unitPIE 2014-15 2015-16 2016-17 2017-18

Planning for Institutional Effectiveness

NOTE: This PIE Form is optimized to be used in Acrobat or <u>Adobe Reader 10 or later.</u>

unit**PIE**

Planning for Institutional Effectiveness

Introduction

UNIT	Distance Learning/Online Learning Support Center (OLSC)	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Mary Johnson/Meghan Chen	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	mtjohnson@mtsac.edu X6369/mchen@mtsac.edu/X5659	✓ Summary	✓ Planning	✓ Planning	✓ Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle.
Please remember *that all outcomes assessment work should be recorded in TracDat (http://tracdat.mtsac.edu/tracdat) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.*

Institutional Planning Framework

The college is unified through its demonstrated connection to the mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

Institutional Mission

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.

Unit Mission

The mission of the Distance Learning Program is to foster and promote innovation, excellence, and best practices for online instruction, to provide Mt. SAC faculty with assistance, leadership, expertise, and training in new online teaching and learning technologies, including use in the traditional classroom.

College Themes and Goals

College themes and goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

Theme A: To Advance Academic Excellence and Student Achievement

College Goal #1 — The college will prepare students for success through the development and support of exemplary programs and services.

College Goal #2 — The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.

College Goal #3 — The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Theme B: To Support Student Access and Success

College Goal #4 — The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.

College Goal #5 — Students entering credit programs of study will be ready for college level academic achievement.

College Goal #6 — The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement

College Goal #7 — The college will secure funding that supports exemplary programs and services.

College Goal #8 — The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.

College Goal #9 — The college will provide opportunities for increased diversity and equity for all across campus.

College Goal #10 — The college will encourage and support participation in professional development to strengthen programs and services.

College Goal #11 — The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.

College Goal #12 — The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

Theme D: To Foster an Atmosphere of Cooperation and Collaboration

College Goal #13 — The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.

College Goal #14 — The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

Where We Are: A Summary and Analysis of the Current Year 2014-15

I. Summary Context - Unit Goals for: Distance Learning/Online Learning Support Center (OLSC)

Identify up to ten (10) over arching goals that guided your Unit's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Faculty Using MR	Increase the number of faculty using Moodlerooms (MR) to engage students.	A: Academic Excellence
DL Best Practices	Promote faculty use of best practices such as regular and effective contact, accessibility, image/file compression for usability and efficiency, incorporating media resources (e.g., Films on Demand, YouTube Videos, images).	C: Secure Resources
Student Readiness for Onlir	Improve student awareness of appropriate readiness for online learning – the DL student webpages underwent major re-design starting with student usability test, redesign, and retest, and directed portal messages on the revised webpages.	B: Access and Success
DL Student Success and Ret	Increase distance learning student success and retention rates	A: Academic Excellence
DL Regulatory Compliance	Continue to ensure compliance with DL regulations	C: Secure Resources
DL Growth	Expand DL course offerings to reflect student needs: movement towards 100% online degree	B: Access and Success

II. Notable Achievements for: Distance Learning/Online Learning Support Center (OLSC)

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Kept MR somewhat stable by working with IT to minimize the potential negative impacts on instruction and learning after each major upgrade (twice per year).	Unit: Faculty Using MR
		A. Academic Excellence

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
Priority	14 completions out of 28 faculty who started SPOT in 2014-15; # _____ new SPOT applicants (faculty who began SPOT training in 2014-15 although not yet completed).	Unit: DL Best Practices
		A. Academic Excellence
Priority	47 completed MR Basics online and 97 attended an in-class MR Basics workshop since 2013-14.	Unit: Faculty Using MR
		A. Academic Excellence
Priority	3 DL Amendment Forms completed since 2013-14: (AHIS4, AHSI5, BUSL18)	Unit: DL Growth
		B. Access and Success
High	Implemented "lessons learned" from the DL Mock Review of Spring 2014: Department Chair Training, workshops in semi-annual e-learning training weeks; established procedures for conducting accreditation site visit for distance learning.	Unit: DL Regulatory Compliance
		C. Secure Resources
Med	Active participation in professional development and training development for online teaching and learning: Online Teaching Conference, @ONE for generic teaching online, Online Education Initiative (OEI) course reviewer and course development rubric, copyright courses, webinars, and ASCCC Accreditation Institute.	Unit: DL Best Practices
		A. Academic Excellence
High	Provided technical support to locally developed online tutoring services, e.g., Online Tutoring in Tutorial Services and the Writing Center. Provided technical support for OEI pilot in Moodlerooms and NetTutor.	Unit: DL Student Success and Reter
		A. Academic Excellence
High	Participated in Online Education Initiative (OEI) as a pilot college Tutoring Staging Group. Mt. SAC was selected from among 58 applications to be one of 24 pilot colleges.]	Unit: DL Growth
		B. Access and Success

