

Mt. San Antonio College

Distance Learning Master Plan

Submitted April, 2013

Table of Contents

- Executive Summary 1
- Context for the Distance Learning Plan 2
- Distance Learning Program 4
- Distance Learning Committee 5
- Background of Distance Learning at Mt. SAC 7
- Methods of Delivery for Distance Learning 8
- Future Growth Expectations 9
- Current Regulations Affecting Distance Learning and Accreditation Concerns 10
 - Authentication 10
 - Last Date of Attendance 10
 - Correspondence vs. DL course designation 10
 - State Authorization 10
 - Title 5 Regulations 11
- Supporting Institutional Compliance with DL Regulations 11
- Student Success and Retention in Distance Learning 12
- Master Plan Timeline Matrix 16
- Supporting Documents 23

Executive Summary

Mt. San Antonio College's Distance Learning Program reflects the College's response to students' needs for alternate modes of instructional delivery. For the past fifteen years, Distance Learning evolved from a handful of television correspondence courses to 124 distance learning courses, with sufficient offerings for students to complete 50% or more of their course work online toward an associate's degree and some certificates. That development has been supported by foundational processes designed to ensure rigorous course content, appropriate online delivery, regular and effective contact between faculty and students, student retention and success, faculty development, and stable educational technology systems. Distance Learning's next stage of development is situated in the cross currents of increasing student demand for more DL courses or for fully online degrees/certificates, the persistent gap in success rates between traditional and distance learning courses, increasingly complex federal regulations, sharpened accreditation requirements, rapidly evolving educational technology and its market place, and diminished State funding for community colleges.

As the College plans for Distance Learning Program's development for the next few years, it is critical to take its relatively recent history into account while responding to emerging internal and external conditions. That history and current conditions provide a context for considering progress and attendant challenges. The Academic Senate's Distance Learning Plan and Support Resolution 11-16 creates a formal institutional moment in which the College responds with a three-year plan for growth, continuous quality assurance, regulatory compliance, and appropriate institutional support. The Distance Learning Draft Plan is a specific expression of the Educational Master Plan, and its concerns necessarily intersect with other campus plans as Student Success Plan and Information Technology Master Plan.

The Distance Learning Committee respectfully submits this Distance Learning Draft Plan of 2012 for review through the College's shared governance process. This Draft Plan features brief descriptions of the context for DL planning, distance learning governance and operational structures, distance learning courses to date, regulations, student success and retention rates, a matrix for DL goals and activities, and an appendix of references. Members of the Committee invite the campus to participate in a rigorous, constructive dialogue on the Draft Plan and await a timely response throughout the review process.

Context for the Distance Learning Plan

In spring of 2012, the Academic Senate of Mt. SAC approved Senate Resolution-11-16, Distance Learning Plan and Support that "...directs the Distance Learning Committee to develop a "Distance Learning Plan" that will ensure well supported online and traditional courses of the highest quality...".

In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) looks closely at DL courses to ensure that they meet federal regulations. Recent federal regulations including the Higher Education Opportunity Act of 2008 have mandated closer scrutiny of DL course authentication, regular and effective contact between professors and students, and active participation of all students in a DL course.

In spring of 2012, the DLC held an all-day conference on Distance Learning and asked for faculty input on the future of DL at Mt. SAC. Many great ideas surfaced that should be considered in future goals of Distance Learning, several of which are included in our recommended DL plan details.

In addition, the DL Program conducted a student survey on DL courses, requesting student input on their needs and experiences regarding distance learning. The DL Program also conducted student focus groups in spring of 2012 to get more insight into way that we could help students prepare for and succeed in distance learning courses. Several of the ideas proposed by students from these surveys are also incorporated into this plan.

It is expected that this plan will be reviewed regularly and updated as needed.

This plan is presented by the Distance Learning Committee. The current membership is:

Member Name	Department / Division	Term
Meghan Chen, co-chair	Library & Learning Resources Division, mchen@mtsac.edu	On-going
Mary Johnson co-chair	Computer Information Systems Distance Learning Faculty Coordinator (DLC), mtjohnson@mtsac.edu	2010-13
Michael Dowdle	Psychology, Education Assistant Distance Learning Faculty Coordinator (DLC), mdowdle@mtsac.edu	2011-13
Will Daland	Faculty, Counseling	2010-13
Jean Garrett	Faculty, English, Literature & Journalism	2011-14
Edwin Estes	Faculty, Business Administration	2011-14
Shanti Atashpoush	Information Technology	On-going
Rich Patterson	Administrator, Business Division	2011-14

Sandra Weatherilt	Faculty, Nutrition and Food	2012-15
Jill Wilkerson	Faculty, Disabled Student Programs & Services	On-going
Rick Nguyen	Moodlerooms Administrator	On-going
Paul Kittle	Distance Learning/ Electronic Reference Librarian / Moodlerooms Administrator	On-going
Carol Webster	Teaching & Learning Technology Specialist	On-going
Melissa Candell	Student Representative	2012-13

