winter 2012	721	540 (75%)
Fall 2011	747	553 (74%)	Winter 2011	747	531 (71%)
Fall 2010	768	550 (72%)	Winter 2010	813	591 (73%)
Spring 2012	426	126 (29%)	Summer 2012	151	22 (14%)
Spring 2011	446	134 (30%)	Summer 2011	142	28 (20%)
Spring 2010	446	125 (28%)	Summer 2010	124	20 (16%)

The College is interested in meeting the needs of students for whom the online format is an effective modality for delivering instruction. The College experienced steady and manageable growth in the number of online courses and the percentage of required courses within a degree program available online. The College responded accordingly in terms of human resources and support services for faculty and students. As noted above, the growth in online enrollments is tapering and expected to stabilize in the next couple years. Also noted above, the College regularly reviews tuition and fees, the distance learning lab fee, and the Technology Fee in relation to the costs of delivering instruction in all modalities and changing equipment and hardware and software costs including the costs associated with offering online classes and programs.

16. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

In the past, the Distance Learning and Distance Learning and Instructional Technology Committees would regularly review all information related to distance education. As the College experiments with the council model of shared governance, it is expected that academic deans, faculty, and the eLearning and instructional support (EIS) coordinator will bring new information and substantive changes related to distance education at the College to each of the three councils as an information, input, or action item. The establishment of a task force to review the continued use of Blackboard as the College course management system was presented as an example of this process.

The EIS coordinator works with faculty, academic deans, and the director of marketing, as well as, the vice president of instruction to review online course and program information and to ensure it is accurately and consistently presented in all publications.

Part 4. Curriculum and Instructional Design

17. How does the institution assure good instructional design in its distance-delivered offerings? How are the institution's faculty and quality control mechanisms involved in the instructional design process?

The eLearning and Instructional Support (EIS) department provides a variety of opportunities for faculty to learn how to develop and manage effective online courses (DL12). The Exemplary Online Course Rubric (DL13) is available to faculty developing an online course or teaching an online class. The EIS department offers numerous face to face training opportunities, both before the semesters begin and during the semesters. The topics of these training sessions include "how-to" instruction, as well as instruction on best practices for online learning. The eLearning website provides a variety of resources for faculty regarding effective instructional design, such as links to tutorials, departmental newsletters, training modules and the face to face training schedule (DL14). Additionally, the eLearning department developed a Faculty Resource Center Blackboard course that contains research articles on online teaching and learning, as well as tutorials on Blackboard and other instructional tools (DL15).

The Michigan Virtual Learning Collaborative (MCCVLC) provides resources for curriculum development, including online course development and program assessment rubrics (DL4b).

In terms of quality control, all division deans at the college are enrolled in every online and blended course. If a division dean makes the eLearning department aware of a quality issue with an online or blended course, the EIS coordinator makes contact with the online course instructor to arrange a training consultation. The department also receives student questions and concerns regarding online and blended courses and follows up appropriately with the instructor or division dean. An internal evaluation of distance learning at MCCC revealed a need for a class observation form specific to online classes. Currently, the rubric is under review by faculty teaching online classes. The rubric will allow division deans who are responsible for evaluating faculty teaching online classes to efficiently and systematically assess the quality of the online courses they observe.

18. What processes and procedures will the institution use for technology maintenance, upgrades, back up, remote services, and for communicating changes in software, hardware or technical systems to students and faculty?

MCCC utilizes the Blackboard Community System to post messages to students and faculty regarding any system down time for maintenance upgrades, etc. The EIS department sends email messages to faculty and students to reiterate what is posted in the Blackboard Community System pertaining to system outages. The eLearning office recently started a blog to keep faculty informed of issues with the Blackboard system (DL17).