III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

		Link to Data Sources and Support Options

Year	*Add item* — External Conditions, Trends, or Impacts	Data Sources
2014-15	Regulatory: ACCJC Substantive Change Proposal requirement means the College has to monitor the threshold for 50% or more certificates are available online and anticipate when to submit a Substantive Change Proposal.	accjc.org
2014-15	Moodlerooms major upgrades (August and December)	MR Support Team's deployment schedule
2014-15	Moodlerooms themes (look and feel of layout) require customized work by the College's IT staff, and the changes made are nullified with each MR upgrade. It will get easier to implement MR Snap Themes (with the August 5th major upgrade) to avoid reverting back to a problematic version after many hours of work by our teams have been invested.	MR Snap Demo
2014-15	Students bring their own mobile devices (BOYD) and expect mobile friendly interfaces. This means the text-heavy webpages pose challenges for students to read and scroll down a lot before they get the information they need. BOYD also brings demand for wireless access throughout campus.	IT Master Plan
2014-15	Search engines such as Google privileges mobile friendly websites over text-heavy, less mobile friendly pages which are being "pushed down" to the bottom of search results based on algorithms.	IT Master Plan
2014-15	Online Education Initiative: implementation of NetTutor, new courses solicited for review, training and information sessions, request for data and participation, surveys and assessments = it all takes time and effort.	*Cite Data Sources*

Year	*Add item* — Internal Conditions, Trends, or Impacts	Data Sources
2014-15	Student enrollment demands uneven: in some divisions such as Business and Library courses, DL classes fill faster while others may not have, e.g., HSS Division. Offerings of online and hybrid sections were reduced due to lower student success rates in these sections compared to traditional sections.	Argos report SHR0037-E
2014-15	Students requested more online courses including the ability to complete an online degree. Not all areas of general education requirements are available online. Many departments have only one or two faculty certified to teach online classes.	Fall 2012 student survey; Argos report on L1 status (SPOT certified faculty)
2014-15	Local policy on mandatory certification before faculty may be assigned to teach online classes and access to course shells in the learning management system (LMS) pose challenges for adding online classes shortly before the start of the semester or hiring substitute faculty in emergency situations.	Academic Senate Recommendations
2014-15	Some faculty new to the College's requirements for getting an LMS account and for teaching a DL course want a way to challenge (test out of) the Academic Senate locally approved requirement.	Fire Technology, individual faculty inquiries
2014-15	Lost the instructional designer to early retirement in December 2014; therefore, this resource was not available to assist with the transition to the December MR major upgrade and August. Instructional designers or departments on other college campuses create mock-ups for sample course shells (perhaps based on discipline-specific needs).	Resignation form
2014-15	College webpage major revision project by marketing indicates a movement toward mobile-friendly design. This trend informs how webpages of Distance Learning Committee and Online Learning Support Center should be revised.	Marketing team

