



### Agenda Item Details

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| Meeting  | Oct 12, 2022 - Regular Meeting of the Board of Trustees |
| Category | 8. REPORTS  |
| Subject  | 8.13 Informational Report - Distance Learning           |
| Type     | Information, Reports                                    |

### Distance Learning Report Dr. Romelia Salinas, Katie Datko, and Carol Impara October 12, 2022

COVID-19's pandemic hastened the expansion of online learning at all levels of education including Mt. SAC. The rapid expansion of distance learning across all our divisions has posed an extraordinary challenge to which we have responded successfully. Key to supporting this success has been the addition of a Director of Distance Learning and Instructional Technology, Katie Datko, who was hired this past year.

### Student Success Rates

#### Credit Courses

#### Distance Learning (DL) Credit Course Success (Excludes Excused Withdrawal Grades)

| Term        | Hybrid | Online | Standard |
|-------------|--------|--------|----------|
| Fall 2019   | 67%    | 68%    | 70%      |
| Spring 2020 | 91%    | 91%    | 88%      |
| Fall 2020   | 95%    | 85%    | 96%      |
| Spring 2021 | 96%    | 85%    | 98%      |
| Fall 2021   | 62%    | 67%    | 68%      |
| Spring 2022 | 63%    | 65%    | 73%      |

#### DL Credit Success (Includes Excused Withdrawal)

| Term        | Hybrid | Online | Standard |
|-------------|--------|--------|----------|
| Fall 2019   | 66%    | 68%    | 70%      |
| Spring 2020 | 69%    | 71%    | 59%      |
| Fall 2020   | 90%    | 66%    | 90%      |
| Spring 2021 | 90%    | 65%    | 90%      |
| Fall 2021   | 60%    | 67%    | 67%      |
| Spring 2022 | 62%    | 65%    | 73%      |

Source: RIE Data Dashboard

The data show that student success rates for fully online credit courses have varied slightly for all divisions since Fall 2019 when Excused Withdrawal (EW) grades (due to the pandemic) are included in the data, with the Spring 2020 semester being the highest (71%) and Spring 2021 and 2022 being lowest (65%). However, if EW grades are excluded, the first year of the pandemic - Spring/Fall 2020 and Spring 2021 - data show that fully online course success was approximately 20% higher.

Hybrid courses saw much greater variability, ranging from a high of 90% in Spring 2021 to 60% in Fall 2021 for courses when EW data is included, 96% to 62% respectively when excluded. During the Fall 2020 and Spring 2021 semesters there were few on-campus classes - 47 and 21 respectively. This means that most of the instruction during that academic year was

virtual. It is important to keep in mind that because of the emergency pivot to remote instruction, online course sections and programs have increased exponentially. In addition, a new form of online instruction has been offered since Spring 2020 – synchronous online classes. The increase in EWs, course sections, new DL programs, and technological innovations may account for the slight decrease in over DL success rates since Fall 2019.

### **By Racial Group**

Overall, most impacted populations experienced a decrease in student success in fully online credit classes during the Spring 2022 semester, with the largest gap occurring in the Latinx population, which saw a 10% decrease in success rates since Spring 2021.

Until Spring 2022, African American students showed an overall increase when compared to Fall 2019 (50%), with the highest rate being 55% in Spring 2020. Barring Spring 2020, when success rates were 86%, Asian American students' success has been relatively consistent since Fall 2019. The table below shows success rates in online classes in Fall 2019 (prior to COVID) overall and by racial groups, followed by success rates by racial groups in credit online classes for all terms since then:

| Student Success Rates Online | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |
|------------------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Overall                      | 68%       | 71%         | 66%       | 65%         | 67%       | 65%         |
| African Americans            | 50%       | 55%         | 54%       | 52%         | 54%       | 48%         |
| Asian Americans              | 82%       | 86%         | 81%       | 81%         | 83%       | 81%         |
| Latinx                       | 60%       | 61%         | 54%       | 57%         | 54%       | 51%         |
| Caucasian/White              | 72%       | 71%         | 71%       | 66%         | 69%       | 70%         |

Source: Argos report SHR0036. Success rates include grades A, B, C, D, and In Progress.

### **Retention Rates**

#### **DL Credit Retention**

| Term        | Hybrid | Online | Standard |
|-------------|--------|--------|----------|
| Fall 2019   | 81%    | 85%    | 88%      |
| Spring 2020 | 76%    | 78%    | 72%      |
| Fall 2020   | 95%    | 78%    | 100%     |
| Spring 2021 | 94%    | 76%    | 88%      |
| Fall 2021   | 81%    | 84%    | 84%      |
| Spring 2022 | 83%    | 82%    | 86%      |

Source: Argos report SHR0036.

Although there was a slight decrease in retention during Spring 2020 when the College pivoted to remoted instruction, student retention rates for online courses have remained consistent for all DL modalities, even given the increase in the number of courses and sections offered. The overall retention rates in Fall 2019 were 85% for online and 88% for face-to-face courses. During the 2020-2021 year, most of the courses were taught online. The retention rates for online courses for the terms that follow were: Spring 2020, 78%; Fall 2020, 78%; Spring 2021, 76%; Fall 2021, 84%; and Spring 2022, 82%.

