

<p>Mitchell Community College Distance Learning Program Guidelines</p>
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### **Mission**

The mission of the distance learning program at Mitchell Community College is to provide quality instruction through alternative delivery systems to enable students to attain their educational goals. The program will allow a larger number of people in the community and beyond to attain their educational and enrichment goals through the reduction of barriers of time and place.

### **Activities**

The activities of the Distance Learning Program are

1. To characterize distance learners in order to identify
  - a. the needs of distance learning students.
  - b. factors that impact the success of distance learners.
  - c. new populations for who distance learning would be attractive.
2. To identify, provide, expand, and coordinate the development of quality courses and programs to meet the needs of distance learners.
3. To develop or modify procedures for providing support services to distance learners in areas such as testing, admissions, registration, counseling, library services, financial aid, and advising using such means as e-mail, telephone, web pages, and mail.
4. To support and encourage the internal development of the distance learning program by promoting and providing guidelines for
  - a. training.
  - b. release time.
  - c. inclusion of distance learning courses in instructor workloads.
  - d. technical support.
  - e. instructional design support.

It is recommended that instructors follow the following sequence for Internet course design and presentation:

1. Use the currently identified Internet delivery system to web-enhance or web supplement a course with which the instructor is familiar
2. Modify the a web-enhanced course (using it as a stepping stone) to create a hybrid section offering
3. Create or modify a course for full Internet delivery

Note: Instructors new to distance learning may share sample work with the distance learning coordinator, division director or designated appointee to possibly accelerate the above sequence.

5. To provide strategies for effective delivery of distance learning alternatives through
  - a. the development of policies for consistency in distance learning.
  - b. the study of best practices in distance education.
6. To identify resources necessary to support the distance learning program including technology, personnel, facilities, marketing, and external partnerships.
7. To regularly evaluate the distance learning program to ensure
  - a. the quality of instruction and services.
  - b. consistent learning outcomes between students in distance learning courses and traditional courses.
  - c. compatibility between content and delivery systems.
  - d. alignment of the distance learning program with the College's mission and purpose.
  - e. the effectiveness of assessment tools.
  - f. the quality of material that provides information about the distance learning program such as the web presence and print materials.

8. To revise and improve programs through the use of
  - a. internal formal evaluation of courses and support services.
  - b. feedback from students, instructors, staff, and administration.
  - c. research from external sources regarding innovative instructional methods and emerging technology.
9. To research, develop, and recommend policies for intellectual property rights and copyright issues that relate to distance education classes.
10. To share experiences and expertise with communities of interest to build a stronger statewide distance learning program.

## Guidelines for Distance Learning Course Offerings

### A. Web-Centered Internet Courses (Online Courses)

Web-centered courses are courses in which ALL instruction is delivered via the Web. Faculty-student interaction and student-to-student interaction take place via chat, e-mail and discussion boards.

#### I. Course Selection Process

- A. An instructor or director can generate a course proposal. The proposal for a course will be made to the director.
- B. Directors will meet with the distance learning coordinator in September of each academic year. At these meetings, long-range plans for course development, online certificate development and online degree offerings will be discussed. Recommendations for a development schedule for new courses will be finalized.
- C. *Funding for the development or adaptation of a new course may be in the form of release time for full-time instructors, counted as part of the teaching load. Approval of the Vice-president of Instruction is required, and is dependent on availability of funds.*
- D. *It is desired that the instructor have previously taught the class in a hybrid format.*

#### II. Instructor Selection

Instructors must have appropriate SACS credentials to teach an online course and have past experience teaching a course in the discipline. It is recommended that web-centered Internet courses count the same as traditional courses in determining teaching loads.

#### III. Design and Development Process

All online courses must utilize the standard course delivery system adopted by the college. Each course must include course elements consistent with the expectations and regulations of the college and with SACS requirements. These elements should include, but are not limited to, the following items:

- online course orientation
- course goals
- course materials
- assignments
- syllabus
- contact information including office location, office hours, e-mail address, and college fax number
- links to college support services including Student Services, the Learning Resources Center, and the Academic Skills Lab
- course policies including information about attendance requirements, special needs students, withdrawals from the course, and tutorial assistance availability
- class participation in the form of discussion board, e-mail, or course chat room

#### **IV. Course Review**

To provide for feedback on progress, the distance learning office and/or division directors (or appointees) will review all courses under development (see checklist).

