Mt. San Antonio College

Distance Learning Plan - <mark>Approved DLC 3-27-18</mark>

Introduction

The Distance Learning Plan reflects the College's commitment to high quality distance learning experiences for students as alternate modalities through which students access higher education and reach their educational goals. Grounded in the college mission and core values, the plan is developed in context of the Educational and Facilities Master Plan and connected to the Technology Master Plan. It focuses on course design, pedagogy, professional development, student equity, and student success in distance learning. It is intended to articulate a direction in which the College develops distance learning and sustains quality assurance as it relates to accreditation. The plan is periodically reviewed and updated regularly through the Distance Learning Committee and Curriculum and Instruction Council.

The Distance Learning Plan is intended to articulate a direction for distance learning programs and courses. As distance learning lives within departments and divisions across the College, the overarching goals in this Plan should be reflected in area specific program review. Plans, activities, and resource requests/allocations should be aligned with these goals and Educational and Facilities Master Plan themes as well as the Technology Master Plan. Each unit and division that offers distance learning programs and courses assumes responsibility for their quality assurance, resource requests and management, and assessment for effectiveness in terms of student learning outcomes, student retention and success rates, and student equity. The Distance Learning Program acts as a coordinating and supporting unit with its own program review in which specific goals, activities, and resource requests, and outcomes assessment support the overall quality of the program and the personnel who carry out the work. The Faculty Center for Learning Technology and Information Technology departments provide professional development, technology support, and inter-departmental planning, technology tools implementation, and support.

Mt. SAC's quality assurance efforts for online and hybrid classes are supported by Administrative Procedure AP 4105 Distance Learning, which describes pertinent regulatory provisions and standards. To assure rigor, quality, and unit value of distance learning courses, all DL courses are reviewed through the College's curriculum approval process and re-visited regularly while the face-to-face course is up for its 4-year review. Faculty who want to teach online and hybrid classes are required to complete the local Skills and Pedagogy for Online Teaching (SPOT) certification program or its equivalent (the @ONE Online Teaching Course). Myriad faculty development opportunities are offered to support high quality DL courses and instruction: employing course design, integrating technology tools, incorporating library

materials and open education resources (OER), and student support services. Online and hybrid classes are further supported by regular classroom visitations and student evaluations.

Overarching Goals for Distance Learning

A. As needed, increase the number of fully online or hybrid programs and courses (Educational and Facilities Master Plan, Themes 4 and 5)
B. Expand student access to online classes and programs
C. Increase student equity and success in online classes and programs (Educational and Facilities Master Plan, Themes 4 and 5)
D. Expand online offerings in the schedule of classes (Educational and Facilities Master Plan, Themes 4 and 5)
E. Strengthen support for faculty, staff, and administrators providing distance learning
F. Ensure effective integrated planning for distance learning goals, activities, resource allocation, and compliance with regulatory controls for distance learning.

Distance Learning Plan, Spring 2018
Strategic Directions and Activities

Goal	Activity	Person(s) or Depts Responsible	Timeline	Outcome
Increase student success in online classes by 4% to reach parity with regular classes	• Promote online learning readiness videos (Quest Program) • Inform students on expectations in DL classes • Promote student support resources to students throughout the semester; encourage faculty to promote these resources • Continue faculty development in online course design and pedagogy to humanize the online learning experience	Distance Learning/Faculty Center for Learning Technology/ Counseling/ Tutorial Services & the Writing Center/ Library/ LLR Division	Each term	Overall student success rates in online classes will reach parity with regular classes (current gap is 4%)