The EIS department works closely with the Information Systems (IS) department to determine the necessity for upgrades and also to determine the best time-frame to initiate upgrades. For regular system maintenance, the EIS and IS departments promote a Tuesday and Thursday 6:30 AM to 8 AM maintenance window. For more significant upgrades, the EIS and IS departments typically schedule major upgrades for weekends, during holiday hours or during the summer session when Blackboard usage is low. The entire Blackboard system is backed up nightly. The Blackboard virtual machine is backed up to a storage area network (SAN). The College can restore individual files and full database restores of Blackboard from the backups. Further, the entire Blackboard virtual machine can be restored. Blackboard is also backed up through Microsoft's Data Protection Manager. Blackboard files are backed up 3 times daily and the database is backed up nightly to disk. The backups are then transferred to tape twice each week. Tapes are rotated to a vault in the Administration building on a weekly and monthly basis.

19. How does the institution assure that it provides convenient, reliable, and timely services to students or faculty needing technical assistance, and how does it communicate information about these services?
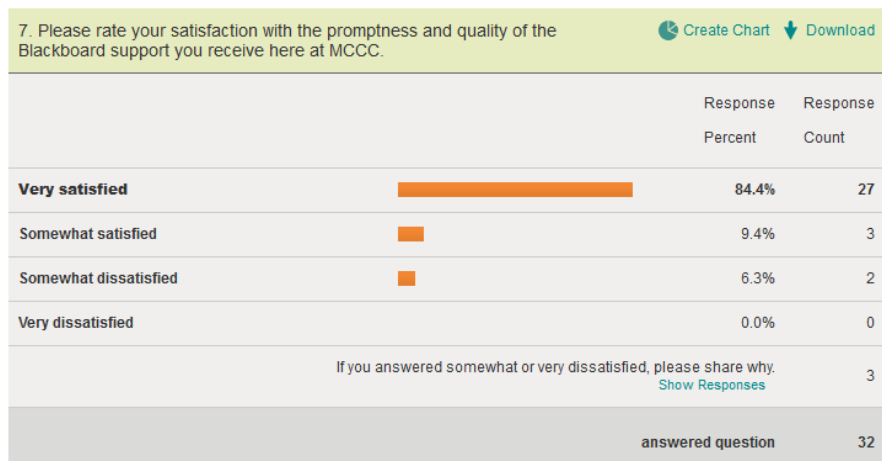
The EIS department contact information is posted on both the College website (DL18) and in the Blackboard Community System. Both the coordinator and the instructional support technician monitor their email during off hours and over the weekend to check for any student or faculty technical assistance that is needed. The Blackboard system at the College is very stable and has a 99.5% up-time.

A fall 2011 survey evidenced the effectiveness of the EIS department in terms of student and faculty satisfaction. Ninety four (94%) of faculty and student respondents reported that they were satisfied with the promptness and quality of the Blackboard support they received at MCCC.

Student Satisfaction with Promptness and Quality of the Blackboard Support Received at MCCC, fall 2011 *(Click here to enlarge)*

6. Please rate your satisfaction with the promptness and quality of the Blackboard support you receive here at MCCC.

	Response Percent	Response Count
Very satisfied	63.4%	246
Somewhat satisfied	30.7%	119
Somewhat dissatisfied	4.4%	17
Very dissatisfied	1.5%	6
If you answered somewhat or very dissatisfied, please share why. Show Responses		34
answered question		388
skipped question		10

Faculty Satisfaction with Promptness and Quality of the Blackboard Support at MCCC, fall 2011 *(Click here to enlarge)*

7. Please rate your satisfaction with the promptness and quality of the Blackboard support you receive here at MCCC.

	Response Percent	Response Count
Very satisfied	84.4%	27
Somewhat satisfied	9.4%	3
Somewhat dissatisfied	6.3%	2
Very dissatisfied	0.0%	0
If you answered somewhat or very dissatisfied, please share why. Show Responses		3
answered question		32

20. What is the institution's experience, if any, in collaborating with other institutions or organizations to provide distance-delivered education?

