

# 1. Assessment Plan - Four Column



## PIE - Library & Learning Resources: Distance Learning Unit

### Narrative Reporting Year

**2018-19**

**Contact Person:** Meghan Chen

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**Program Planning Dialog:** Through biweekly planning meetings for Distance Learning Committee, the co-chairs facilitated processes to improve distance learning focusing on growing DL offerings while increasing student success in online classes. In monthly meetings within Faculty Center for Learning Technology, processes for completing DL work (e.g., SPOT certification, DL course review) and for supporting faculty were improved. Process mapping and workload review revealed that the college goal of expanding DL and maintaining student success require more resources than the existing level are needed.

**External Conditions, Trends, or Impacts:** Regulatory:

-Title 5 pertaining to Distance Education changed to add student-to-student interactions as a requirement under regular and effective contact.

-The Chancellor's Office released new definition of online, partially online, and online with in-person requirements such as proctored (by a human being) exams.

Through the annual DE Coordinators' Retreat, a faculty presenter Tracy Shaellen at Southwestern College, we learned that we will have to modify our DL Amendment Form and process and to add to our list of improvements to AP 4105.

California Virtual Campus Online Education Initiative (CVC-OEI):

-The new five-year grant began January 2019. All tools subsidized for colleges were fully funded in 2018-19, which saves colleges from having to find the money to cover them. For Mt. SAC, the subsidy totals \$400,000 per year reflecting a 40% discounted price. The retail price without the discount is \$666,667 per year.

Going forward starting in 2018-19, participation will come with provisions: e.g., all colleges have to put courses into CE, and each section will have 20 seats for CE students. Also, all participating colleges will have to scale up the number of CE courses and seats by a defined timeline with annual growth projected. Colleges that do not contribute to CE will have to pay back OEI for all the resources and tools.

State regulations in SSSP do not require students to participate in online learning readiness activities; students don't "do" optional. However, how to be a successful online student is not part of the orientation to college content.

**Internal Conditions, Trends, or Impacts :** OEI Colleges have been encouraged to invest OEI subsidized resources' savings into DL programs, and Mt. SAC approved an increase of 20% reassigned time each for two DL faculty coordinators and a 1.0 FTE Instructional Designer (started 5/13/19) in 2018-19. Having the additional resources increased the college's capacity to meet its DL related goals.

Having resources through the CVC-OEI grant and the two Online CTE Pathways Grants will boost the college's capacity to grow online courses, certificates and degrees while maintaining high-quality, accessible courses and online support services. These resources will also augment the college's ongoing efforts to integrate equity-minded practices in instruction, learning, and support services.

In order to enable Mt. SAC students to complete online degrees, Mt. SAC would need to offer online courses in each of the general education areas or refer students to take online courses that are not offered at Mt. SAC through the OEI cross-enrollment ExCEL. The GE courses not offered online include public speaking, transfer level math, and English composition.

#### Enrollment in DL Classes

- Online classes tend to fill quicker than face-to-face classes.
- Offering of online classes increased by 43% Fall 2018 compared to Fall 2017. Hybrid offerings increased by 3% in the same snapshots. The college has intentionally focused on increasing more online classes than hybrid classes.
- Student enrollment in online classes jumped 37% Fall 2018 compared to Fall 2017 whereas enrollment in hybrid classes increased by 5% in the same snapshot.

Thanks to Research and IT staff, a DL student retention and success data dashboard is available through Power BI, a data visualization tool within PIE (Nuventive). However, additional data needed for annual reports to the Academic Senate and the Board of Trustees still need to be pulled from Argos SHR0036.

**Critical Decisions Made by Unit:** Under an aggressive timeline, the DL unit decided to apply for two grants - Online CTE Pathways for \$250,000 each to boost our ability to meet all CVC-OEI goals. These one-year only grants will enable the college to build critically needed structures to support high-quality online courses, incentivize faculty to use OER or low-cost textbooks, improve visibility of online CTE courses and certificates, and improve student equity and success.

The DL unit contributed to the development of another federal Title V HSI grant focused on professional development. Leveraging the one-year Online CTE Pathways grants, the successful efforts out of the pilots can be continually funded through the federal grant as applicable.