Year		Data Sources
2014-15	DL procedures are manually implemented and monitored because they are not necessarily integrated automatically with institutional procedures and processes: curriculum proposal and WebCMS "button." A WebCMS report to anticipate the threshold for meeting Substantive Change Proposal requirements has not been completed. Recent WebCMS difficulties caused major problems and delays in routine curriculum processes; there is talk of exploring other options including CourseLeaf's curriculum management tool.	Instruction Office
2014-15	Changing to online catalog (Course Leaf) – new format for information, expanding to other area such as a curriculum repository (e.g., CurricuNet) could pose an opportunity for including approved distance learning courses for ensuring regular 4-year reviews and for recording officially approved DL courses and online certificates in the catalog.	Instruction Office
2014-15	Lack of a streaming video server in a protected file storage service/delivery (we have 3 terra bites now, but that won't be enough). Although a new high capacity server has been purchased in 2014-15, it awaits IT personnel's availability to prepare it for use. Insufficient IT personnel has caused delays in this area.	IT; email exchanges between OLSC & IT staff
2014-15	Lack of a secure repository for departments to store departmental level data, e.g., courses, instructor-developed materials. Although a new high capacity server has been purchased in 2014-15, it awaits IT personnel's availability to prepare it for use. Insufficient IT personnel has caused delays in this area.	IT; email exchanges between OLSC & IT staff
2014-15	Students are not required by regulation to participate in online learning readiness activities; students don't "do" optional. Therefore, they do not have to use DL dedicated resources to support them unlike activities mandated by SSSP: i.e., orientation, assessment, counseling, and educational planning.	Title 5 SSSP language
2014-15	The challenge of adding licensed online resources due to the lack of Single-Sign On to external/internal resources including Library databases. We can encourage the embedding of material, but many faculty do not like the proxy showing in their MR shell instead of the material they are attempting to link to.	Faculty feedback in workshops and to librarians
2014-15	E-learning workshop feedback and the evaluation process should be electronic. Currently the POD evaluations are completed as paper-copies for on-campus workshops or completed on a WORD document for the SPOT and MR Basics Online then emailed to the POD office. An electronic process would reduce the time it takes to get results to presenters and reduce paper. Additionally, we need to be able to add customized questions focused on effectiveness if the default questions on the current evolution form does not capture what we need.	POD workshop/ presentation evaluation data
Year	Add item Retention and Success Data	Data Sources
2014-15	Retention rates in 2011-12 compared to 2014-15: -Online classes increased by 5% from 78% to 83%. -Hybrid classes increased by 5% from 80% to 85%. -Traditional classes increased by 3% from 86% to 89%.	Argos report SHR0037-E
2014-15	Retention rates by Student Equity measures: (baseline year 2013-14, the first year such data became available in Argos)	Argos report SHR0037-E
2014-15	Success rates in 2011-12 compared to 2014-15: -Online classes increased by 10% from 56% to 66%. -Hybrid success increased by 9% from 62% ito 71% . -Traditional classes increased by 7% from 69% to 76%.	Argos report SHR0037-E

Year	Add item	Data Sources
2014-15	Success rates 2014-15 by Student Equity measures: (baseline year 2013-14, the first year such data became available in Argos) Gender: Males 70% Female 51% in online classes; Male 73% Female 58% in hybrid classes Disability/No Disability: no appreciable difference in hybrid classes; in online classes, students without disability had a 5% higher success rate than students with disability. Online Success Rate: African American 42%; Asian 63%; Filipino 57%; Hispanic 38%; Pacific Islander 25%; White 52% Hybrid Success Rate: African American 45%; Asian 64%; Filipino 56%; Hispanic 52%; Pacific Islander 18%; White 57% Economic disadvantage status: Students identified with economic disadvantage status had a 3% higher success rate in hybrid classes and 7% higher success rate in online classes than their counterparts without having economic disadvantage status.	Argos report SHR0036

Year	Add item — Critical Decisions	Data Sources
2014-15	Requested DL student retention and success rates by Student Equity measures: gender, race/ethnicity, disability, and economic status. IT developed the Argost report SHR0037-E and built the data into a data cube.	SHR0036
2014-15	Used student portal to deploy announcements about the revamped Online Learning Support Center's websites for students. Embedded two questions on the DL Student resources pages to gather student feedback. Saw a jump from zero webpage users to nearly 300 after the portal message was sent out. The majority who answered the questions (N=7?) said they found the information they were looking for although the sample is very small.	Webpage visits analytics
2014-15	Drafted an update to AP 4105 Distance Learning based on updated knowledge e.g., on definition and evidence of "regular and effective contact" from attending conference such as the ASCCC Accreditation Institute.	DLC meeting minutes 5/26/2015, reaching C&I Fall 2015.
2014-15	Recruited the replacement Teaching/Learning Technology Specialist for Board approval by June 2015.	Board Agenda June 2015 Meeting