The course reviews will not be for the purposes of censorship or to comment on content, but are strictly to check on course development and active instructor participation.

#### **V. Training/Technical Skills Necessary**

Online instructors are required to demonstrate proficiency in general computer use, e-mail, the Internet, and the course delivery system used by the college (Blackboard). The college will offer training to those employees who are not already proficient in these areas. The college will also provide in-service modules on how to teach an effective online course. Online instructors will be expected to complete this training as part of their professional development before teaching a class online.

#### **VI. Course Administration**

##### **A. Registration Procedures:**

Students will register for online courses in the same manner as for traditional courses. In addition, registration procedures and an online application will be available on the college's web site. Students must contact their instructor by the 10% date of the semester, or they will be dropped from the course.

##### **B. Orientation:**

Students will be required to participate in a course orientation online or on campus.

##### **C. Instructor Contact/Office Hours:**

During the semester, the instructor will be available during regularly scheduled office hours or by appointment to answer questions and review course materials as necessary. It is imperative that the instructor keep continuous contact with students by phone, e-mail, course chat room, fax, or US mail. Office hours, office telephone number, instructor e-mail address, and school fax numbers will be posted on the course web site for student access.

#### **VII. Evaluation of the Course**

Students will evaluate online courses each term. The evaluation instrument will be administered on-line, and submissions will be sent anonymously to the Office of Quality Assurance / Institutional Research. The Quality Assurance / Institutional Research office will summarize the information and return it to Distance Learning and it will then be shared with the Division Directors at the end of the term so it may be used to improve the quality of instruction in subsequent courses. Directors will share the course reviews with individual instructors after grades have been submitted for the semester.

#### **VIII. Copyright/Ownership**

See Copyright/Ownership policy in Section F of this document and MCC Policy Number: 02-17 Intellectual Property.

### **B. Hybrid Courses**

A hybrid course combines traditional face-to-face instruction with required online coursework. Students enrolled in a hybrid course are required to meet on campus during the scheduled day(s) and time(s) and to complete assigned course activities online.

#### **I. Course Selection Process**

A. An instructor or director can generate a course proposal. The proposal for a course will be made to the director.

- B. Directors will meet with the distance learning coordinator in September of each academic year. At these meetings, long-range plans for course development, online certificate development and online degree offerings will be discussed. Recommendations for a development schedule for new courses will be finalized.
- C. *Funding for the development or adaptation of a new course may be in the form of release time for full-time instructors, counted as part of the teaching load. Approval of the Vice-president of Instruction is required, and is dependent on availability of funds.*
- D. *It is desired that the instructor has previously taught the class in a Web Enhanced or Web Supplemented format.*

## **II. Instructor Selection**

Instructors must have appropriate SACS credentials to teach a hybrid course and have past experience teaching a course in the discipline. It is recommended that hybrid courses count the same as traditional courses in determining teaching loads.

## **III. Design and Development Process**

The online portion of all hybrid courses must utilize the standard course delivery system adopted by the college. Each course must include course elements consistent with the expectations and regulations of the college and with SACS requirements. These elements should include, but are not limited to, the following items:

- online course orientation
- course goals
- course materials
- assignments
- syllabus
- contact information including office location, office hours, e-mail address, and college fax number
- links to college support services including Student Services, the Learning Resources Center, and the Academic Skills Lab
- course policies including information about attendance requirements, special needs students, withdrawals from the course, and tutorial assistance availability
- class participation in the form of discussion board, e-mail, or course chat room
- attendance policy

## **IV. Course Review**

To provide for feedback on progress, the distance learning office and/or division directors (or appointees) will review all courses under development (see checklist).

The course reviews will not be for the purposes of censorship or to comment on content, but are strictly to check on course development and active instructor participation.

## **V. Training/Technical Skills Necessary**

Hybrid course instructors are required to demonstrate proficiency in general computer use, e-mail, the Internet, and the course delivery system used by the college (Blackboard). The college will offer training to those employees who are not already proficient in these areas. The college will also provide in-service modules on how to teach an effective online course. Online instructors will be expected to complete this training as part of their professional development or show proficiency before teaching a class online.

## **VI. Course Administration**

- A. Registration Procedures:

Students will register for hybrid courses in the same manner as for traditional courses. In addition, registration procedures and an online application will be available on the college's web site. Students must contact their instructor by the 10% date of the semester, or they will be dropped from the course.