DRAFT

Distance Learning Program

Distance learning is supported by the Distance Learning Committee and the Online Learning Support Center (OLSC). The Distance Learning Committee provides guidance and support for Distance Learning on campus. The Distance Learning (DL) team supports both faculty who teach distance learning courses and faculty who use online components in teaching their traditional on-campus classes. The DL team supports the use of various methods of providing choices for faculty to provide website access for students, including the current Learning Management System (Moodlerooms), Course Studio from within the Luminis Portal, and Mt. SAC web pages through the use of the Omni-Update application. Both Moodlerooms and Course Studio are authenticated, incorporating the use of username and password for access. The DL team includes the following individuals and / or groups:

- Distance Learning Committee members
- OLSC group
- Faculty verifiers for Skills and Pedagogy for Online Teaching (SPOT)
- Faculty presenters for Professional and Organizational Development (POD) workshops related to e-learning

The DL team support functions include, but are not limited to:

- Mentor faculty on effective online pedagogies, website development, accessibility issues, and LMS use
- Design, plan, and deliver workshops in coordination with Professional & Organizational Development (POD)
- Train faculty in the use of the college's LMS for distance learning or traditional classes
- Assist faculty with Certification for Online Teaching (SPOT) process
- Administer Moodlerooms
- Assist faculty with completing Distance Learning Course Amendment forms
- Assist faculty with Moodlerooms issues
- Address challenges and recommendations regarding DL issues
- Communicate DL issues to and from the campus community through Curriculum & Instruction Council and Curriculum Liaison
- Periodic studies of success and retention in DL vs. traditional courses
- Sponsor and develop DL projects and events
- Provide information for negotiation of the Moodlerooms contract and for interaction with Moodlerooms vendor-client support
- Review and recommend applications needed to support new technology used with instruction
- Recommend equipment and software purchases for DL faculty use
- Support the faculty evaluation process for DL classes

Distance Learning Committee

The DL Committee (DLC) advises the Dean, Library & Learning Resources, who directs the DL Program. The DLC co-chairs are the Dean of Library and Learning Resources and an Academic Senate appointed faculty representative. The DLC meets on the 2nd and 4th Tuesdays from 1:05 - 2:35 PM in LTC-261.

The purpose and function of the DLC are:

PURPOSE: The purpose of the Distance Learning Committee is to discuss, review, evaluate alternative modes of instruction, and recommend new opportunities for teaching and learning.

FUNCTION: The Committee's functions are to:

- Evaluate and recommend approval of Distance learning Course Amendment Forms
- Recommend policy changes pertaining to distance learning
- Evaluate and promote a variety of effective practices and standards for distance learning
- Provide a forum for sharing and collaboration among distance learning faculty by sponsoring informational meetings, discussions, and workshops pertaining to distance learning

Distance Learning Committee Membership

The DLC membership includes a faculty co-chair (2-year term), an administrative co-chair (Dean, Library and Learning Resources); the Assistant DLC (two-year term); a student representative (1-year term); ongoing positions consisting of Distance Learning / Electronic Reference Librarian, Teaching and Learning Technology Specialist, Learning Management System administrator, a representative from Disabled Students Programs & Services; 3-year terms of four faculty (one must be from Counseling); administrative dean (appointed by Vice President of Instruction); and a representative from Information Technology. The LLR administrative secretary also attends DLC meetings and takes minutes.

The faculty co-chair of the Distance Learning Committee is a member of the Curriculum and Instruction Council, and a representative of the DLC is a member on the Information Technology Advisory Council (ITAC) and regularly reports on DL issues with these College groups. The Distance Learning Faculty Coordinator or designee is also a member of the Faculty Professional Development Council (FPDC).

The DLC maintains a web site at (<http://www.mtsac.edu/instruction/learning/dlc/>) that includes information on:

- Committee purpose and function
- Committee meeting times and locations
- Committee membership
- Committee minutes and agendas

- Annual Updates to the Academic Senate
- Recommendations and Resolutions presented by the DLC
- Electronic version of DL Course Amendment Form template
- DL Course Amendment Forms for all approved DL courses
- Evaluation forms and links
- DLC Archives

DRAFT

Background of Distance Learning at Mt. SAC

The Distance Learning (DL) Program at Mt. SAC consists of the DL courses that the College offers and the faculty who teach those courses as well as personnel responsible for the support and development of those DL courses.

The DL Program has been in existence since 1998. The Program first offered correspondence and telecourses, and has since migrated to online and hybrid courses.