Year	Add item — Progress on Outcomes Assessment	Data Sources
2014-15	Revamped DL webpages for students: Saw a jump from zero webpage users to nearly 300 after the portal message was sent out. The majority who answered the questions (N=7?) said they found the information they were looking for although the sample is very small.	2-question survey embedded in DL student webpages
2014-15	Workshop attendees' evaluation feedback on e-learning workshops showed participants were not dissatisfied with them, but the generic evaluation form may not contain questions that should be asked to target effectiveness of the workshops. This will be strengthened as described in the planning section.	workshop evaluations

IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained *(if any)*	Resources Secured *(if any)*	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Student Engagement: increase number of faculty using the college's learning management system to engage students. Plan Status — Ongoing	$ Status Quo Budget Source 2	47 new users completed MR Basics online training compared to 23 completers in 2013-14. 97 new users completed in-person MR basics and advanced features workshops compared to 163 attedees at elearning workshops and drop-in MR learning lab hours (low attendance led to discontinuance).	Unit: Faculty Using MR C. Secure Resources
High	Student Engagement: Promote faculty use of best practices Plan Status — Ongoing	$ Status Quo Budget Prof. Development	• Increased awareness in how to demonstrate regular and effective contact: developed mock do's and don'ts courses. • Disseminated Mock Review results and lessons learned • Facilitated Dept. Chair and Deans training • Flex Day presentation submitted for Fall Flex Day 12 faculty and staff attended Online Teaching Conference with post-conference debriefing planned to discuss future actions	Select Unit Goal Select College Theme
High	Student Preparation for Student Success: Improve student awareness of appropriate readiness for online learning Plan Status — Ongoing	$ Status Quo Budget Source 2	Held a student usability event, determining if students could find information regarding distance learning in our web page. Increased student visits to revamped DL web pages from 2 to 300 via student portal announcement, and 5 out of 7 respondents said they "found what they were looking for.	Unit: Student Readiness for Or Select College Theme
High	Student Preparation for Student Success: Increase DL student success and retention rates Plan Status — Ongoing	$ Status Quo Budget Source 2	Developed a timeline to send key messages to DL students: e.g., one week before starting a new term, students are advised to login to their DL courses via MR to "attend" class so they won't be dropped or fall behind. One-third into the term, message about online tutoring goes out.	Unit: DL Student Success and I Select College Theme
High	Accreditation: continue to ensure compliance with DL regulations Plan Status — Ongoing	$ Status Quo Budget Source 2	• Increased awareness in how we demonstrate regular and effective contact • Disseminated Mock Review results and lessons learned • Facilitated Dept. Chair training • Flex Day presentation submitted for Fall Flex Day	Unit: DL Regulatory Complianc A. Academic Excellence

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained *(if any)*		Resources Secured *(if any)*	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med	DL Growth - Develop a plan for expansion of DL course offerings to reflect student needs		$ ____	29 faculty started SPOT and 12 faculty completed SPOT training, compared with 2013-14 when 17 started and 12 completed SPOT.	Select Unit Goal
			Status Quo Budget		
	Plan Status	Ongoing	Source 2		Select College Theme

SectionTwo

I. Planning Context - Unit Goals Assessed and Revised for: Distance Learning/Online Learning Support Center (OLSC)

This table contains your goals as noted in Section One for 2014-15. Review your Unit's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Faculty Using MR	Increase the number of faculty using Moodlerooms (MR) to engage students. Expand campus-wide MR use for faculty to share content for supporting departments/discipline faculty and for emergency preparedness, i.e., access to teaching materials and course content in the event of a major earthquake or other disasters.	A: Academic Excellence
DL Best Practices	Promote faculty use of best practices such as regular and effective contact, accessibility, copyright, image/file compression for usability and efficiency, incorporating media resources and tools including OEI funded tools (e.g., NetTutor, Student Readiness Modules, library resources Films on Demand, YouTube Videos, images).	C: Secure Resources
Student Readiness for Onlir +	Improve student awareness of appropriate readiness for online learning including OEI funded tools – the DL student webpages underwent major re-design starting with student usability test, redesign, and retest, and directed portal messages on the revised webpages.	B: Access and Success
DL Student Success and Re +	Increase distance learning student success and retention rates	A: Academic Excellence
DL Regulatory Compliance	Continue to ensure compliance with DL regulations including use of OEI funded tools: accessibility, regular and effective contact, last day of attendance, authentication, comparable student support services	C: Secure Resources
DL Growth	Expand DL course offerings to reflect student needs: movement towards 100% online degree	B: Access and Success
Efficiency of DL Processes	Improve efficiency of DL processes and regulatory compliance by streamlining campus processes and reduce manual processes, e.g., 4-year reviews of DL courses, anticipating submission of Substantive Change Proposal, detecting possible out-of-state registrants before start of terms, chairs and deans' knowledge about campus processes on DL, DL Classroom Visitation Form, and DL Student Evaluation process.	C: Secure Resources
Faculty Outreach	Improve streamlining of online teaching/learning resources and outreach by revising webpages and strategic outreach to faculty including development of a faculty communication timeline based on their work and needs. Align existing and new online resources to student success initiatives and college plans. Offer a Distance Learning campus conference to include use of e-learning tools and resources.	C: Secure Resources