**B. Orientation:**

Students will be required to participate in a course orientation on campus in class.

**C. Instructor Contact/Office Hours:**

During the semester, the instructor will be available during regularly scheduled office hours or by appointment to answer questions and review course materials as necessary. It is imperative that the instructor keep continuous contact with students by phone, e-mail, course chat room, fax, or US mail. Office hours, office telephone number, instructor e-mail address, and school fax numbers will be posted on the course web site for student access.

## **VII. Evaluation of the Course**

Students will evaluate online courses each term. The evaluation instrument will be administered on-line, and submissions will be sent anonymously to the Office of Quality Assurance / Institutional Research. The Quality Assurance / Institutional Research office will summarize the information and return it to Distance Learning and it will then be shared with the Division Directors at the end of the term so it may be used to improve the quality of instruction in subsequent courses. Directors will share the course reviews with individual instructors after grades have been submitted for the semester.

## **VIII. Copyright/Ownership**

See Copyright/Ownership policy in Section F of this document and MCC Policy Number: 02-17 Intellectual Property.

## **C. Web-Enhanced Courses**

Web-enhanced courses are courses in which students attend class on campus but access a portion of the instructional material via the web-based course delivery system used by the college. Course documents, online discussion groups, and online assignments may be used by the instructor to enhance the materials presented during the traditional on-campus class. **NOTE:** Students taking Web-enhanced courses should have the expectation that assignments will be posted using email, the course delivery system (Blackboard), and/or the Internet outside of the class period. Access to, and proficiency in the use of, computer technology are **required** for students taking web-enhanced courses.

### **I. Course Selection Process**

An instructor wishing to use Blackboard to enhance a traditional course will make a request to his/her Division Director. The department head is responsible for approving the course. The Director will then notify the Distance Learning Coordinator of the need for course access.

### **II. Instructor Selection**

Any instructor with appropriate SACS credentials may choose to convert his/her course to a web-enhanced course. It is recommended that the instructor have past experience teaching the course in a traditional manner. Web-enhanced courses will count the same as traditional courses in determining teaching loads.

### **III. Design and Development Process**

The extent to which the individual instructor wishes to include web-based activities will determine the design and development issues to be addressed. Instructors should refer to the list of required

elements in a web-centered course for suggestions concerning content that can be included to enhance the material offered in the traditional classroom.

#### **IV. Training/Technical Skills Necessary**

Instructors in a web-enhanced course should have proficiency in general computer use, e-mail, the Internet, and the course delivery system used by the college (Blackboard). The college will offer training to those employees who are not already proficient in these areas. It is strongly recommended that instructors have some training in the development and design of an effective online course or course supplement.

#### **V. Course Administration**

The course administration for a web-enhanced course is the same as for a traditional course.

#### **VI. Evaluation of the Course**

Students enrolled in a web-enhanced course complete the same evaluation instrument as students in traditional classes.

#### **VII. Copyright/Ownership**

See Copyright/Ownership policy in Section F of this document and MCC Policy Number: 02-17 Intellectual Property.

### **D. Web-Supplemented Courses**

Web-supplemented courses are courses in which students attend class on campus are given access to supplemental instructional material via the web-based course delivery system used by the college. Students are **NOT** required to have Internet access outside of the classroom. Optional course documents, in-class online discussion groups, and in-class assignments may be used by the instructor to supplement the materials presented during the traditional on-campus class period.

#### **I. Course Selection Process**

An instructor wishing to use Blackboard to supplement a traditional course will make a request to his/her Division Director. The department head is responsible for approving the course. The Director will then notify the Distance Learning Coordinator of the need for course access.

#### **II. Instructor Selection**

Any instructor with appropriate SACS credentials may choose to convert his/her course to a web-supplemented course. It is recommended that the instructor have past experience teaching the course in a traditional manner. Web-supplemented courses will count the same as traditional courses in determining teaching loads.

#### **III. Design and Development Process**

The extent to which the individual instructor wishes to include web-based activities will determine the design and development issues to be addressed and the availability of a computer lab for students to access the delivery system. Instructors should refer to the list of required elements in a web-centered course for suggestions concerning content that can be included to supplement the material offered in the traditional classroom.