In October 2001, Mt. SAC's Academic Senate approved Resolution 01-07, "Distance Learning Moratorium," (located at <http://www.mtsac.edu/instruction/learning/dlc/recommendations.html> that halted the approval of new distance learning courses on campus while addressing some unresolved issues in distance learning, including rapid growth of DL, no contract language regarding intellectual property rights regarding developed DL courses, and lack of sufficient support for DL course development. While some of these issues were being resolved, the Academic Senate and the Office of Instruction introduced a document in Spring 2003, "Requirements for Online Learning," that compared the existing approval, delivery, and evaluation of DL courses at Mt. SAC to recent changes in Title 5 Regulations for Distance Learning. (the document is named Requirements for Online Learning and is located at <http://www.mtsac.edu/instruction/learning/dlc/AS Requirements for Online Learning.pdf>)

To address these issues, the Academic Senate created a Faculty Certification Task Group in Fall 2003 to develop new criteria and processes for distance learning courses and instruction at Mt. SAC. One of the products from that Task Group, is a document regarding the delivery issues and certification for online teaching, which the Academic Senate approved in January 2004. (the document is named Certification for Online Teaching – approved January 2004, and located at <http://www.mtsac.edu/instruction/learning/dlc/Certification for Online Teaching.pdf>) This document requires all Mt. SAC faculty who wish to teach an online or hybrid class to demonstrate competency in a select set of skills and pedagogy for effective online teaching. This document led to the creation of the Skills and Pedagogy in Online Teaching (SPOT) certification. All faculty must complete the SPOT certification process before being assigned to teach a DL course.

In September 2004, Academic Senate approved Resolution 04-07, "Distance Learning Moratorium Repealed," which permitted the growth of the distance learning program again. (the document is named Moratorium Repealed Resolution – 04-07, and located at <http://www.mtsac.edu/instruction/learning/dlc/recommendations.html>)

To date, the growth of Distance Learning has been organic. Departments determine which of their traditional courses should be taught in a distance learning mode, and then faculty from those departments create a DL version of the traditional course, which is then reviewed by the Distance Learning Committee (DLC) to ensure that it meets all Title 5 requirements as they relate to Distance Learning.

Mt. San Antonio College has gone from offering 3 DL courses in 1997 to offering 185 DL courses, as of spring of 2013, serving many thousands of students.

Methods of Delivery for Distance Learning

Mt. SAC defines an online course as a distance learning course that is delivered 100% online, with no required on-campus meetings. A hybrid course is defined as a distance learning course with one or more required on-campus meetings.

The choices for delivering content to students in an online mode include the following campus-supported, approved vehicles for delivery:

- Learning Management Systems (LMS) - currently Moodlerooms, not just native Moodle nor publisher-provided websites or other LMSs
- Course Studio (contained within the Luminis portal)
- Mt. SAC web pages (utilizing Omni-Update application)

The College provides various methods for course materials to be delivered to students in an e-learning environment. The different options have different capabilities and some do NOT meet the College's Recommendation on student authentication. The campus-supported LMS Moodlerooms is the most versatile option available. It meets the College's authentication recommendation and has the capability for grading, assessments, discussion forums, and other activities that can be graded online. Course Studio is an application available from the College's web portal, Luminis, and also meets the College's authentication recommendation. Using Course Studio, faculty can make files available to students for download and also has a discussion forum capability. Currently, Course Studio does not include grading options nor online assessments. The third option is to use Mt. SAC web pages utilizing the Omni-Update application. This method does not meet the College's authentication recommendation as it is not part of the College's secure, single-signon portal. This option does not have grading or assessment capabilities, but is a vehicle for faculty to provide files for downloading to students.

For additional details on each of these options, please see the Elearn/FrontPage/Moodlerooms LMS Replacement Options PDF document at [http://www.mtsac.edu/instruction/learning/olsc/Replacement Options - Matrix wMR.pdf](http://www.mtsac.edu/instruction/learning/olsc/Replacement%20Options%20Matrix%20wMR.pdf).

Future Growth Expectations

The faculty and student demand of DL courses has led to more faculty pursuing the creation of additional DL courses. We currently have 173 DL certified faculty, we have 124 approved DL courses (as of the end of Spring, 2013).

Year	Number of DL Sections Offered
1998	10
2001	32
2013	181

As is shown, the number of DL sections has increased rapidly, and there is nothing to indicate that the number of DL courses will not continue to grow at a rapid pace. As the need for facilities is expected to increase in the future, the increase in DL courses may be one way to address the lack of physical space on campus.

Based on a DL student survey and focus groups in spring 2012, students want more DL courses, and entire certificates and degrees to be offered via distance learning.

To illustrate the areas that have approved DL courses, we have highlighted all courses that are approved for Distance Learning for General Education Requirements for Mt. SAC. This document is available at [http://www.mtsac.edu/instruction/learning/dlc/docs/Ge Ed Req fo AA Degree and Transfer.pdf](http://www.mtsac.edu/instruction/learning/dlc/docs/Ge%20Ed%20Req%20fo%20AA%20Degree%20and%20Transfer.pdf)

Current Regulations Affecting Distance Learning and Accreditation Concerns

Due to many factors, regulations affecting DL courses has been growing in recent years. Many of these newer regulations stem from the Higher Education Opportunity Act of 2008 (HEOA).