II. Annual Implementation Plan for: Distance Learning/Online Learning Support Center (OLSC)

This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.
Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med	Discussions and campus support through Distance Learning Committee; Investigate MR license for cost implications; Develop implementation timeline in phases	$ ____ Staffing OEI	Each term, Moodlerooms course shells will be automatically created for all classes so that faculty can input course content to enable instruction in the event of a disaster/emergency such as a major earthquake. This may have cost increase implications to existing MR license agreement.	Unit: Faculty Using MR Select College Theme
Status				
	Projected Completion — 2016-17		Person Responsible — Mary Johnson and Meghan Chen	
High	Offer department based MR training; create MR cohorts such as new faculty via New Faculty Seminar; create MR Challenge for seasoned LMS users new to Mt. SAC.	$ 0.00 Status Quo Budget Source 2	KPI 8.1.2 The number of faculty trained in the use of MR will increase by 5% in 2015-16 from 2013-14 baseline (23 completed MR Basics online training Series 1; how many in-person?)	Unit: Faculty Using MR Select College Theme
Status			Person Responsible — M. Johnson, S. Weatherilt, and M. Newhart	
	Projected Completion — 2015-16			
High	Implement MR Snap in Winter 2016 to pilot this crucial need to stabilize MR course shell themes and functioning such as MR Gradebook. Full implementation by end of Spring 2016.	$ 0.00 Status Quo Budget Source 2	Stabilize MR themes in look-and-feel of course shells so that each MR refresh does not disable all IT efforts to customize local settings (Mt. SAC brand, accessibility/ADA compliance, user friendliness).	Unit: Faculty Using MR C. Secure Resources
Status			Person Responsible — M. Newhart, M. Johnson, & S. Weatherilt,	
	Projected Completion — 2015-16			
High	Design sample course shells with discipline-based content and suggested resources. Direct outreach to departments and faculty. Devise methods to measure increases in faculty awareness and student engagement	$ ____ Status Quo Budget Source 2	Increase faculty awareness of and demonstration of regular and effective contact and accessibility in DL courses. Increase faculty awareness and use of media and library resources to increase student-faculty and student-student engagement. Identify baseline from 2014-15 and establish criteria for success.	Unit: DL Best Practices A. Academic Excellence
Status			Person Responsible — M. Johnson, S. Weatherilt, and M. Newhart	
	Projected Completion — Select			