Increase equity in student success in online classes by at least 2%.	• Focus marketing messages, images, and methods to specific ethnic groups with relatively lower success rates (Hispanic, Native American, African American) • Reach out to special programs for these groups to connect students to support resources such as online counseling and online tutoring. • Strengthen faculty development in online pedagogies that address equity achievement gaps	Distance Learning/Faculty Center for Learning Technology/ Counseling/ Tutorial Services & the Writing Center/ Library/ LLR Division/ Faculty Professional Development Committee & POD	Marketing each term; Faculty development ongoing	Student success rates of all groups will increase by at least 2%.
Improve marketing distance learning to students	Make distance learning courses and information about DL easier to find: college webpages, DL webpages, schedule of classes, class search features, student portal, and other media to reach students. A sample DL course to show students what a DL class is like: i.e., show that there is regular and effective contact; student-student community; synchronize	Distance Learning/Faculty Center for Learning Technology/	2018-19	Students in focus groups will indicate they can locate information easier than the baseline group indicates.
Improve marketing of online support services to	Regular promotion of NetTutor, chat reference, student readiness videos, online counseling, online library resources	Counseling, Tutoring Centers, Library, Distance		Student awareness of and use of online services

students (DL and F2F)		Learning, Marketing		and resources will increase.
Keep faculty, staff, and managers informed about distance learning	• New and improved DL processes such as automated curriculum review via WebCMS v. 10.0 • Any updates to SPOT processes • Routine pre-semester and end of semester messages to faculty about Canvas course shells • Student retention and success rates in online and hybrid classes • Regulatory or accreditation updates • Best practices in teaching, learning, student support for DL students; "how to work DL into your program – proportionality of DL within your program? • Lit review of best practices in DL	Distance Learning/ DLC/ FCLT	2018-19 Ongoing	Faculty, staff and managers will report being better informed about distance learning.
Maximize use of state-subsidized educational technology tools (Online Education Initiative and other statewide buys)	• Recruit faculty to use OEI tools such as Proctorio, Vericite, Readiness videos • Invite faculty to pilot various tools to support teaching online. • Share OEI-produced resources such as the Canvas templates built with Open Education Resources (OER)	FCLT/ Faculty/IT	2018-19 2019-20 2020-21	The number of faculty using OEI tools and resources will increase year after year.
Increase number ~~and percentage~~ of faculty certified to	• Continue to update SPOT as needed	Assistant DL Faculty Coordinator/	Ongoing	The number and percentage

teach DL classes by 10% over the previous year	• Invite faculty to participate in and finish SPOT • Identify equivalencies to SPOT such as @One training which will satisfy this requirement	Instructional Designer/ Dean of LLR		will increase year after year.
Increase the number ~~and percentage~~ of new DL courses approved by 10% over the previous year **as needed**	• Promote students' interest and need to complete a certificate or degree by attending college online • Recruit faculty to develop new DL courses focusing on areas that do not have any DL courses.	DL Faculty Coordinator/ Dean of LLR/ Faculty/ Dept. chairs/ Deans	Ongoing	The number and percentage will increase year after year.
Increase the number ~~and percentage~~ of DL sections offered by 5% over the previous year **as needed**	Strategically increase online and hybrid classes in high demand courses.	Dept. chairs/ Deans	Ongoing	The number of online classes will increase year after year.
Increase the number of DL courses ready for the Course Exchange	• Inform faculty about the Course Exchange, share the course review rubric, encourage participation • Recruit faculty to submit their DL courses for OEI course review Support faculty in that process	DL Faculty Coordinators/ Instructional Designer/ Dean of LLR	Ongoing	The number of courses will increase.
Celebrate exemplary DL courses and practices	• Explore campus-level recognition for faculty	DL Faculty Coordinator/ Dean of LLR Academic Senate	2018-19 and beyond	There will be campus recognition of exemplary DL courses and practices.
Use data and information gathering for	• Explore ways in which data on student learning and success	Faculty/Deans/ DLC/FCLT/ Research	2018-19 and beyond	There will be examples of use of data to

| decision making and quality improvement | may be gathered and used to improve their success rates
• Explore ways in which faculty, staff, and managers may use student success data and learner analytics for quality improvement | | | improve DL quality and student success rates. |