Authentication

The first major regulation that DL faced from the HEOA was authentication, which reminded institutions that they have the responsibility to validate that the students completing activities and getting credit for DL courses were who they were purported to be.

To help ensure that Mt. SAC courses are following the authentication mandate, the DLC wrote a recommendation to the Academic Senate, which was approved on 4/16/2009. (the document is called Authentication of Student Participation in Distance Learning Courses Recommendation, and located at <http://www.mtsac.edu/instruction/learning/dlc/recommendations.html>). This is expected to be a first step in authentication, with stronger means of verifying student identity expected in the future.

Last Date of Attendance

Another regulation change is the Last Date of Attendance (LDA) for DL courses. All DL courses must include weekly “regular and effective contact” between professor and students. To determine that a student is still an active student in a DL class, he or she MUST be participating in academic activities. Once students are no longer participating in academic activities, their financial aid will stop. Any financial aid that was forwarded to students shall be returned to the federal government by the institution, and it will be up to the institution to get the unearned financial aid from the individual students. Therefore, it is imperative that DL courses track which students are still active in the course and drop them accordingly if they stop being active students in the course.

Correspondence vs. DL course designation

Another regulation change is one that defines the difference between a correspondence course and a DL course. Fundamentally, a DL course has weekly “regular and effective contact” between professor and students and a correspondence course does not. It is up to the individual course to show (prove) that there is regular and effective contact required in the course. If audited, institutions may be required to demonstrate this proof.

The ramification of courses being designated as correspondence courses is that correspondence courses are not eligible for financial aid. It has been stated that if more than half of all distance courses are determined to be correspondence courses instead of DL courses, then federal financial aid would not be available to any students attending that institution.

State Authorization

Institutions that offer DL courses to students who are physically out-of-state are required to obtain authorization from students’ home states. If a student who is not physically located in a state takes a DL course from an institution, it is required that that institution get authorization from the student’s residing state that the residing state approves of the DL course being taught to its residents. Each state has its regulations that must be met prior to granting authorization, which may include fees set by the state. It is unclear how institutions are to proceed if they decide not to pay the state authorization fees. Therefore, impacts on students who have already completed or are currently taking DL courses have yet to be determined.

Title 5 Regulations

California's Title 5 regulations for DL courses parallel that of federal regulations. All DL courses must be accessible by all students, and there must be "regular and effective contact" between professor and students. In addition, Title 5 requires that for all DL courses, there is a separate curriculum approval process in place to ensure that DL courses are equivalent to the traditional version of the same course.

The Distance Learning Committee (DLC) reviews all proposed courses from faculty requesting a course to be approved for Distance Learning. The review includes validating that the course includes "regular and effective" contact between professor and students, as well as checking that all course materials will be accessible to all students. The Committee looks for learning modalities appropriate for use in distance learning, such as ensuring all videos to be captioned and all audio components have attached transcripts. In addition, all graphics need alternative text for screen readers.