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Re-design faculty resources webpages based on faculty feedback and timeline/ need for key information.	$ [blank] Status Quo Budget	Use faculty focus groups (faculty in New Faculty Seminar and faculty having taught at Mt. SAC for 3-5 years) to evaluate usefulness of redesigned pages. 80% of faculty asked about the redesigned webpages will indicate a high degree of usefulness.	Unit: Faculty Outreach
Status	Projected Completion 2015-16	Source 2	Person Responsible Michelle Newhart	C. Secure Resources
Med	Host a Distance Learning conference on DL best practices, student engagement tools and methods, student equity in DL success	$ [blank] Status Quo Budget	90% of conference attendees will report increased awareness of DL best practices and express an interest in using Online Learning Support Center resources to strengthen their courses and teaching. One conference theme is to explore ways in which student equity goals can be met in DL courses.	Unit: DL Regulatory Complianc
Status	Projected Completion 2015-16	Source 2	Person Responsible M. Johnson, M. Chen, and M. Newhart	B. Access and Success
High	Schedule timely messages with IT for auto-release via student portal and faculty messaging. Write and test market message content with students. Ensure faculty have a copy of student notices.	$ [blank] Status Quo Budget	Ensure follow through on timed release of student outreach messaging via student portal and DL faculty/MR course shells: "before/during" semester messages, 4 terms per year. Design ways to obtain student and faculty feedback on usefulness.	Unit: Student Readiness for On
Status	Projected Completion 2015-16	Source 2	Person Responsible H. Aguilera (students), M. Johnson & M. Newh	C. Secure Resources
High	Schedule timely messages (DL readiness, online support resources such as online tutoring) with IT for auto-release via student portal and faculty messaging. Direct outreach to departments and faculty. Devise methods to measure increases in faculty awareness and student engagement.	$ [blank] Status Quo Budget OEI, open source too	Student success and retention rates in DL courses will increase by 5% in year-to-year comparison. Person Responsible H. Aguilera (students), M. Johnson & M. Newh	Unit: DL Student Success and F B. Access and Success
Status	Projected Completion 2015-16			
Med	Increase integration of manual DL/MR processes to routine college processes to reduce manual tracking wherever possible.	$ [blank] Staffing	Increase integration of manual DL/MR processes to routine college processes to reduce manual tracking wherever possible: more "yes" than "no" using 2014-15 as a baseline year: e.g., approved DL courses should be co-listed with courses in catalog (upcoming change to CourseLeaf, online catalog); online curriculum tool should have regular and DL courses to effect 4-year review; detecting potential out-of-state students. This effort will support meeting accreditation standards and regulations.	Unit: Efficiency of DL Processes
Status	Projected Completion 2015-16	Source 2	Person Responsible Mary Johnson and Meghan Chen	C. Secure Resources

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High New	Tracking student success data, faculty participation data, outcomes assessment data; routine report and state/federal survey completion; provide administrative support for all DL and OLSC activities as described in DL Plan and OLSC PIE. Projected Completion | Select	$ [ ] Staffing Source 2	Ensure appropriate manager support for DL and OLSC initiatives and operational needs that are currently provided by one division dean with other areas of responsibility. An Associate Dean for Online Learning is desperately needed. Ensure appropriate classified administrative support to DL and OLSC activities so that assignment of classified work is appropriate to job description and is not performed by the manager or faculty coordinators. An Administrative Specialist primarily assigned to DL and OLSC is desperately needed. Person Responsible | Meghan Chen	Unit: Efficiency of DL Processes C. Secure Resources
Priority New	Implement Online Education Initiative (OEI) activities, including increasing faculty participation, piloting new tools such as NetTutor and online learning readiness modules, and participating in evaluation processes. Projected Completion | Select	$ [ ] Staffing Source 2	Full participation and faculty/student satisfaction of OEI initiatives and tools based on assessment feedback. Ensure appropriate classified administrative support to DL and OLSC activities so that assignment of classified work is appropriate to job description and is not performed by the manager or faculty coordinators. Having this support will free up faculty coordinator's time to do faculty-specific work. An Administrative Specialist primarily assigned to DL and OLSC is desperately needed. Person Responsible | Mary Johnson and Meghan Chen	Unit: Efficiency of DL Processes C. Secure Resources

III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

Section Three

Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

Enter additional information suggestions here.

What suggestions do you have for improving the planning process for your Unit?

Enter your suggestions for improvement here.

Enter your name as contributing to and approving of this Unit PIE Plan below. *Add rows (+) as needed.*

Contributer		Contributer	
Mary Johnson, DL Faculty Coordinator	☐ Approve	Sandra Weatherilt, Assistant DL Faculty Coordinator	☐ Approve
Paul Kittle, Library Faculty	☐ Approve	Hugo Aguilera, Learning Resources Computer Technician	☐ Approve
Michelle Newhart, Teaching/Learning Technology Specialist	☐ Approve	Meghan Chen, Dean, Library & Learning Resources	☐ Approve

Thank you for completing the Unit PIE form summarizing 2014-15, and initiating your Unit's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Unit's manager by 06/30/ 2015.
Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at dsciore@mtsac.edu