

**Agenda Item Details**

Meeting	Nov 04, 2020 - Regular Meeting of the Board of Trustees
Category	8. REPORTS
Subject	8.14 Informational Report - Distance Learning
Type	Information

Distance Learning
Dr. Meghan Chen, Dean, Library & Learning Resources and
Ms. Carol Impara, Distance Learning Faculty Coordinator
November 4, 2020

Highlights of Accomplishments in Distance Learning 2019-20**Student Success Rates**

- The Fall 2019 overall success rate in online classes was just 1% lower than the overall success rate in traditional face-to-face classes. In Fall 2018, the gap in overall success rates between online and face-to-face classes was 2%.
- The success rate in online classes in Fall 2019 compared to Fall 2018 showed a 14% increase among Latinx (from 47% to 61%) and a 7% decline among African American students (from 57% to 50%). The success rates among Asian-Americans and White/Caucasians showed no change at 82% and 72%, respectively.
- In Spring 2020, the College offered online, hybrid, and face-to-face (F2F) classes until March 31 when online classes stayed online; hybrid classes became fully online; and F2F classes became Temporary Remote Instruction (TRI). There were 6% of the traditional F2F classes that did not transition to online.
- The table below shows success rates in online classes in Fall 2019 overall and by racial groups, followed by Spring 2020 success rates by racial groups in online classes, hybrid classes that became fully online, and face-to-face classes that became online:

Student Success Rates	Fall 2019 Online	Spring 2020 Online, all semester	Spring 2020 Hybrid, then fully online	Spring 2020 Face-to-Face, then TRI
Overall	62%	71%	69%	63%
African Americans	50%	55%	44%	50%
Asian Americans	82%	86%	83%	79%
Latinx	61%	61%	42%	50%
Caucasian/White	72%	71%	72%	68%

Source: Argos report SHR0036. Success rates includes grades A, B, C, D, In Progress (IP).

Student Retention Rates

The overall retention rates in online classes in Fall 2019 was 85%. In Spring 2020, it was 78%.

When classes were held F2F in Fall 2019, the overall retention rate was 88%. In Spring 2020, in the face-to-face then TRI classes, it was 72%.

Academic Support Coordination

In 2019-20, the college's faculty, staff, and managers exemplified the Guided Pathways principles by collaborating strategically to reach out to students with our bevy of academic support resources. Our faculty, counselors, librarians, instructional specialists, and coaches shared resources with students even as the majority of our faculty pivoted quickly to teach online in the midst of Spring 2020. Student usage of some of our online support services increased from the previous year, which reflects multiple strategic efforts to promote these resources to students by faculty, counselors, librarians, staff and managers.

A Sample of Online Resources	2018-19	2019-20
Online Counseling via Cranium Cafe*	12 appointments (pilot phase)	5,851 appointments (and
24/7 Ask A Librarian real-time chat	525 chats	1,467 chats
Online Tutoring via NetTutor* Mt. SAC's tutoring services online	294 students (small scale online tutoring)	1,816 students 12,258 students (Spring 2020)

*Subsidized by the California Virtual Campus Online Education Initiative (CVC-OEI).

Faculty Professional Development

Faculty and Staff Worked Hard to Support High-Quality Online Instruction and Learning:

- A total of 170 new Distance Learning (DL) courses were approved in 2019-20. In 2018-19, 57 new DL courses were approved.
- A cumulative total of 347 faculty completed Skills and Pedagogy for Online Teaching (SPOT), a Mt. SAC faculty-led certification program. Since Fall 2019, 89 faculty have been SPOT certified. From March-August 2020, 432 faculty signed up for SPOT.
- In Spring 2020, hundreds of faculty completed training for Temporary Remote Instruction (TRI). Over 1,000 faculty members completed the four-hour Fully Online by Mutual Agreement Readiness (FOMAR) training in order to teach online courses in Summer and Fall 2020. TRI and FOMAR training were designed, built, and implemented by Faculty Center for Learning Technology (FCLT), DL faculty coordinators, and Professional and Organizational Development.
- Distance Learning faculty leaders were trained to guide faculty members through course alignment to the California Virtual Campus (CVC) Quality Rubric in order to meet our college's participation requirement in the CVC Course Exchange. These DL faculty leaders worked with 16 faculty members' courses. We applied to CVC Course Exchange to become a certified Peer Online Course Review (POCR) campus.***
- Seventeen faculty members adopted, adapted, or created open educational resources (free textbooks) for their classes, and more faculty are invited to participate in the next round in Summer/Fall 2020. This work saved 716 students a total of \$104,835.***
- Twenty-one faculty members participated in @ONE's Equity and Culturally Responsive Teaching course and applied equity-minded practices in their syllabuses.

***Funded by the Improving Online Career Technical Education Pathways grant

Technology-Supported Teaching, Learning, and Equity

The DL faculty coordinators, faculty mentors, FCLT, Information Technology (IT), and POD teams supported high-quality Distance Learning instruction and learning with professional development activities and direct faculty support through various resources and multiple modalities.

The matrix below is a partial list of tools supported by FCLT, and the resources listed in italics were created by FCLT:

Canvas* and upgrades	<i>The Canvas Faculty Center</i>
Labster* for lab courses	<i>The Canvas Accessibility Center for Faculty</i>
Pronto for quick messaging to students	<i>The Mountie Student Hub in Canvas</i> (built by FCLT and Academic Support and Achievement Center)
Tools that support academic honesty: <ul style="list-style-type: none"> • Proctorio* for exam proctoring • Unicheck for plagiarism detection 	Resources that promoted accessibility and equity: <ul style="list-style-type: none"> • Cidi Labs DesignPLUS for course template design, identifying and automatically fixing inaccessible digital content • Blackboard Ally* in Canvas for increasing accessible content • Otter.ai transcription tool for Zoom • Screencast-o-Matic for video accessibility • NameCoach for recording pronunciation of names

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