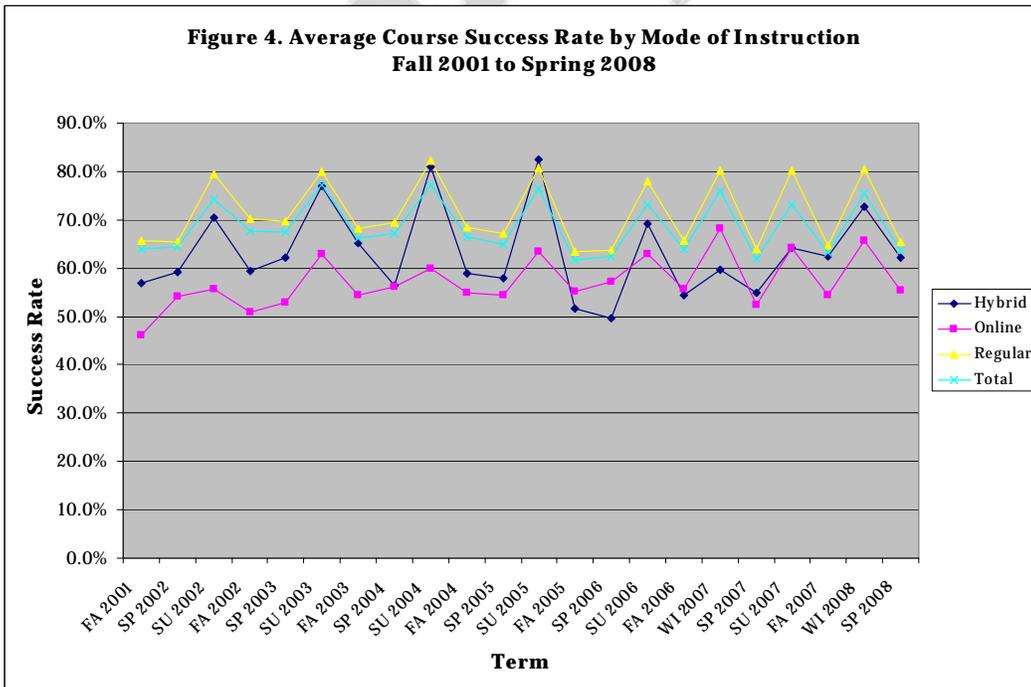
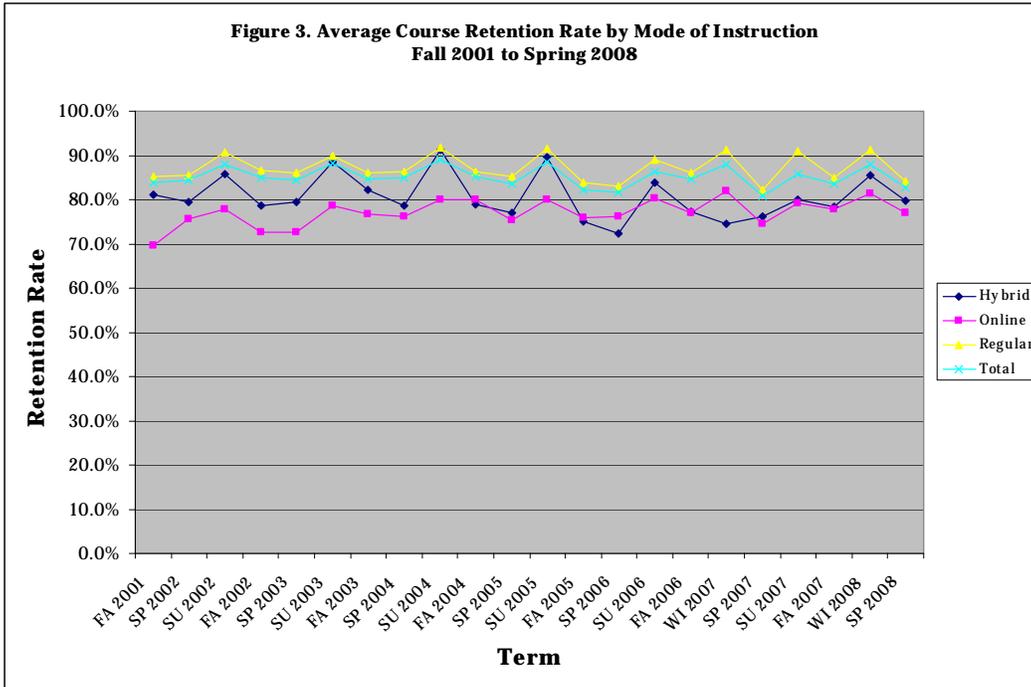
Supporting Institutional Compliance with DL Regulations

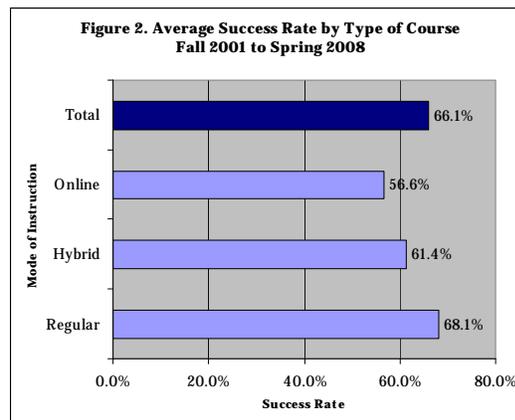
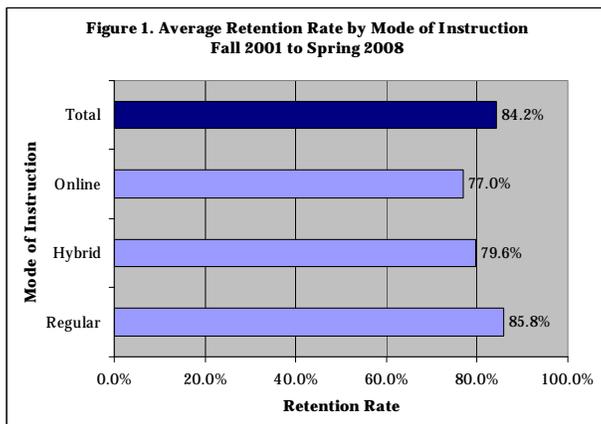
To help ensure that our courses meet federal and state regulations, the DL Program sent out a Compliance Survey in spring of 2012 and plan to repeat this survey in the fall of 2012. This survey provides information on various state and federal distance learning regulations and asks faculty to self-evaluate whether their DL courses meet these regulations. The survey also allows faculty to indicate whether they want help in meeting regulations.