#### **IV. Training/Technical Skills Necessary**

Instructors in a web-supplemented course should have proficiency in general computer use, e-mail, the Internet, and the course delivery system used by the college (Blackboard). The college will offer training to those employees who are not already proficient in these areas. It is strongly recommended that instructors have some training in the development and design of an effective online course or course supplement.

#### **V. Course Administration**

The course administration for a web-supplemented course is the same as for a traditional course.

#### **VI. Evaluation of the Course**

Students enrolled in a web-supplemented course complete the same evaluation instrument as students in traditional classes.

#### **VII. Copyright/Ownership**

See Copyright/Ownership policy in Section F of this document and MCC Policy Number: 02-17 Intellectual Property.

### **E. Telecourses**

Telecourses are a combination of video programs, textbooks, and other instructional materials coordinated by qualified instructors.

#### **I. Course Selection Process**

- A. The North Carolina Community College System staff, in collaboration with the DL coordinator from MCC, other participating community colleges, and representatives from PBS and UNC-TV will review and select courses to be offered statewide through UNC-TV.
- B. The MCC DL Coordinator will provide information about new and existing telecourses to the division directors and notify them of the statewide selections and the UNC-TV schedule. The Coordinator will order preview material as requested. Division directors will, in turn, inform the DL Coordinator which courses their division will offer. When determining whether or not a telecourse should be offered in a particular area, the following criteria should be considered
  - 1. Is the content similar to that of a traditional course taught at MCC?
  - 2. Is the technical quality of the production acceptable?
  - 3. Are the supplemental materials appropriate?
  - 4. Is it cost effective to offer the course?
  - 5. Is an instructor available who has the necessary credentials?

#### **II. Instructor Selection**

Telecourse instructors must have the appropriate SACS credentials to teach the course and should have prior classroom teaching experience in the subject area. Telecourse instructors must have ready access to e-mail and a telephone with voice-mail capabilities. The division director or program coordinator will arrange for new telecourse instructors to be mentored by more experienced telecourse instructors for the first semester. It is recommended that telecourses count the same as traditional courses in determining teaching loads.

#### **III. Design and Development Process**

Each telecourse must utilize the elements consistent with the expectations and regulations of the college and with SACS requirements. These elements should include course goals and objectives, provisions for course materials, assignments, and syllabus. The instructor must provide students an

opportunity to interact with each other throughout the course. This can be done through the use of chat rooms, discussion boards, study groups, or the sharing of telephone numbers.

#### **IV. Course Review**

To provide for feedback on progress, the distance learning office and/or division directors (or appointees) will review all courses under development (see checklist).

The course reviews will not be for the purposes of censorship or to comment on content, but are strictly to check on course development and active instructor participation.

#### **V. Training/Technical Skills Necessary**

The skills required to be a telecourse instructor are very similar to those required for teaching a traditional class. Course goals and objectives, course material and content, assignments, and syllabi for telecourses should be comparable as well. The telecourse instructor must develop a course packet including the following information:

- course syllabus
- schedule for orientation, review sessions (optional), and exams
- description of the method(s) used by the instructor to contact students (e-mail, phone, US mail)
- instructor contact information including office location, office hours, e-mail address, and college fax number
- explanation of test-taking protocols
- competencies required for students to be successful in telecourses. (e.g. experience using e-mail is helpful.)
- written information concerning the availability of Student Support Services at the college

#### **VI. Course Administration**

- A. The program coordinator is responsible for ordering texts and supplemental material.
- B. The LRC will be responsible for:
  1. Purchasing master tapes and producing copies of telecourse videotapes.
  2. Circulating and maintaining circulation records of telecourse videotapes.
  3. Maintaining a file of telecourse syllabi at the reserve desk.
- C. Before beginning a telecourse, each student is required to participate in an orientation session, live or videotaped. After the live orientation, students will be directed to the LRC, where the telecourse videotapes will be distributed. In order to check out the tapes, students must apply for a library card by presenting proof of enrollment and valid identification showing their current address. Students who do not attend the live orientation session must contact their instructor to obtain a copy of the videotaped orientation and receive a course packet. The instructor will notify the LRC of the number of orientation videotapes needed for mailing if the orientation tapes are to be mailed.
- D. Shortly before or at the 10% point, the instructor will make contact with each student to determine if the student plans to continue participating in the course. This may be done by telephone, mail, e-mail, appointment, or by scheduling a test or assignment due at that time.
- E. During the semester, the instructor will be available during regularly scheduled office hours or by appointment to answer questions and review course materials as necessary. It is imperative that the instructor keep continuous contact with students by phone, e-mail, or US mail.
- F. Testing
  1. A testing schedule will be provided for students by the instructor. Tests will be taken during a designated time period in the Learning Lab. The Learning Lab will house all tests to be taken and all completed exams. The LRC will issue permission slips that allow students to take their final exams in the Learning Lab after telecourse tapes have been returned to the LRC.
  2. Off-site testing – The telecourse instructor will make arrangements with local community colleges to administer tests and mail them back to the MCC campus.
- G. After each scheduled test, the instructor will notify students of their grades.