As noted earlier, MCCC is a member of the Michigan Community College Virtual Learning Collaborative (MCCVLC) (DL3a, DL3b), a consortium sponsored by the Michigan Community College Association (MCCA) and open to all 28 Michigan community colleges. Students enrolled in technology mediated classes through the VLC are entitled to enroll in online courses and receive online services provided by all member institutions. The extent to which member institutions participate in MCCVLC activities beyond the memorandum of understanding is up to the discretion of each participating college (DL4a). MCCC also maintains articulation agreements with four year colleges and universities that offer bachelor degree programs in part or entirely via distance education.

The only experience the College has had directly collaborating with another institution to provide distance education was in relation to the now deactivated online LPN to RN associate degree in nursing (ADN) option. Quite honestly, this was not a good experience. There were two other Michigan community colleges in a three institution consortium. Each of the three institutions was responsible for providing specific courses for the ADN degree option. Under very short notice in 2009, the two other community colleges pulled out of the consortium. There were nearly 20 students in the pipeline to complete the online option. MCCC was hesitant to take on the responsibility of providing all the required nursing courses in the online format, but really saw no other option: The students needed to complete. Unfortunately, the nursing department was indeed ill prepared to take on the responsibility of being the sole provider of the online instruction. The result was that student learning and program outcomes were not equal to those in the traditional, face to face program. This issue was confirmed during the April 2011comprehensive National League for Nursing Accrediting Commission (NLNAC) accreditation evaluation. The College worked with each student individually to bring them in line with the traditional program experience. Eleven of the twelve students enrolled in the online ADN option during its last year of completed the program. Ten of the eleven graduates took and passed the NCLEX-RN on their first attempt, which equates to a 91% pass rate. The eleventh student passed on their second attempt (DL19).

21. If the institution is planning partnerships or agreements with external organizations or institutions as identified in Questions 5 and 6, how will the institution ensure that students can use these services effectively?

The College has no plans to enter into any new partnerships/agreements with external organizations or institutions related to online courses or programs at this time.

Part 5. Institutional Staffing and Faculty Support

22. How does the institution staff distance-delivered programs? How does this differ from the institution's processes for staffing traditional programs?

The process of hiring faculty to teach online classes is coordinated at the division level through the same process used to assign face to face course sections. This process entails an initial conversation about the candidate's qualifications, both in the content area and in relationship to distance education. The majority of online classes are facilitated by full time faculty. In fall 2013, 67% of online classes were facilitated by full time faculty. If the potential instructor is deemed qualified but is teaching part time, they are brought in for a face to face interview with the division dean during which time more probing questions are asked regarding the candidate's readiness to teach online classes. The dean and faculty discuss opportunities for professional development through the MCCVLC and the EIS department.

23. What is the institution's process for selecting, training, and orienting faculty for distance delivery? What special professional development, support, or released time does the institution provide for faculty who teach distance-delivered offerings?

As mentioned previously, the process of hiring online faculty is coordinated at the divisional level. Specific training and support is coordinated through the eLearning and Instructional Support department. The eLearning department developed a Faculty Resource Center Blackboard course that contains research articles on online teaching and learning, as well as tutorials on Blackboard and other instructional tools (DL15). The Department also provides extensive professional development opportunities on the topic of distance education, typically offered during Faculty Workdays when faculty are scheduled to work (including attendance at professional development sessions) but not teaching classes (DL12).

Faculty receives additional remuneration for developing online classes but not for teaching them. Enrollment in online class sections is currently capped at 20 students.

24. How does the institution assure copyright compliance and keep distance delivery faculty aware of institutional policies on using others' intellectual property?

The College has copyright policy and procedures for compliance (DL20, DL21) that are posted on its website home page. The eLearning and Instructional Support Department provides information on fair use as well as TEACH ACT to faculty within the Blackboard Faculty Resource Center (DL15). An email is distributed to faculty teaching online and blended classes each semester directing them to pertinent information, including College copyright policy and procedures (DL22). Academic deans review class documents for compliance with institutional copyright policies and procedures as part of evaluating instruction for all types of course sections, including face to face, blended, and online.

