

# Mt. San Antonio College

## Update to Academic Senate – Spring 2015

### Distance Learning Committee

#### Contact & Resources Information

**Program:** Distance Learning

**Contact:** Meghan Chen, mchen@mtsac.edu, ext. 5888.; LTC-227 / Mary Johnson, mtjohnson@mtsac.edu, ext. 6369, LTC-262B

**Committee:** Distance Learning Committee

**Members:** Meghan Chen and Mary Johnson, co-chairs, Members: Ron Bean, Will Daland, Michael Dowdle, Edwin Estes, Paul Kittle, Richard Patterson, Jeanne-Marie Velickovic, Sandra Weatherilt, Jill Wilkerson, and Cassandra Marcelo (student representative)

**URLs:**

<b>Distance Learning Committee Home Page</b>	<a href="http://www.mtsac.edu/dlc/">http://www.mtsac.edu/dlc/</a>
<b>Distance Learning Program Home Page</b>	<a href="http://www.mtsac.edu/distancelearning/">http://www.mtsac.edu/distancelearning/</a>
<b>AP 4105 on Distance Learning</b>	<a href="http://www.mtsac.edu/instruction/learning/dlc/docs/AP_4105_PDF_from_College_AP_Link_May_2013.pdf">http://www.mtsac.edu/instruction/learning/dlc/docs/AP 4105 PDF from College AP Link May 2013.pdf</a>
<b>Distance Learning Program Faculty Resources Page</b>	<a href="http://www.mtsac.edu/distancelearning/faculty.html">http://www.mtsac.edu/distancelearning/faculty.html</a>
<b>Distance Learning Program Student Resources Page</b>	<a href="http://www.mtsac.edu/distancelearning/">http://www.mtsac.edu/distancelearning/</a>
<b>Online Learning Support Center Home Page</b>	<a href="http://www.mtsac.edu/instruction/learning/olsc/facultyresources.html">http://www.mtsac.edu/instruction/learning/olsc/facultyresources.html</a>
<b>Classroom Visitation Evaluations of Distance Learning Faculty</b>	<a href="http://www.mtsac.edu/distancelearning/classroom.html">http://www.mtsac.edu/distancelearning/classroom.html</a>
<b>Student Evaluations of Distance Learning Faculty</b>	<a href="http://www.mtsac.edu/distancelearning/student.html">http://www.mtsac.edu/distancelearning/student.html</a>
<b>Skills &amp; Pedagogy for Online Teaching (SPOT)</b>	<a href="http://www.mtsac.edu/instruction/learning/dlc/spot/">http://www.mtsac.edu/instruction/learning/dlc/spot/</a>
<b>Course Studio / Moodlerooms Login (through MtSAC Portal)</b>	<a href="https://myportal.mtsac.edu">https://myportal.mtsac.edu</a>

## **Distance Learning Committee Purpose and Function**

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

**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
- Facilitate the implementation and update to the Distance Learning Master Plan
- ~~Coordinate with the Faculty Professional Development Committee with regards to Distance Learning~~
- **Coordinate with campus committees and other constituencies with regards to distance learning**

## **Program Mission**

## **Number of Students Served in 2014-2015**

*Note: All of the tables and charts on the next few pages are using data from Spring – 2014, Summer - 2014, Fall - 2014, Winter – 2015. This is because the Spring of 2015 is not available to include in reporting.*

This information for the following tables and charts is available through ARGOS reports from Banner.

Term	# Sections			# Students*				
	Online	Hybrid	Total	Online	Hybrid	Total DL	Traditional	Total
Spring 2014				2,403	2,879	<b>5,282</b>	19,000	24,282
Summer 2014	43	20	<b>63</b>	1,209	527	<b>1,736</b>	2,302	4,038
Fall 2014	75	113	<b>188</b>	2,402	3,203	<b>5,605</b>	18,823	24,428
Winter 2015	38	29	<b>67</b>	1,089	745	<b>1,834</b>	3,498	5,332
<b>Total 2014-2015</b>	<b>222</b>	<b>262</b>	<b>484</b>	<b>7,103</b>	<b>7,354</b>	<b>14,457</b>	<b>43,623</b>	<b>58,080</b>

\*as of census day

I removed the comparison of sections and students from the table below, as I am now pulling data together from Spring – Winter terms. Prior reports I was using data from Summer – Spring, but I didn't have complete numbers for the spring semester at this point in the year.