#### Distance Learning Curriculum:

- Streamlined DL Amendment Form and review process: easier for faculty to complete the forms using template language on meeting federal and state regulations; easier for Distance Learning Committee to review the courses on OneDrive prior to meetings. Courses approved appear on a SmartSheet, so that they are easier to keep track of since DL courses are maintained separately from the campus's curriculum inventory (in WebCMS).
- Integrating DL Amendment Form elements into WebCMS 10.0, which was being developed in 2017-18. Seized this rare opportunity to integrate variations of the course outline of record in one place, e.g., DL or Honors, so that curriculum development is more streamlined and efficient for faculty and committee reviews. The estimated roll-out of WebCMS 10.0 will take place by Fall 2018.

#### Online Teaching Certification:

- Skills and Pedagogy for Online Teaching (SPOT) has been revamped in Canvas so that the exercise familiarizes faculty with the tool and they end up with a basic course shell they can build on to teach their DL courses. The new SPOT also includes more accessibility information and examples of best practices in online teaching.
- To help move along faculty who signed up for SPOT but then did not move forward, a SPOT orientation was offered with 11 faculty signed up/attended. The attendees thought it was helpful, but a lack of familiarity with Canvas seems slow down faculty or delay their ability to start working on SPOT content.
- Decided to accept @ONE's Introduction to Online Teaching program (40 hours, mandatory spread out in 4 weeks, limited enrollment capacity, nominal fee) as equivalent to our local SPOT program.

#### Online Education Initiative/Course Exchange

- Continued to offer 5 seats in 7 classes in the Course Exchange (ADJU 1; GEOG 1; GEOG 2; PSYC 1A) despite not having had any student from other participating colleges.
- Recruited faculty to submit their DL courses for eventual Course Exchange: Public Health and CIS faculty are interested.
- Promoted faculty development activities offered via OEI and @ONE: the virtual conference in Fall 2018, @ONE Introduction to Online Teaching.

#### Student Survey on DL and Online Support Services

- Conducted a survey to learn about student awareness of DL and online support services to inform planning for 2018-19

Partnerships for Faculty PD and Sharing Space:

Continued to partner with Professional and Organizational Development (POD) and faculty leader for the nascent teaching/learning center (Professional Learning Academy) to develop faculty professional development. Continued to share space in 6-261 and 6-264 for faculty professional development.

**Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement:** 1. Implemented Online Education Initiative (OEI) tools to OEI classes in the pilot and promoted the state-subsidized tools including Canvas, Quest Program online readiness videos, and NetTutor, VeriCite, Proctorio, Cranium Cafe for ALL classes:

2. Facilitated 43 SPOT completions, a 16% increase from last year's 37.

2017 - 2018 = 37

2016 - 2017 = 20

2015 - 2016 = 10

3. Increased number of DL courses approved: 80 DL Amendment Forms were processed by the DLC

- 23 of these courses were for 4-year review
- 57 were new DL courses (96% increase compared to new courses approved last year, which was 29)

Reference previous years:

2017-2018 = 29 courses

2016-2017 = 22 courses

2015-2016 = 9 courses

**Notable Achievements for Theme B: To Support Student Access and Success:** 1. Expanded student access to courses with 43 new SPOT certified faculty and 57 new DL courses helped expand the number of online classes by 43% and the number of hybrid classes by 3%. Fall 2018 enrollment in online classes jumped by 37% compared to Fall 2017.

2. Student success in online classes increased:

- 1.9% increase in ONLINE classes Spring 2017 compared to Spring 2018
- 1% increase in HYBRID classes Spring 2017 compared to Spring 2018
- The gap between face-to-face and online classes is 1% in Spring 2018 (in Spring 2017 it was 0.04% gap).

3. Student retention and success rates in online classes surpassed hybrid classes in Spring 2017 and Spring 2018. [What about Spring 2019?]

**Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources:** 1. "Earned" \$400,000 worth of OEI subsidized resources and tools, including:

Canvas for all courses and PD

NetTutor 24/7 online tutoring

VeriCite plagiarism detection

Proctorio online exam proctoring

Cranium Café online video counseling

Quest Program online learning readiness videos

2. The college was awarded two Online CTE Pathways grants, \$250,000 each. Mt. SAC was one of two colleges out of 89 applications to receive two grants (College of the Canyons was the other).

**Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration:** Collaborated with Professional and Organizational Development to promote faculty development for DL.

-SPOT orientation

-Flex Day presentation on course design and accessibility

**Contributors to the Report:** Meghan Chen, Dean, Library & Learning Resources

Carol Impara, Assistant Distance Learning Faculty Coordinator

### *Unit Goals*

### *Resources Needed*

### *Where We Make an Impact: Closing the Loop on Goals and Plans*

#### **DL Student Success and Retention**

**Rates** - Increase distance learning student success and retention rates for all students while focusing on students identified by the Student Equity Plan through faculty development and student support resources.

**Status:** Active

**Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

**Date Goal Entered (Optional):**  
09/01/2016

**Report directly on Goal**

**Reporting Year:** 2017-18

**% Completed:** 50

DL student success continues to increase albeit by 1% from Fall 2016 to Fall 2017. The gap in success rates between regular F2F and online classes is narrowing to 3% (it was 4% last fall). More effort needs to get students to use support services so the gap continues to narrow. (06/09/2018)

#### **DL Best Practices and Regulatory**

**Compliance** - Promote faculty use of best practices such as regular and effective contact, accessibility, copyright, image/file compression for usability and efficiency, incorporating media resources and tools including OEI funded tools (e.g., NetTutor, Student Readiness Modules, library resources Films on Demand, YouTube Videos, images).

**Status:** Active

**Goal Year(s):** 2017-18, 2018-19, 2019-20, 2020-21

**Date Goal Entered (Optional):**  
09/01/2016

**Report directly on Goal**

**Reporting Year:** 2018-19

**% Completed:** 75

Regular and Effective Contact: The FA Agreement in 2018-19 has new tools to strengthen application of DL best practices and comply with regulations: SPOT re-certification (160 SPOT certified faculty need to meet this new requirement by June 30, 2020) and Regular and Effective Contact (REC) check-in. An Academic Senate Task Force on Regular and Effective Contact Rubric began the definition of what counts as REC in Spring semester 2019; its recommendation will reach Academic Senate in the Fall 2019. Until that is done, the REC check-in by deans, department chairs, or designee cannot take place, which likely will be in 2019-20.

Accessibility: through FCLT's messaging to faculty and Canvas-embedded tools, faculty teaching DL courses were informed about the Captioning process for faculty-authored and commercial materials that need to be captioned. Between Spring Flex Day 2019 and May 2019, 105 faculty requested having their videos captioned, out of which 75%