Part 6. Student Support

25. How does the institution assure that distance delivery students have access to necessary student and support services (e.g., institutional information, application for admission, registration, tutoring or academic support, advising, financial aid, tuition payment, career counseling and placement, library resources, complaint processes)? How does the institution provide them information about using these services, and how does it monitor and evaluate their use of these services?

The College provides the following online support services to students:

- Admissions application: DL23

- Advising: DL24

- Blackboard Student Resource Center: DL25

- Career counseling: DL26

- eLearning: DL18

- Financial aid: DL27

- Library: DL28

- Online course requirements: DL29

- Orientation: DL30

- Registration: DL31

- Student policies and procedures: DL32

- Textbook ordering: DL33

- Tuition payment: DL34

- Tutoring: DL35

- Writing Center online tutoring: DL36

The EIS department lists these student services on the departmental student webpage (DL18). Additionally, these services are communicated to online students via email. Regarding evaluation of the services listed above, there is a question on the end of semester online course evaluations that asks about satisfaction with student services that were utilized during the semester.

26. How does the institution measure and promote interactions among distance delivery students and faculty (e.g., email, online chats, discussion groups, phone or streaming audio, "office hours," cyber buddies/mentors and tutors)?

Student feedback and interaction are both strongly encouraged by the EIS department. This encouragement takes the form of training sessions on the various communication tools in Blackboard, specifically the discussion tool, as well as through email announcements, departmental newsletter, and information provided in the Blackboard Faculty Resource Center (DL15). The Blackboard discussion tool is probably the most discussed and used tool with MCCC faculty. Online student surveys indicate that approximately 80% of online courses at MCCC utilize the discussion board in some way to increase faculty to student and student to student interaction.

27. How does the institution assure that the distance delivery students it enrolls and to whom it awards credit and credentials are the same ones who did the work and achieved the institution's learning goals (student authentication)?

The College verifies that a student who registers for an online class is the same student who completes the course and receives credit through the distribution of secure usernames and passwords. Each student is provided a unique username and password that allows them to access the college's Blackboard and email systems. Instructions for logging in are posted on the Blackboard support page (DL37), as well as on the EIS student page (DL18). Students can also contact the Blackboard Help Desk for assistance.

The vast majority of students enrolled in online classes reside within Monroe County. Typically, 80% of MCCC online students reside in Monroe County, 13% reside outside of Monroe County but in the state of Michigan, and 6% reside out of state (the majority of whom are from the greater Toledo, Ohio area).

28. How does the institution protect student identity and personal information?

The student authentication policies and practices described above are applicable to the protection of student identity and personal information at MCCC. Specifically, the primary instructional systems at the college (i.e. WebPal, Blackboard and Email) are password protected and require unique student authentication credentials (i.e. username and password). FERPA and general information disclosure policies and procedures are printed in the college catalog and on the college website (DL38). The registrar sends out a reminder message to all College employees each semester regarding compliance with FERPA (DL39).

Part 7. Evaluation and Assessment

29. How does the institution assess, review, and evaluate quality in distance-delivered offerings?

The eLearning and Instructional Support (EIS) department conducts two separate analyses to determine quality of distance education, in the aggregate. First, a grade analysis is conducted comparing grades received by students in online and face to face classes. The College's ongoing analysis revealed no significant difference in student academic performance between online and face to face classes. However, there is a notable difference in terms of withdrawal rates between the two populations: The withdrawal rate for students enrolled in online classes is higher than the same for students enrolled in classes that meet face to face.

A review of the literature revealed that it is typical for online classes to have higher withdrawal rates than face to face course sections. Still, the College conducted a survey in order to better understand and address the reasons for students withdrawing from online classes. The results of the survey revealed that work issues are the most common reason cited for withdrawing from class.