Enrollment and Sections by Type  
From 2013-14 to 2014-15

2014-15		
Type	Sections	Enrollment
Hybrid	271	7,354
Online	232	6701
Total	503	13738

## Student Retention & Success, 2014-2015

Term	Retention (Hybrid)	Retention (Online)	Retention (Traditional)	Success (Hybrid)	Success (Online)	Success (Traditional)
Spring 2014	82.81	77.36	86.42	63.11	55.81	64.83
Summer 2014	88.43	83.95	92.31	74.19	66.75	80.84
Fall 2014	81.86	79.31	86.61	59.60	57.37	65.05
Winter 2015	89.13	86.23	92.60	78.79	72.54	81.30
sumOverall Averages**	83.44	80.50	87.31	63.97	60.76	67.09

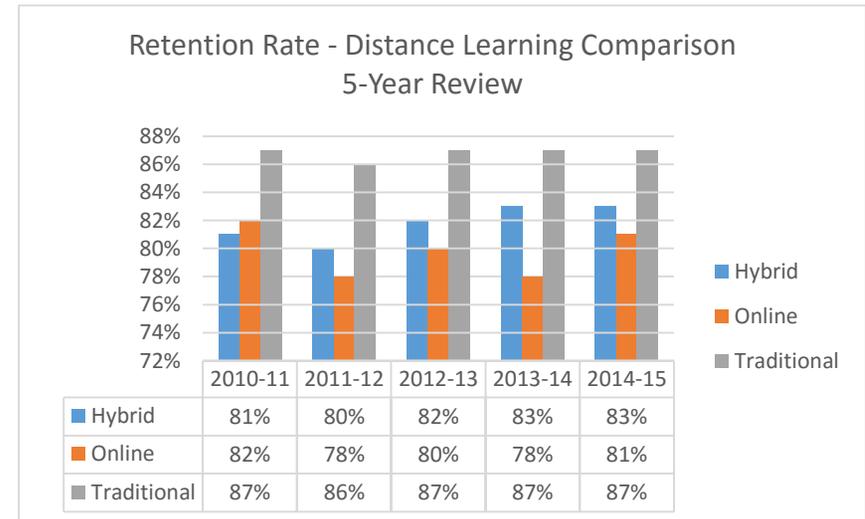
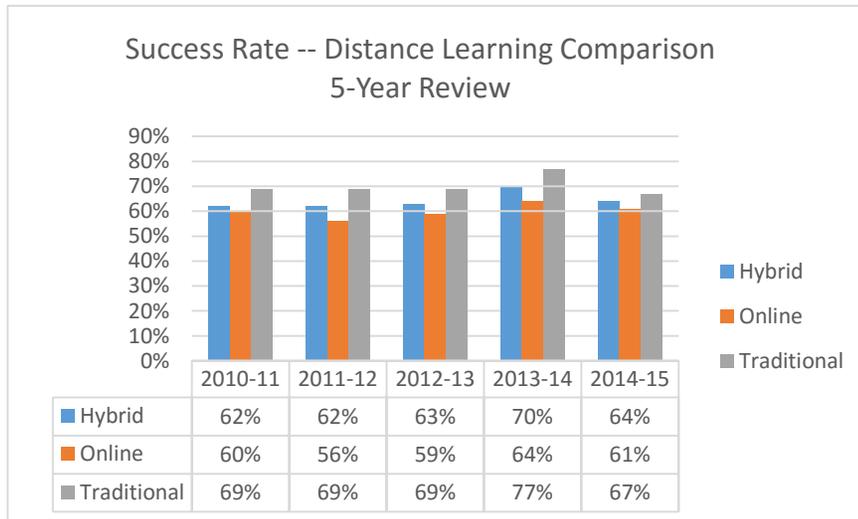
\*as of 6/1/2015 - notice it is too early for any success rates for spring as the term is still in session

\*\*success averages do not include spring 2014 success

To show the trends for both Success and Retention, following are charts that illustrate the changes over the past 5 years.