We support the faculty evaluation process by helping faculty demonstrate regulatory compliance through classroom visitations. We also provide an evaluator, if requested by a faculty.

Student Success and Retention in Distance Learning

Since 2001, the Distance Learning (DL) Committee at Mt. SAC reviewed periodic reports of the success and retention of Mt. SAC's DL courses versus traditional courses. Success and retention differences between traditional and distance learning classes for the period of 2001 through 2008 are illustrated with charts below. The latest reports show that the trend hold.





Complete reports of the studies are available on the DLC web site at <http://www.mtsac.edu/instruction/learning/dlc/reports.html>.

A brief summary of the results shown above is:

Traditional classes' success rates are 68.1% and retention rates are 85.8 %, followed by hybrid classes (61.4% success rate and 79.6 % retention rate), then online classes (56.6% success rate and 77.0% retention rate). There have been no noticeable changes to these rates from 2001 to 2008, though rates associated with hybrid classes are steadily increasing. Rates during the Summer and Winter terms are higher than those from Fall and Spring terms.

In the 2008-09 school year, DLC members brainstormed potential factors that might impact student success in Distance Learning. Items on the list that relate to student behaviors are marked with (S), items relating to professor behaviors are marked with (P), and items related to College processes or practices are marked with (C). The DLC selected several of the items in the table below to help increase Success and Retention in DL classes.

Factors identified as possibly influencing success and retention in DL Courses included:

Increases Success & Retention	Decreases Success & Retention
Consistent course interface (C)	Inexperience with technology and Bb (S) (P)
Self-discipline/maturity (S)	Too much workload (P)
Academic ability (S)	Too much class load (S)
Good time management skills(S)	Poor time management skills (S)
Available resources & support (C)	Outside influences affect performance (S)

Previous experience with DL courses(S)	No ownership of computer or connection (S)
User-friendly course web site (P)	Expect DL courses to be easier (S)
Easy to understand instructions in course (P)	Lack of contact or communication (P) (C)
SOLAR in multiple places and before enrolling in course, and more diagnostic (C)	No searchable faculty directory on Web (C)
OLE/Pedagogy workshops not attended (P)	No clear or consistent start for DL courses (C)
SPOT II implementation (C)	No user-friendly public web pages to support students and faculty (C)
Assigning only SPOT-certified faculty to DL courses in Schedule (C)	No strict email policy expectations or usage (C) (P)
STDY 85C (S) (P)	Schedule Note not read or is confusing (C) (P) (S)

The Distance Learning team continues to examine ways in which faculty and staff promote DL student success. The Distance Learning Plan connects with college goals of increasing student success as illustrated in the Educational Master Plan. The DL Plan should inform the Educational Master Plan.

The College can help increase success and retention in DL courses by helping faculty and department chairs to:

- Submit schedules with only SPOT-certified faculty assigned to teach DL courses.
- Coordinate the wording of Schedule Notes for all DL courses with the Dean, Library and Learning Resources
- Register and attend DL Pedagogies workshops (I,II, III) through POD
- Make faculty contact information available in multiple places and ways
- Design and teach DL courses in accordance with approved DL Course Amendment
- Conduct Classroom Visitation and Student Evaluations in their DL courses
- Enroll colleagues in their Learning Management (LMS) courses for sharing or mentoring
- Contact the Distance Learning Faculty Coordinator (DLFC) and the Assistant Distance Learning Faculty Coordinator (ADLFC) with DL-related issues or problems
- Visit DL Home page and DL Committee Home pages for timely and relevant information

The College can help increase student success and retention in DL courses by helping the college to:

- Provide a clear, defined start process for all DL courses (Schedule Note, communication, Guest access to LMS courses, “Get Started” instructions)
- Make it a priority to have an online faculty directory so that students can find the faculty contact information easily

- Promote the exclusive use of Mt. SAC email for students for official college communication
- Encourage faculty to communicate with their students prior to the start of the term
- Allow LMS users to utilize more components of the LMS to increase communications by activating all LMS accounts
- Promote STDY 85C, online academic support, Moodlerooms tutorials, and student online readiness survey for students

The College can help increase student success and retention in DL courses by offering faculty development:

- Skills and Pedagogy for Online Teaching (SPOT) certification
- Best Practices workshops
- Boot camps for accelerated training
- Flex-day presentations
- Distance Learning conferences
- One-on-one mentoring