Online verses Face to face Grade Comparisons
Summer 2011 through Winter 2012

WI2012	A	B	C	D	E	W	
Online (1136 total grades)	279 (24.5 %)	302 (26.5 %)	154 (13.5 %)	51 (4.4 %)	126 (11 %)	220 (19.3%)	Refund Period: 204 (17.9%)
Face to face (11,456 total grades)	3385 (29.5%)	2953 (25.7%)	1733 (15.1 %)	703 (6 %)	1132 (9.8 %)	1536 (13.4 %)	Refund Period: 1401 (12.2%)
WI2011	A	B	C	D	E	W	
Online (1108) total grades)	293 (26.4%)	275 (24.8%)	130 (11.7 %)	53 (4.7 %)	121 (10.9 %)	222 (20%)	Refund Period: 196 (17.6%)
Face to face (10,648 total grades)	3084 (28.9 %)	2775 (26 %)	1543 (14.4%)	558 (5.2 %)	959 (9 %)	1477 (13.8%)	Refund Period: 1179 (11%)
FL2011	A	B	C	D	E	W	
Online (1093 total grades)	271 (24.7%)	212 (19.3%)	140 (12.8%)	55 (5%)	153 (13.9%)	238 (21.7%)	Refund Period: 206 (18.8%)
Face to face (11,007 total grades)	3061 (27.8%)	2731 (24.8%)	1570 (14.2%)	623 (5.6%)	1058 (9.6%)	1506 (13.6%)	Refund Period: 1370 (12.4%)
FL2010	A	B	C	D	E	W	
Online (1136 total grades)	279 (24.5 %)	302 (26.5 %)	154 (13.5 %)	51 (4.4 %)	126 (11 %)	220 (19.3%)	Refund Period: 204 (17.9%)
Face to face (11,456 total grades)	3385 (29.5%)	2953 (25.7%)	1733 (15.1 %)	703 (6 %)	1132 (9.8 %)	1536 (13.4 %)	Refund Period: 1401 (12.2%)
SP2012	A	B	C	D	E	W	
Online (530 total grades)	191 (36%)	101 (19%)	65 (11.8%)	27 (5%)	70 (13.2)	76 (14.3%)	Refund Period: 63 (11.8%)
Face to face (1213 total grades)	451 (37.1%)	318 (26.2%)	146 (12%)	40 (3.2%)	103 (8.4%)	90 (7.4%)	Refund Period: 74 (6.1%)
SP2011	A	B	C	D	E	W	
Online (543 total grades)	176 (32.4%)	119 (21.9%)	53 (9.8%)	29 (5.3%)	60 (11%)	88 (16.2%)	Refund Period: 76 (13.9%)
Face to face (1563 total grades)	573 (36.6%)	397 (25.3%)	211 (13.4%)	117 (7.4%)	116 (7.4%)	129 (8.2%)	Refund Period: 104 (6.6%)
SU2012	A	B	C	D	E	W	
Online (178 total grades)	66 (37%)	40 (22.4%)	20 (11.2%)	5 (2.8%)	22 (12.3%)	23 (12.9%)	Refund Period: 19 (10.6%)
Face to face (459 total grades)	156 (33.9%)	135 (29.4%)	64 (13.9%)	10 (2.1%)	49 (10.6%)	47 (10.2%)	Refund Period: 39 (8.2%)
SU2011	A	B	C	D	E	W	
Online (159 total grades)	50 (31.4%)	41 (25.7%)	19 (11.9%)	6 (3.7%)	23 (14.4%)	18 (11.3%)	Refund Period: 13 (8.1%)
Face to face (635 total grades)	225 (35.4%)	170 (26.7%)	75 (11.8%)	19 (2.9%)	70 (11%)	62 (9.7%)	Refund Period: 50 (7.8%)