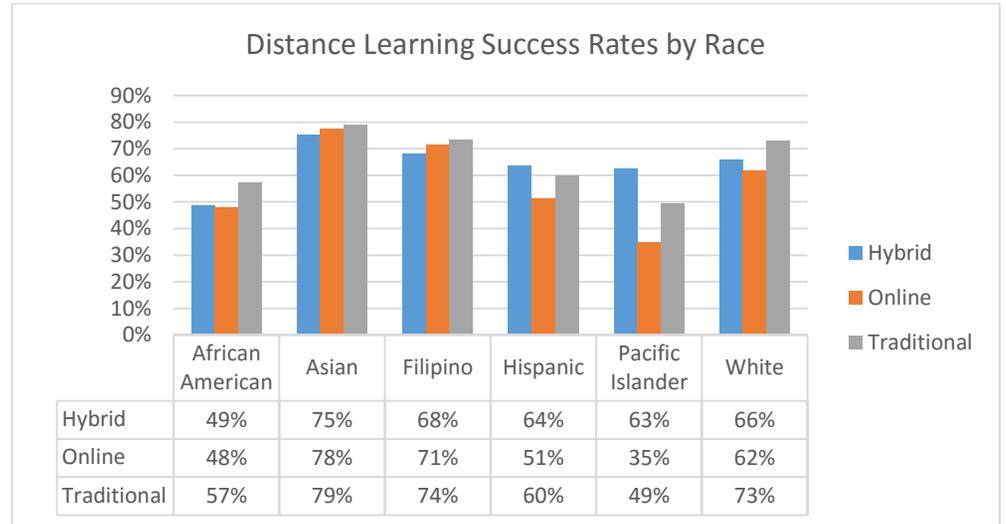
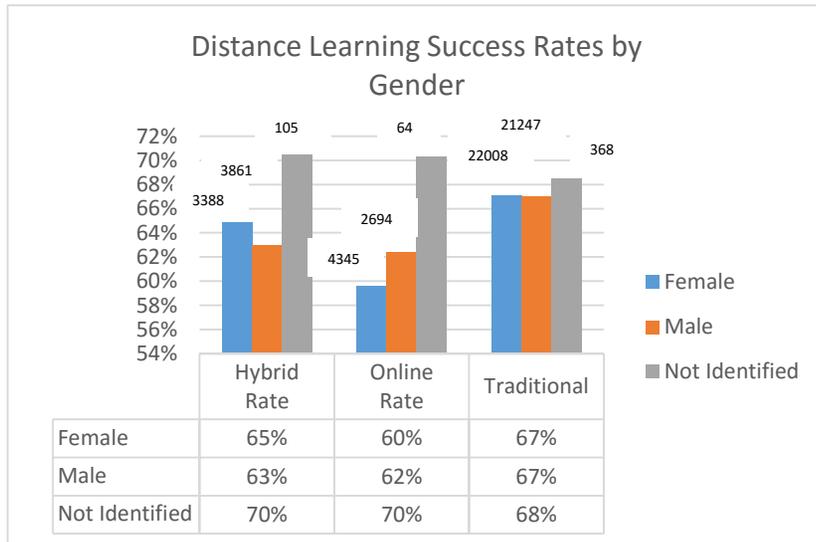
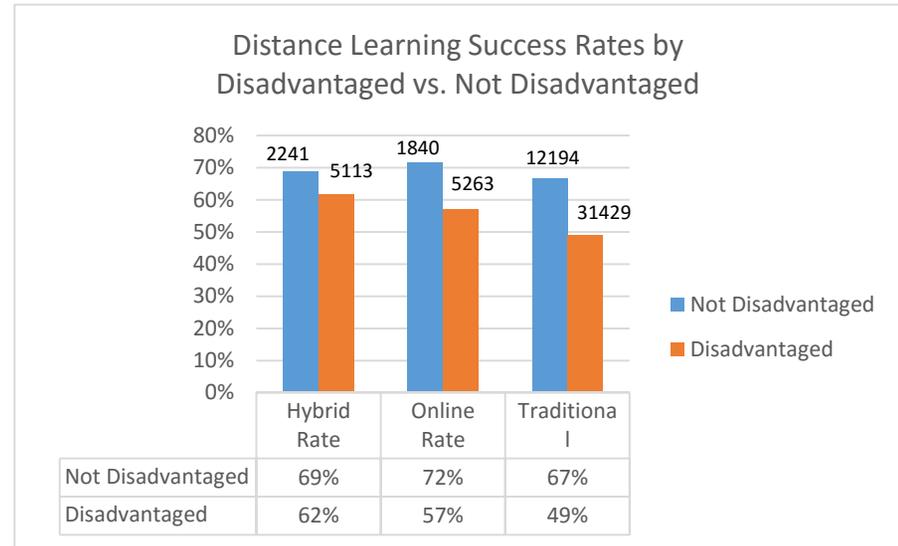
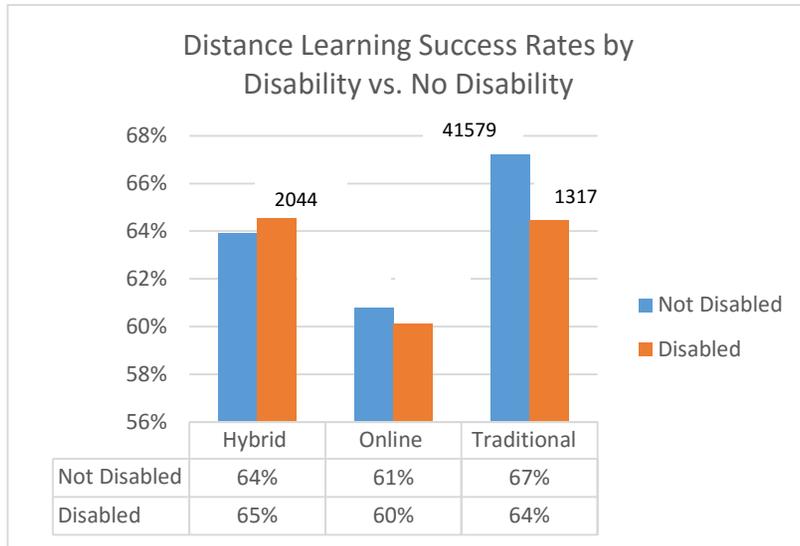
The trend for Student Success Rates has been gradually increasing, by 2% from 2010-11 year to 2014-15 year. The 2014-15 year statistics are potentially skewed, because they are reporting the same spring as the 2013-14 reported. This is being done so that we can start reporting data for all 4 terms.