## VII. Evaluation of the Course

Students will evaluate telecourses each term. The DL Coordinator will send the appropriate number of evaluation forms to the telecourse instructor, who will place the forms in the exam file in the Learning Lab. The evaluation instrument will be administered with the final test and will be sent anonymously to the DL Coordinator's office by a coordinator in the Learning Lab. Information will be summarized and returned to individual instructors at the end of the term so it may be used to improve the quality of instruction in subsequent courses. The DL Coordinator will forward copies of evaluations to appropriate supervisors.

## VIII. Copyright/Ownership

See Copyright/Ownership policy in Section F of this document and MCC Policy Number: 02-17 Intellectual Property.

## F. Copyright/Ownership Policy

This policy addresses online courses or materials developed for use by Mitchell Community College under one of the three conditions listed below and for online courses or materials developed at Mitchell Community College for the North Carolina Community College System's Virtual Learning Community.

The developer of the online course or contribution acknowledges and agrees to this policy, wherein ownership and all rights, including but not limited to copyright, to the course and materials belong solely to Mitchell Community College, with the developer retaining shop rights to the course or materials.

Online courses developed at Mitchell Community College and materials created for them are considered the property of Mitchell Community College under the following conditions:

1. They were created by a full-time or part-time employee of the College who was given release time and/or a contract to develop the course; or
2. They were created by an employee over and above his/her traditional duties on College time, using College equipment or facilities, or financial support; or
3. The College commissioned them.

Any special circumstances must be agreed upon in advance and in writing, by the College and the employee.

This policy is in accordance with the United States Code Title 17, Chapter 2, Section 201. Ownership of copyright (b) Works Made for Hire.

And **MCC Policy Number: 02-17 Intellectual Property.**

"In the case of a work made for hire, the employer or other person for whom the work was prepared is considered the author for purposes of this title, and, unless the parties have expressly agreed otherwise in a written instrument signed by them, owns all of the rights comprised in the copyright."

Mitchell Community College, recognizes and adheres to the copyright laws of the United States, therefore all material used in online courses must fall into one of the following categories:

1. Original material created by the MCC employee for the MCC course.
2. Material in Public Domain.
3. Copyrighted material for which the employee has obtained written permission from the copyright.
4. Owner for use in the MCC course. A hard copy of this permission must be on file at MCC before the material may be included in the course.

5. The doctrine of Fair Use is not to be substituted for written permission from the owner of copyright. G.  
Support Services

Support services available online or through alternative provisions will be comparable to college services available for on-campus students. These services will include:

## I. Student Services

Admissions and Registration. Students may apply for admission, register for classes and pay tuition fees by regular campus procedures. Web Advisor is currently under development for on line registration and payment.

Orientation. A general orientation to college services and procedures, including due process and student appeals, is available online by accessing the "Orientation Fact Sheet" and MCC Student Handbook. Students should talk with their counselor or advisor to help determine if they are likely to be successful as distance education learners.

Advising. Students may contact academic advisors via posted email addresses or by phone. A student services advisor is available through the admissions web page. Graduation completion requirements for all degrees, diplomas and certificates are posted online by curriculum. The college catalog can be accessed online.

Special Needs. Information regarding accommodation procedures for students with special needs is available on the college web site.

Counseling Requests. Students may contact certified counselors by e-mail or phone for discussions of personal issues. Community resource links to appropriate help agencies are posted on the college's web site.

Financial Aid. Information about major categories of financial aid and an e-mail contact for questions are posted. Students may apply for financial aid online.

Career Development and Placement Services. Students may access college posted job listings, The America Job Bank, and Employment Security Commission job listings online. Students have access online to a career/skills inventory, a resume template, and instructions on how to write a resume.

Student Records. Students may request transcripts by mail or fax. Forms for applying for graduation and all requests for student information or major changes are available to print and submit by mail.