Survey Results Reporting Reasons for Withdrawing
from Online Classes, fall 2011 *(Click here to enlarge)*
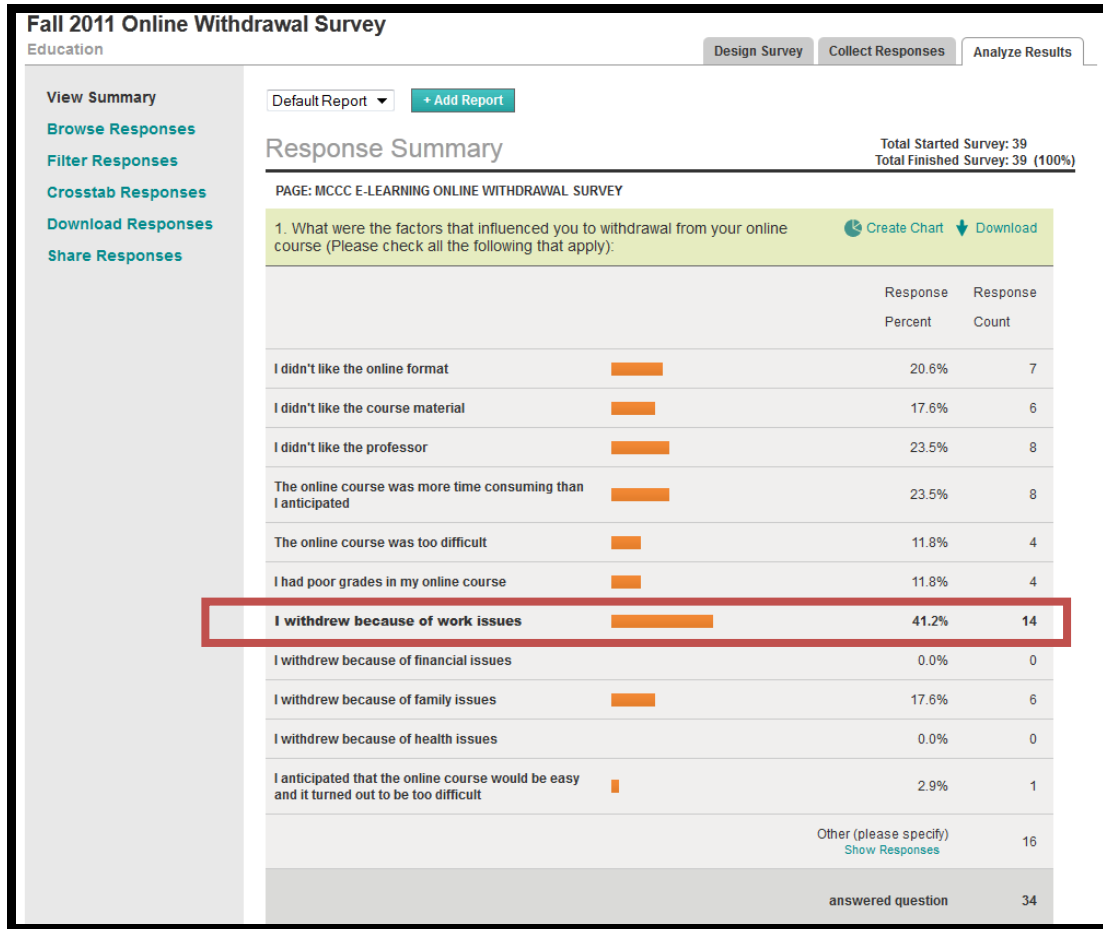
The second method used by the EIS department to analyze the quality of distance education at MCCC in the aggregate is through comparative analysis of online class evaluations each semester (DL40). The analysis examines student response trends from semester to semester. This information is shared with division deans and the vice president of instruction.