### Success and Retention Rate by Groups



This is the first time that I have reported on the various "At-risk" groups, and therefore have no previous year's data from which to compare years.

*Note: The numbers at the top of each column in the following four charts refer to the number of participants in each category.*



	African American	Asian	Filipino	Hispanic	Pacific Islander	White
Hybrid	310	1584	249	171	16	992
Online	411	1279	227	154	20	1149
Traditional	1734	6255	1711	1082	162	4274

## **Goals & Accomplishments 2014-2015**

### **Progress on 2014-2015 Goals (from DLC Goals submitted to President's Office):**

<b>Committee Goal</b>	<b>Link to College Goal #</b>	<b>Completed Outcomes/Accomplishments (descriptive bullet list)</b>
<b>GOAL # 1: Maintain Distance Learning Committee website</b>	<b>11, 14</b>	<ul style="list-style-type: none"> <li>• Changed the web pages to reflect the new template</li> <li>• Updated the web site bi-monthly to add new items, such as agendas and minutes and new approved DL Amendment forms</li> <li>• Approved 3 DL Amendment forms</li> </ul>
<b>GOAL #2: Review / Revise AP 4105</b>	<b>1, 6, 8, 11</b>	<ul style="list-style-type: none"> <li>• Modified the definition of online learning in regards to any required on- or off-campus activity</li> <li>• Changed the language to be more clear regarding regular and effective contact</li> <li>• Reorganized the AP to chunk the information into more logical sections</li> <li>• Sent AP 4105 to C &amp; I for review (it will be reviewed in the fall)</li> </ul>
<b>GOAL #3: Review / Revise the DL Plan</b>	<b>1, 6, 8, 11, 14</b>	<ul style="list-style-type: none"> <li>• Started reviewing the DL Plan</li> </ul>
<b>GOAL #4: Use disaggregated Success &amp; Retention data (S &amp; R) to facilitate faculty training for "at-risk" students</b>	<b>1, 6, 9, 11, 14</b>	<ul style="list-style-type: none"> <li>• Changed the Argos reporting so that disaggregated data could be grouped by delivery mode</li> </ul>
<b>GOAL #5: Participate/provide updates to campus on the Online Education Initiative (OEI) pilot in which Mt. SAC is currently participating</b>	<b>1, 6, 7, 8, 13, 14</b>	<ul style="list-style-type: none"> <li>• Mt. SAC was selected as a member of the OEI pilot in summer of 2014</li> <li>• Academic Senate approved our participation</li> <li>• Three faculty volunteered to submit their courses for the pilot</li> <li>• OEI reviewers reviewed and approved three Mt. SAC courses for inclusion in the pilot</li> <li>• Six sections were offered to Mt. SAC students using Mt. SAC's Learning Managements System (LMS) and the newly selected NetTutor tutoring platform as part of the OEI</li> <li>• Three people from Mt. SAC attended the Professional Development Summit sponsored by the OEI</li> </ul>

		<ul style="list-style-type: none"> <li>• Several Mt. SAC faculty attended the Applying the OEI Course Design Rubric either at Mt. SAC or at Cerritos Community College</li> </ul>
<b>GOAL #6: Facilitate faculty training in the use of Moodlerooms</b>	<b>1, 6, 8, 10, 12, 14</b>	<ul style="list-style-type: none"> <li>• Facilitated MR workshops during both summer and winter intersessions</li> <li>• Facilitated MR Basics Online Training</li> <li>• Total in-person workshop attendees: 97</li> <li>• 47 completed MR Basics Online Training</li> <li>• 29 faculty started SPOT and 12 faculty completed SPOT training</li> </ul>
<b>Goal #7: Implement training resulting from lessons learned from our “Mock Review”</b>	<b>1, 8, 10,</b>	<ul style="list-style-type: none"> <li>• Increased awareness in how we demonstrate regular and effective contact</li> <li>• Disseminated Mock Review results and lessons learned</li> <li>• Facilitated Dept. Chair training</li> <li>• Flex Day presentation submitted for Fall Flex Day</li> <li>• As OEI Reviewer, 6 reviews completed</li> </ul>
<b>Goal #8: Complete GAP analysis of DL for ACCJC standards</b>	<b>1, 11</b>	<ul style="list-style-type: none"> <li>• Completed this report for our accreditation team</li> <li>• 2 faculty attended the ASCCC Accreditation Institute</li> </ul>
<b>Goal #9: Requested information from various constituencies (both students and faculty) on needed information for our Distance Learning website</b>	<b>1, 8, 11, 12, 14</b>	<ul style="list-style-type: none"> <li>• Held a student usability event, determining if students could find information regarding distance learning in our web pages</li> <li>• Held a faculty focus group to determine faculty needs in our web pages</li> <li>• Coordinated with the OLSC on implementing changes to the Distance Learning (DL) web pages, first for students and then for faculty (in progress)</li> </ul>

**Future Strategic Actions to take toward reaching our Goals  
(Could be incorporated into 2015-16 Goals, if approved by the DLC):**