Master Plan Timeline Matrix

Goal	Activity	Person(s) or Depts Responsible	Timeline	Outcome	Resources Needed	Cross-Reference
<p>A. <u>Student Engagement</u></p> <p>1. Increase the number of faculty using the college's LMS to engage students.</p> <p>Rationale: Authenticate, Provide a vehicle for regular and effective contact with students; promote student review/study of course materials; reduce printing; clarify student expectations; promote uniformity of online delivery of content to students</p>	<p>Activity A.1: Deliver MR Training to faculty and staff</p> <p>a. Explore offering MR1 and MR 2 at new faculty seminar</p> <p>b. Offer Flex Day presentation on MR regularly at both fall and spring flex days - topics should include FAQs on new enhancements and tips and tricks for making MR easier to use</p> <p>c. Increase Dept./Div.-based MR training</p>	OLSC / POD / DLC	6/30/2014	<p>A.1.a: 80% of Bb trained faculty will be trained in MR.</p> <p>A.1.b: Increase by 10% the number of faculty using the college's LMS to engage students, based on 2011-12.</p>	Compensation for trainers	<p>Educational Master Plan Strategic Objective 5B, KPI #1.</p> <p>All divisions / All depts. / Academic Senate/ POD</p>

DLC approval date: 4/09/2013

Goal	Activity	Person(s) or Depts Responsible	Timeline	Outcome	Resources Needed	Cross-Reference
<p>A. <u>Student Engagement</u></p> <p>2. Promote faculty use of best practices in teaching DL</p> <p>Rationale: Celebrate faculty's exemplary teaching of DL courses; create easy-to-use best practices for faculty readily available in a MR course shell.</p>	<p>Activity A.2: Establish an Exemplary DL Teaching Award for faculty through the President's Office.</p> <p>a. Request support from the president for monetary award and campus-wide recognition at faculty convocation. Research and list requirements for submitting an Exemplary Course</p> <p>b. Develop a process for faculty submittal for recognition: criteria, timeline, evaluation committee, monetary award & recognition</p> <p>c. Develop templates of exemplary practices in Moodlerooms</p> <p>d. Utilize the MR Community to showcase best practices</p>	<p>OLSC / DLC</p>	<p>Develop the criteria: 6/30/2014</p> <p>Implement: end of Spring 2015</p> <p>Give first award: Fall 2015</p>	<p>Hold a showcasing of DL Exemplary Award participants</p>	<p>monies for prizes room for showcase event</p>	<p>President's Office, Academic Senate, DLC DL faculty / Judges</p>

Goal	Activity	Person(s) or Depts Responsible	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B. <u>Student Preparation for DL Success</u></p> <p>1. Improve student awareness of appropriate readiness for online learning</p> <p>2. Increase DL student success and retention rates</p> <p>Rationale: Ensure students are ready to take and succeed in DL classes unhindered by lack of academic skills and technology skills; Improve student success in DL classes which lag behind by 5-8% than in regular classes.</p>	<p>Activity B.1. Increase student awareness of appropriate readiness for online learning</p> <p>a. Create an online readiness quiz for students to self-assess their DL readiness</p> <p>b. Promote STDY 85C and Community Ed. computer skills classes prior to or concurrent with first DL class</p> <p>c. Create links to various student tutorials</p> <p>d. Explore adding an online readiness module which includes the readiness quiz for students</p> <p>e. Seek student feedback on their preparation and academic support needs for DL classes through surveys and focus groups</p> <p>f. Explore the possibility of partnerships between K-12 districts that utilize DL to provide a seamless education from high school to college</p> <p>g. Inform the campus about accreditation requirements related to distance learning activities for effectiveness in meeting students' needs.</p>	<p>DLC / OLSC / IT</p>	<p>6/30/2014</p>	<p>Increase student success by 5% from the 2011-12 baseline.</p>	<p>Funding for software, IT support, and training</p> <p>Offer more sections of STDY 85C</p> <p>\$50,000 for online tutoring support</p>	<p>Accreditation Standard II.A.1.a and II.A.1.b</p> <p>Educational Master Plan Strategic Objective 5C, KPI #3</p> <p>Student Success Plan IIIG.</p>

Goal	Activity	Person(s) or Depts Responsible	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B. <u>Student Preparation for DL Success(continued)</u></p>	<p>Activity B.2. Increase DL student success</p> <p>a. Explore adding a mandated remediation for students who are unsuccessful in two online classes</p> <p>b. Ask faculty to encourage students to utilize campus student support in multiple places, e.g., syllabus and MR</p> <p>c. Promote student support services through multiple means, e.g., student portal at log-in, tutoring channel, "Academic Help" tab in MR courses</p> <p>d. Increase online student services for DL students when budget permits</p> <p>e. Work with FPDC to coordinate resources</p> <p>f. Explore possibility of incorporating additional e-learning tools, e.g, Respondus, Turnitin, e-portfolios, cloud-based technology in DL</p>	<p>DLC / OLSC / IT</p>	<p>6/30/2014</p>	<p>Increase student success by 5% from the 2011-12 baseline.</p>	<p>\$51,923.78 for Turnitin for one year 2013-14 based on state-wide buy through Community College League of California Consortium (24,963 FTES X \$2.06 per student + \$500 site license)</p> <p>Turnitin has three tools: anti-plagiarism, grading including original feedback, and peer review</p> <p>—</p>	