Student activities. Information about student government, participation in student clubs, and a student activities calendar are available online.

## II. Learning Resources Center

- A. Orientation. General information about the services available from the LRC and procedures to access these services will be provided through the Learning Resources Center web page. The Reference Department is available by phone, e-mail, or fax for individual questions.
- B. Reference and Research. The Learning Resources Center will be responsible for providing remote access to online databases to allow students to conduct research necessary for successful completion of course assignments. Reference services will be provided through e-mail links on the LRC web page or by phone, fax, mail, or in person.
- C. Online Collection and Catalog. The Learning Resources Center will provide access through the LRC web page to a comprehensive collection of digital books including but not limited to *netLibrary*, encyclopedias (both English and Spanish), and other reference books. Links will be established to connect distance learning students to a variety of other full-text sources not owned or licensed by the LRC. A catalog of material available in the Learning Resources Center will be provided through

web access, and links to other college and university catalogs will be included on the LRC web page. The LRC can provide passwords for data bases as needed.

- D. Registration and Circulation. To check out material from the LRC, distance students must first register and obtain a library card. This can be done by US mail, e-mail, or fax. Circulation of books, journals and AV media will be provided through mail, courier, or electronic transfer. Information on policies and procedures regarding circulation of materials is given on the LRC web page or through print material available in the LRC.
- E. Interlibrary Loan. Students can request books from other libraries by contacting the ILL librarian through e-mail, phone, fax, mail, or in person. Interlibrary loan books can be picked up in person or delivered by mail. In special cases, Interlibrary loan material may be provided through FTP. Distance learners must have a library card to borrow ILL books.
- F. Internet Access  
The college does not currently provide Internet service.
- G. Reserves  
It is the responsibility of the instructor to notify the LRC of material to be put on reserve and to obtain permission from publisher/producer before submitting copyrighted material for reserve when required. These reserves may be either electronic or in-house reserves. Requests for placing materials on reserve should be made at least 48 hours prior to the beginning of the course or prior to the time the students are notified that reserve material is available. Reserves will be removed at the end of each semester unless the instructor notifies the Head of Reference to extend the reserve period.

### **III. Mind Center**

- A. Information about the Mind Center will be available to on the college web site.
- B. Online tutorials will be available for developmental coursework.
- C. Tutors will be available at established times for assistance by chat room or telephone.
- D. Study skills modules will be available online in areas such as time management, listening, note taking, learning styles, and test taking.

### **IV. Bookstore**

Links to the Bookstore will be provided on the Distance Education web page. Contact information will be available through the web page or by calling the college. The manager of the MCC Bookstore will handle questions and comments through e-mail, phone, fax, mail, or in person. Books may be purchased at the campus bookstore or may be delivered to distance students by mail.

### **V. Technical Assistance**

- A. Instructors should use e-mail to request technical assistance from the Information Services Department with Blackboard, the web server, e-mail, or for any other technical problems that arise involving internet usage.
  1. A Help Desk dedicated to Blackboard is now available to all faculty, students, and staff. The Help Desk can be accessed by telephone at (866) 471-4256 or on the web at <http://d2.parature.com/ics/support/default.asp?deptID=4287>.

The Help Desk is available 24x7x365 by phone, chat, or e-mail. The technicians manning the Help Desk are very knowledgeable on Blackboard, Windows, and connectivity. The Help Desk will be able to quickly resolve most issues.

- B. The coordinator of Distance Learning should make new web-based courses using Blackboard no later than one week prior to semester registration.
- C. Notification of new information pertaining to Distance Education to be posted on the college web site should be made to the Web Site Developer by the chair of the Distance Learning.
- D. Requests for technical assistance from students should first be made to the instructor. Instructors will forward requests, if necessary, to the appropriate technical support personnel.
- E. Online help documents will be available on the campus web site.
- F. Online training for Blackboard is available at the Help Desk and on Blackboard.

## **VI. Email**

Each employee and student is provided with a email address that should be used for communication for all official college and classroom communication.

Will be used by the college, and should be used by students and instructors for all official college communications.

( ----- @ mitchellccmail.com ) Check My Circle for your personal email address.

## **VII. Evaluation**

Distance education students are surveyed for satisfaction of support services via email or phone on a yearly basis. Evaluation results are incorporated into the yearly planning documents of each support area.