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<b>Report directly on Goal</b>	came back done in 3 days. Additionally, ReadSpeaker and UDOIT were integrated into Canvas. NetTutor and the library are integrated in every Canvas course shell. Continuous publicity efforts will continue in order to increase faculty awareness of these tools and practices. (06/27/2019)
<p><b>Efficiency of DL Processes</b> - Improve efficiency of DL processes and regulatory compliance by streamlining campus processes and reduce manual processes, e.g., 4-year reviews of DL courses, anticipating submission of Substantive Change Proposal, detecting possible out-of-state registrants before start of terms, chairs and deans' knowledge about campus processes on DL, DL Classroom Visitation Form, and DL Student Evaluation process. Organize all DL courses on SmartSheet or another tracking tool that's transparent and accessible by people who need the information (if it weren't part of the college's curriculum inventory system.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>	<b>Report directly on Goal</b>	<p><b>Reporting Year:</b> 2018-19</p> <p><b>% Completed:</b> 50</p> <p>2018-19</p> <ul style="list-style-type: none"> <li>-DL topics are not on the chairs' training agenda August 2019. The agenda is determined by the Instruction -Office and Faculty Association.</li> <li>-Implementation of WebCMS 10.0 was postponed to Fall 2019 in order to give the vendor more time to make improvements our college requested and to allow more time for faculty to get training done.</li> <li>-Without including online and hybrid courses in the curriculum inventory, it is a manual process to keep track of the "triggers" to submit a Substantive Change Proposal. This crucial "tag" in WebCMS will be addressed in 2019-20.</li> <li>-No progress: revising DL Classroom Visitation and DL Student Evaluation process (the negotiations teams have not gotten to Article 13 by the end of Spring 2019.)</li> </ul> <p>By 2017-18, we have accomplished nearly all we set out to do:</p> <ul style="list-style-type: none"> <li>-DL course review process streamlined to support efficient review at DLC: sample course template for use as point of reference; course uploaded to Microsoft OneDrive for electronic review; courses tracking done via SmartSheet from start of process to when courses reach Curriculum Office.</li> <li>-SPOT completion process (after faculty are approved) for documentation and tracking: conducted business process mapping and will remove obsolete pieces such as ensuring a "cleaner" Argos report of SPOT certified faculty.</li> <li>-Out of state students verification: three weeks prior to each term, a weekly check is conducted. Any student who is not a CA resident and have both a mailing and permanent</li> </ul>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<b>Report directly on Goal</b>	<p>address outside of CA is personally contacted. Students may be dropped as appropriate.</p> <p>-In progress: DL topics are on the chairs' training agenda August 2018.</p> <p>-In progress: DL Amendment Form elements will "live" in WebCMS 10.0, anticipated by start of Fall 2018.</p> <p>-No progress: revising DL Classroom Visitation and DL Student Evaluation process (negotiations) (06/27/2019)</p>
<p><b>Expand DL Course Offering - -</b>            Conduct an annual DL course offering needs assessment to ensure the college has sufficient number of faculty who are SPOT certified to teach the approved DL courses every term.</p> <p>-Encourage areas without DL courses to create new DL courses in order to enable 100% online completion of certificates and degrees.</p> <p>-Recruit faculty to become SPOT certified if there is only one or two who are eligible to teach DL in that course/department.</p> <p>-Dramatically increase the number of DL courses and the number of sections offered in the Course Exchange .</p> <p><b>Status:</b> Active  <b>Goal Year(s):</b> 2016-17, 2017-18, 2018-19, 2019-20, 2020-21  <b>Date Goal Entered (Optional):</b>            09/01/2016</p>	<b>Report directly on Goal</b>	<p><b>Reporting Year:</b> 2018-19  <b>% Completed:</b> 50</p> <p>2018-19 saw a 280% increase in the number of new DL courses approved (57 vs. 15 in 2017-18) due to the DL faculty stipend \$500 per course. Forty-three (43) faculty finished SPOT, just 6 more than last year's total of 37 SPOT certified faculty despite another incentive through the FA Agreement. One bottleneck may be faculty's lack of basic Canvas skills, which can hold back progress. Another barrier is some faculty have asked for face-to-face training; they do not prefer to learn entirely online on their own.</p> <p>2018-19: Mt. SAC online courses were included in the OEI Finish Faster Online course inventory so that they are discoverable by students in the CCC and CSU systems in Summer 2018 (as a pilot project) and by all CCC students the rest of the year. Data (from Quottly, the vendor) specific to Mt. SAC on the number of new students or enrollment gained through FFO have been requested of CVC-OEI's Andrea Hanstein but were not yet available as of June 2019.</p> <p>-No progress on increasing the number of DL courses that align with the OEI rubric. CVC-OEI changed its process to require Consortium colleges to develop local peer online course review (POCR) teams to conduct reviews and then submit the courses to OEI. (06/27/2019)</p>
<p><b>Increase Canvas usage by faculty -</b>            Increase faculty users of Canvas, which is 50% in 2017-18, thereby supporting high quality DL courses</p>	<b>Report directly on Goal</b>	<p><b>Reporting Year:</b> 2017-18  <b>% Completed:</b> 100</p> <p>2017-18 marks the college's first full academic year using Canvas exclusively, and faculty and students seem satisfied</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>and increasing student success.</p> <p>Expand campus-wide LMS use for faculty to share content for supporting departments/discipline faculty and for emergency preparedness, i.e., access to teaching materials and course content in the event of a major earthquake or other major disasters.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2017-18, 2018-19, 2019-20, 2020-21</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>	<p><b>Report directly on Goal</b></p>	<p>with the tool. (In 2016-17, the college ran two LMS as we planned for the transition to Canvas.) (06/09/2018)</p>
<p><b>Implement CVC-Online Education Initiative (OEI) activities and the two Online CTE Pathways Grants for 2019-20</b> - Implement CVC-OEI grant activities leading to activating the statewide cross-enrollment renamed ExCEL (formerly, the Course Exchange): faculty participation in OEI Course Review, offer classes in the CVC Finish Faster Online class inventory and ExCEL, use of OEI teaching tools (Canvas, NameCoach, and Proctorio), and student use of success tools (Quest Readiness Program, NetTutor, online counseling via Cranium Café).</p> <p>Implement the Online CTE Pathways Grants (one year only 2019-20) leading to the development of crucial support structures for faculty, instruction, and student success in online CTE programs:</p> <p>-Establish a POCR team and local</p>	<p><b>Report directly on Goal</b></p> <p><b>Request - Full Funding Requested -</b> Director of Distance Learning/Educational Technology</p> <p><b>Describe Plans &amp; Activities</b></p>	<p><b>Reporting Year:</b> 2018-19</p> <p><b>% Completed:</b> 50</p> <p>2018-19 saw an increase in the number of faculty and students who used Canvas (note: they may not be the same ones who used Canvas in 2017-18, so it's not accurately capturing entirely new users in 2018-19).</p> <p>-Counselors refreshed their skills using Cranium Cafe for online video counseling, and there is a need to integrate Cranium Cafe with SARS-Grid database so that counselors and students don't have to use/check in both systems.</p> <p>-NetTutor saw a decline in users although the publicity activity was the same as in 2017-18.</p> <p>-Vericite subscription ended June 30, 2019, and the college purchased Unicheck to start in Summer 2019 as a replacement.</p> <p>-Proctorio made some upgrades to its tool, but there was insufficient time in 2018-19 to increase our effort in promoting it.</p> <p>-Commented earlier on Quest Readiness Program (06/27/2019)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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review process; become a POCR certified campus. This enables Mt. SAC to meet a new requirement to participate in the cross-enrollment ExCEL.