<b>Action #</b>	<b>Strategic Actions</b>
1	<p><b>Continue to participate in the OEI Pilot</b></p> <ul style="list-style-type: none"> <li>• Mentor faculty participating in the pilot</li> <li>• Develop a workshop based in part on the OEI Rubric</li> </ul>
2	<p><b>Increase the number of faculty teaching using the College's LMS</b></p> <ul style="list-style-type: none"> <li>• Continue to offer in-person training in both winter and summer intersessions</li> <li>• Continue to offer this training in an online mode</li> <li>• Create video tutorials on various topics of interest to faculty</li> <li>• Update the current MR training to better provide faculty with the information they need in a condensed time frame</li> <li>• Develop "templates" for faculty to help them find an appropriate format for their class</li> <li>• Develop and offer alternative ways to allow faculty to quickly get "MR-trained" (i.e. Challenge exam)</li> <li>• Continue to mentor faculty in use of Moodlerooms and other classroom e-learning tools</li> <li>•</li> </ul>
3	<p><b>Strengthen Distance Learning</b></p> <ul style="list-style-type: none"> <li>• Streamline and update SPOT content</li> <li>• Consider creating cohort model for faculty to complete SPOT training</li> <li>• Meet with various departments to discuss ways to meet accreditation and increase student success and retention</li> <li>• Develop and facilitate a refresher course for DL faculty</li> <li>• Continue to work with the Faculty Professional Development Committee to develop and offer needed DL and eLearning workshops</li> <li>• Continue to review all DL Course Amendment forms to ensure that all DL courses are designed to be accessible to all students and demonstrate regular and effective contact – ongoing</li> <li>• Use results from "Mock Review" to strengthen DL training</li> <li>•</li> </ul>
4	<p><b>Continue to inform campus of MR Updates</b></p> <ul style="list-style-type: none"> <li>• Continue to post critical messages on MR</li> <li>• Continue to maintain various listservs used to inform faculty groups of problems, changes, etc.</li> <li>• Continue to serve on the C &amp; I Council, as the DLC voice to the Academic Senate</li> <li>• Work with MR vendor to provide a high level of support for faculty and students</li> <li>• Review faculty needs to provide better resources for faculty, including more storage options for Department-based course content</li> <li>• Rename and revamp MR Community course</li> <li>• Create an MR Newsletter</li> </ul>

	<ul style="list-style-type: none"> <li>• Tip of the Week – place on MR landing page and in the faculty portal</li> </ul>
5	<p><b>Communications with the Campus regarding Distance Learning and eLearning Issues</b></p> <ul style="list-style-type: none"> <li>• Post portal announcements/reminders to both students and faculty on critical issues</li> <li>• Continue to disseminate best practices and accreditation information regarding DL</li> <li>• Update AP 4105 on Distance Education</li> <li>• Continue a close working relationship with Information Technology and Web Team</li> <li>• Participate on Information Technology Advisory Committee (ITAC): Distance Learning Committee representative</li> <li>• Meet with IT as needed for DL-IT related topics (e.g., Moodlerooms issues, repository, level of service, other DL topics)</li> <li>•</li> </ul>
6	<p><b>Revise DL Plan</b></p> <ul style="list-style-type: none"> <li>• Update the Distance Learning Plan</li> <li>• Add new tasks as appropriate</li> <li>• Show progress on continuing objectives</li> </ul>
7	<p><b>Increase Success and Retention for At-Risk Students</b></p> <ul style="list-style-type: none"> <li>• Analyze success and retention data for various at-risk student groups on campus</li> <li>• Develop ideas on how to better serve these student populations by meeting with various constituencies that work directly with these "at-risk" students</li> </ul>
	<p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Promote faculty use of best practices in providing content for students, including use of media resources (Films on Demand, YouTube videos, appropriate use of images, and image/file compression, all in accessible formats)</li> <li>• Promote use of Best Practices in providing regular and effective contact to engage students</li> </ul>
	<p><b>Student Preparation and Success</b></p> <ul style="list-style-type: none"> <li>• Work with various constituencies to improve success and retention of all students</li> <li>• Improve student awareness of appropriate readiness for online learning via updated DL Web pages, updated Readiness Surveys, etc.</li> <li>• Directed portal messages as reminders to students and faculty</li> <li>• Develop a plan for expansion of DL course offerings to reflect student needs</li> </ul>
	<p><b>DL regulations</b></p> <ul style="list-style-type: none"> <li>• Continue to assist faculty in complying with both state and federal regulations</li> <li>• Inform faculty of best practices in regular and effective contact</li> <li>• Promote accessibility and Universal Design at all points of entry for students using the Mt. San Antonio College websites, computer systems, and software</li> <li>• Continue to promote faculty awareness of accessibility issues and regulations, and support their efforts toward compliance through faculty workshops and one-on-one mentoring</li> </ul>