### **Accomplishments**

The Distance Learning Coordinators, Distance Learning Committee (DLC) faculty, and the Faculty Center for Learning Technology (FCLT) have accomplished the following to support high-quality online instruction:

#### **Faculty Certification**

Mt. SAC's online certification program, Skills & Pedagogy for Online Teaching (SPOT) expanded from 682 faculty trained in Fall 2021 to 825 in Fall 2022. This represents a 20% increase during the past academic year of certified DL faculty. The DLC faculty also researched, approved, and developed an equivalent certification process, SPOT Equivalency (SPEQ), to provide additional opportunities for faculty trained at other colleges.

#### **Instructional Support**

The DLC supports curriculum and instruction through a comprehensive review process of all courses offered in the online or hybrid modalities. During the 2021-22 academic year, this included a review of 175 Distance Learning Amendment forms submitted to the Education Design Committee for approval. Prior to Spring 2020, 21 Amendment forms on average were approved each year. With the increase in demand for online instruction, from Spring 2020 to the present, the Distance Learning Committee has reviewed a total of 1303 Amendment forms.

The DLC has reviewed, revised, and submitted to the Academic Senate for further approval an update to Administrative Procedure 4105 on Distance Learning to comply with new federal guidelines for Regular and Substantive Interaction for learning.

The DL Coordinators worked extensively with DLC during the Spring 2022 semester to review and update the working rubric for Regular and Effective Contact to include new federal guidelines for Regular and Substantive Interaction. This has been approved by the DLC and submitted to the Academic Senate for feedback and review.

In Spring 2022, the DL Coordinators and the Director of Distance Learning and Instructional Technology, with support from faculty members of the DLC, created and distributed a DL Needs Assessment survey for faculty to get input on and data about faculty needs to meet various compliance issues. Of the 244 respondents, 90% felt they were confident/very confident in their online course design; 86% expressed they were confident/very confident in course communication; and 70% noted that they were confident/very confident in accessibility compliance.

California Virtual Campus (CVC)

In December 2021, Mt. SAC became an official Teaching College in the CVC Consortium. This will allow students from across California to cross-enroll from their home college directly to Mt. SAC, that is, they can register without a separate college or financial aid application. While Mt. SAC has only had 13 students register through CVC cross-enrollment since Winter 2022, ongoing participation as a Teaching College is anticipated to grow as the initiative expands. Language, Humanities, and Music are the prevailing disciplines in which students are registering for classes.

In Spring 2022, Mt. SAC achieved status through the CVC to conduct Peer Online Quality Course Reviews locally. Currently, 30 courses have been reviewed and quality-badged using the CVC Course Design Rubric. During the 2021-2022 academic year, Mt. SAC faculty and staff reviewed and submitted 14 courses to this program, representing a 114% increase in fully online quality-aligned courses available statewide to students through the CVC Consortium.

Professional Development

DL Faculty Coordinators supported high-quality distance learning instruction with professional development activities, such as SPOT office hours, updates on distance learning regulations, and participation at the Accreditation Open Forums.

The FCLT Instructional Designers and Training Specialist have continued to provide professional development and one-on-one support to faculty, with 960 faculty participating in FCLT and instructional technology Flex workshops during the 2021-22 academic year. Topics included: technological equity and access, accessibility, integrity, course design, multimedia creation, and online communication tools.

Technology-Supported Teaching, Learning, and Equity

The DL faculty coordinators, faculty mentors, FCLT, Information Technology, and Professional and Organizational Development 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 created by FCLT and/or the DL faculty coordinators during 2021-22 and vetted for the current 2022-23 academic year.

|                         |                        |   |
|-------------------------|------------------------|---|
| Tools Supported by FCLT | Information Technology | Tools that Promote Accessibility and Equity |
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| <ul style="list-style-type: none"><li>• Respondus - conversion of tests from paper to Canvas</li><li>• Pronto communication platform in Canvas</li><li>• Tools that support academic honesty: HonorLock for exam proctoring, and Unicheck for plagiarism detection</li></ul> | <ul style="list-style-type: none"><li>• Peer Online Course Review, Canvas Studio, and Accessibility self-paced workshops (FCLT)</li><li>• SPOT 2.0 (Skills and Pedagogy for Online Teaching) and SPOT Equivalency (SPEQ) with expanded accessibility (DL Coordinators) for online certification</li><li>• Accessibility synchronous workshops (FCLT)</li><li>• Humanizing online courses synchronous workshops (FCLT)</li><li>• FCLT News Bytes blog with resources, updates, and articles about instructional technology, equity, and pedagogy</li></ul> | <ul style="list-style-type: none"><li>• Cidi Labs DesignPLUS for course template design, identifying and automatically fixing inaccessible digital content</li><li>• Screencast-o-Matic and Canvas Studio for video accessibility</li><li>• NameCoach for recording the pronunciation of names</li><li>• UDOIT Canvas course accessibility checker</li><li>• PopeTech Guide for Canvas accessibility</li><li>• Sensus Access alternative format tool to allow for multiple forms of document conversion for students inside of Canvas</li></ul> |
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