-Increase equity by creating a structure to incentivize faculty to create/curate/adopt OER thereby expanding the number of classes that use OER beyond 89 sections in Spring 2019.

-Augment the college's capacity to get instructor materials accessible beyond current processes and tools (e.g., the captioning process created by FCLT, Access Center, and Broadcast and Presentation Services)

-Increase visibility of online CTE courses and certificates so students and business and industry are aware of our programs

-Establish a student support structure in order to publicize and deliver counseling and academic support services in ways that would encourage students to participate in them in a timely manner

-Pilot ways to help students keep track of their academic progress toward their educational goal.

-Make online CTE courses and certificates much more visible and easy to find for students than they currently are.

**Status:** Active

**Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

**Date Goal Entered (Optional):** 08/16/2016

**Supported (Justification of Need):**

- To support expansion of DL locally and in OEI Course Exchange so that students are able to complete online certificates, degrees, and transfer.
- To support faculty use of educational technology tools including those subsidized by OEI, Google, and captioning
- To manage and improve process efficiencies in DL curriculum development, faculty development, and educational technology tools implementation (with IT team)
- To increase collaboration across the college for DL growth and student success:
  - Educational & Facilities Master Plan: grow DL
  - DL as a form of Guided Pathways
  - Equity-mindedness in DL
- To ensure outcomes assessment for effectiveness across support services for DL faculty, students, and processes

**Lead:** Meghan Chen

**What would success look like and how would you measure it?:**

- Expansion of DL offerings
- Increased faculty use of educational technology
- Increased faculty participation in OEI Course Exchange
- Increased student success and progression toward educational goal
- Increased student equity in DL
- Improved efficiencies in all DL processes
- Expanded partnership across campus in support of DL faculty, students, and



*Unit Goals*

*Resources Needed*

*Where We Make an Impact: Closing the Loop on Goals and Plans*

processes

**Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees.

**Planning Unit Priority:** High

**Documentation Attached?:** Yes

**On-Going Funding Requested (if applicable):** 135000