Goal	Activity	Person(s) or Depts Responsible	Timeline	Outcome	Resources Needed	Cross-Reference
C. <u>Continue to ensure compliance with DL regulations (continued)</u>	Activity C.2. Maintain currency on updated and new DL regulations. a. Attend conferences and/or webinars b. Participate in listserv subscriptions c. Network with "sister" colleges on how they are implementing new regulations d. Share information and resources with faculty and managers	DLC / OLSC, Instruction Team, Department Chairs	on-going	be up-to-date on current regulations	Funding for conferences, webinars, and subscriptions	Guide to Evaluating Distance Education and Correspondence Education, August, 2012 Title 5
C. <u>Continue to ensure compliance with DL regulations (continued)</u>	Activity C.3: Strengthen DL faculty evaluation process to reflect regulatory compliance. a. Work with FA to ensure the DL faculty evaluation process better reflects regulatory compliance as appropriate. b. Provide checklist to faculty evaluators on course activities that indicate compliance and meet with evaluatee prior to the evaluation to determine where components are located c. Develop examples of courses that are in compliance	DLC/District-FA negotiations	6/30/2013	Discussions take place between District and FA, between DLC and FA, between DLC and Administration Contract language reflects any agreement reached Compliant sample courses are made available to faculty	classified position #1 - 100% time Teaching/Learning Specialist (Course Designer) –	

Goal	Activity	Person(s) or Depts Responsible	Timeline	Outcome	Resources Needed	Cross-Reference
<p>D. <u>DL Growth</u> <u>Develop a plan for expansion of DL course offerings to reflect student needs</u></p> <p>Rationale: Increase student interest in expanded DL offerings toward certificate or degree completion; Follow Educational Master Plan 2012-13, Strategic Objective 5C, KPI #1; Ensure Facilities Master Plan does not include space for additional classroom space.</p>	<p>Activity D.1: Investigate and promote expansion of DL course offerings to reflect students' needs.</p> <p>a. Survey students on their DL needs and interests in certificates or degrees annually</p> <p>b. Conduct Student Focus Groups to determine student needs in regards to DL annually</p> <p>c. Show faculty what is possible to be taught online via webinars, "sister colleges", such as a speech class online using Skype for interviews, speeches, and presentations</p> <p>d. Communicate with depts. / divisions on courses they can make into DL</p> <p>e. Explore possibility of offering more honors courses in DL format</p> <p>f. Inform depts. and faculty whose courses, if made DL, can fill the "gaps" toward a DL certificate or degree</p> <p>g. Research possibility of offering a complete certificate, degree, or transfer readiness via DL</p>	<p>Faculty in any dept. interested in DL courses</p>	<p>6/30/2013 ongoing</p>	<p>KPI#1: "During Fall 2012, students will be surveyed to determine their interest in taking specific DL classes. a plan for expansion of DL course offerings will be developed during the spring of 2013 to reflect student needs and will be implemented based on availability of resources."</p> <p>A. Student survey of needs conducted</p> <p>b. Student focus groups of needs conducted</p> <p>c. Develop targeted workshops on specific eLearning tools Plan and hold future DL Conferences</p> <p>d-g. Discussion occurs on creation of degree and certificates</p>	<p>Funding to host faculty from other colleges and vendors on possibilities for DL delivery (e.g. lab sciences, speech)</p> <p>Classified Position #2 - 100% time Teaching/Learning Specialist (Course Designer) –</p> <p>DL Manager Position 100% time to support DL expansion, coordinate compliance with federal and state regulations, organize research, facilitate state and federal surveys</p>	<p>Educational Master Plan Strategic Objective 5C, KPI #1</p> <p>ITAC, Student Success Plan, Counseling Dept.</p>

Supporting Documents

ACCJC Guide to Evaluating Distance Education and Correspondence Education

http://www.accjc.org/wp-content/uploads/2012/08/Guide-to-Evaluating-DE-and-CE_2012.pdf

ACCJC Accreditation Reference Handbook

http://www.accjc.org/wp-content/uploads/2012/09/Accreditation-Reference-Handbook_2012.pdf

Distance Education Guidelines from the Chancellor's Office:

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Higher Education Opportunity Act of 2008 - (The entire document of 432 pages):

<http://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>

Link to the U.S. Department of Education's policy page:

<http://www2.ed.gov/policy/highered/leg/hea08/index.html>

Mt. SAC Administrative Procedure 4105 Distance Learning

http://www.mtsac.edu/governance/trustees/docs/ap_complete_BOT.pdf