	<ul style="list-style-type: none"><li>• Explore ways to assist faculty to comply with accessibility standards</li><li>• Continue to work toward meeting the requirements of the Program Integrity Regulations (State Authorization regulations) as they relate to out-of-state students</li><li>• Assist DL faculty with using the LMS for authenticated delivery of DL courses</li><li>• Ensure that AP 4105 updates are approved by all constituencies</li><li>• Discuss the possibility of developing a BP 4105 on this campus</li></ul>
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## Issues & Resources needed by the program

Issue	Resources Needed
Facilitate the current Learning Management System (LMS) – Moodle rooms (MR)	<ul style="list-style-type: none"> <li>• Continued campus support for the need of an LMS for teaching DL</li> <li>• Collaboration with IT on next LMS contract negotiation – funds to support continued use of Moodle rooms and TRAIN (a customized training package)</li> <li>• Collaboration with IT and faculty on potentially looking at Canvas as a future LMS for the campus</li> <li>• Funds for conferences and trainings that provide updated information on the LMS, regulations, and best practices in e-learning</li> <li>• Funds for needed e-learning software that aids in providing best practices tools and security to online testing</li> </ul>
Improve Distance Learning Pedagogy and eLearning use on campus	<ul style="list-style-type: none"> <li>• Collaboration with Educational Design Committee on making changes to Distance Learning Course Amendment Forms and process for regular review</li> <li>• Collaboration with all departments to help determine when a Substantive Change Proposal is required for a course proposed as a new DL course</li> <li>• Collaboration with all departments and divisions to help meet accreditation standards</li> <li>• Help in creating a report of certificates and degrees (from WebCMS) for purpose of checking for new Substantive Triggers</li> <li>• Work with FPDC to inform campus of Lynda.com resources</li> <li>• Additional resources to increase the Lynda.com licenses</li> <li>• Create and disseminate a professional orientation video</li> </ul>
Improve DL Student Success	<ul style="list-style-type: none"> <li>• Available and complete Online faculty directory for use by both faculty and students</li> <li>• Official promotion of adherence to AP 3720 with regard to strict use of Mt. SAC email for all College communications</li> <li>• Success and retention rates for DL students from Argos Reports, including data on “at-risk” student groups</li> <li>• Collaboration with Faculty Association in updating the contract language on Distance Learning</li> <li>• Money to pay for workshop presenters</li> <li>• Instructional Designer(s) to help faculty develop DL courses</li> <li>• Monies for paying SPOT verifiers</li> <li>• Monies for research help in pursuing future grant/research opportunities to investigate and improve student success and retention</li> <li>• Monies for hosting a DL Conference</li> <li>• Monies for TurnItIn subscription</li> <li>• Monies for incentives to participate in a pilot study on requiring students to complete DL training prior to taking a DL course.</li> <li>• Support from Research and Institutional Effectiveness (RIE) to conduct pilot study on requiring students to complete DL training prior to taking a DL course.</li> </ul>

Issue	Resources Needed
<b>Communications with the Campus regarding Distance Learning Issues</b>	<ul style="list-style-type: none"> <li>• Coordination with web team to maintain College web pages with correct and up-to-date information</li> <li>• New Argos reports that include needed statistics for reporting of DL to various constituencies</li> <li>• Listserv support for updating current listservs and creating new ones as needed</li> <li>• Needed updates to database containing MR and SPOT training statistics</li> </ul>

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