A 3-year analysis of student online course evaluations revealed that 89% of respondents reported they agreed that their instructor was effective in delivering instruction in the online format. Analysis from the same survey revealed that 91% of respondents indicated that the online course material was presented in a clear, logical manner. Finally, 93% of respondents reported that their instructor's expectations for student performance were average or high (DL41).

Review of classroom observations and student evaluations of instruction and general conversation with faculty are the primary methods used by deans to evaluate the quality of instruction at the course section level. Deans are expected to observe classes and work with faculty to make improvements. As noted earlier, an online class observation form is under development to provide a standardized template for evaluation instruction delivered in the online format.

Faculty employ the same tools for evaluating course effectiveness in relationship to program review and evaluation and assessing student learning in face to face and online classes. They make changes and take steps for improvement, accordingly. The College is currently implementing a new plan for assessing

student learning that includes a standardized format for course level assessment, regardless of method of delivering instruction (DL42). Assessment of general education is moving into the second year of implementation. Three of nine competencies have been assessed to date; three additional competencies will be assessed starting winter 2013 and the final three winter 2014 (DL43). All data collection and analysis efforts in relationship to assessment of student learning in general education to date includes online course sections of courses approved as general education satisfiers (DL44a, DL44b, DL44c).

30. How are the measures and techniques the institution uses for distance-delivered offerings equivalent to those used to assess and evaluate traditional face to face offerings?

This question was addressed under question number 29, above. In summary, class observations, student evaluations of instruction, and a comprehensive approach to assessing student learning that includes online class sections all contribute to equivalent processes, procedures, measures, and techniques for reviewing and evaluating courses and assessing student learning regardless of whether the instruction is delivered in the face to face, blended, or online format.

31. How does the institution assess the learning of the students it educates in its distance-delivered offerings to ensure that they achieve the levels of performance that the institution expects and that its stakeholders require?

As noted under question number 29, guidelines for assessing student learning are the same, regardless of the method for delivering instruction at the course section level (or class). Whether instruction is delivered in the face to face, online, or blended format, students enrolled in any section are required to meet learning outcomes at the course level. Every course has an accompanying outline of instruction that is available on the College's website.

32. How does the institution encourage and ensure continuous improvement of its distance-delivered offerings?

The eLearning and Instructional Support (EIS) department helps to ensure that there are policies and procedures in place to maintain consistent quality within the College's online courses and programs. The EIS department provides frequent group and individualized training opportunities to both faculty and students to ensure that the online learning experience at MCCC is engaging and effective. Additionally, EIS develops numerous training documents and videos to assist faculty and students with their online, blended and supplementary courses (DL14).

At the Instructional Area and division levels, evaluation and assessment of student learning in programs and classes is part of regular program review and course evaluations (DL45), as well as, the overall institutional assessment plan (DL42). Core indicators of effectiveness at MCCC include student retention and graduation rates, as well as, student learning outcomes at the institutional (general education), program, and course levels (DL46a, DL46b). The core indicator data helps the College identify successes and opportunities for improvement and feeds into the environmental scanning stage of each new strategic planning cycle.

A number of areas in need of improvement have been identified by the Distance Learning and Distance Learning and Instructional Technology Committees, the EIS department, and faculty and staff in relationship to distance education, including the escalating cost of the course management system, student orientation to online distance learning and technology, faculty orientation and professional development relative to online course development and delivery, and online class observations. These areas were identified as part of the overall critique of distance education at MCCC and not specific to

expansion of distance-delivered offerings. Many of the identified opportunities for improvement are currently being addressed.

Another area ripe for improvement is assessment of student learning in online classes. Data shows that there is no significant difference in the academic performance of students enrolled in face to face verses online classes. However, greater detail is needed in terms of difference in achievement of learning outcomes between the two instructional delivery methods. The College is working to integrate a specific review of distance education as part of the overall program review and evaluation process by including comparisons of student learning and program outcomes between students who complete program requirements through face to face verses online course sections.