1. Assessment Plan - Three Column

PIE - Library & Learning Resources: Distance Learning Unit

Narrative Reporting Year

2019-20

Contact Person: Meghan Chen
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Summary of Notable Achievements: -A total of 170 new DL courses and 18 fully online certificates were approved in 2019-2020.
-A total of 56 faculty members completed SPOT, a 40% increase compared to 2017-18. This year saw the highest registration for SPOT, 436 sign-ups.
-DL faculty leaders guided 16 faculty members' course alignment to CVC quality rubric as a grant activity for our college's participation in the CVC course exchange called ExCEL.
-Seventeen faculty members adopted, adapted, or created open educational resources (free text books) for their classes (IOCTEP grant), and more faculty are invited to participate in the next round in Summer 2020.
-Thirty faculty members participated in Equity and Culturally Responsive Teaching professional development course funded through IOCTEP grant.
-Student usage of online support services increased from the previous year.
Program Planning (Equity, Retention and Success): The DL unit contributed to faculty development on equity, course design and quality improvements, and increased student usage of online support services. The goal remains increasing student success rates in all demographic groups; it is anticipated that COVID-19 conditions will affect student retention and success in DL classes in Spring 2020.

Student equity and success rates in online classes remain a critical focus. The team continues to work closely with FCLT on inclusion of accessible content, DL best practices, and faculty development such as the Equity and Culturally Responsive Teaching course. With nearly 100% classes being offered online, the need to keep working on student equity in success rates becomes even more urgent because of existing achievement gaps by race and gender, i.e., African American males and Latinos.

The DL faculty leaders and LLR Division dean and staff contributed to the college's planning efforts to ramp up DL courses, faculty training to teach DL, "blanket" DE Addenda required by the Chancellor's Office, and the curriculum management system to embed DE elements, The COVID-19 driven conditions prompted regular and robust planning meetings to respond effectively to an evolving situation.
External and Internal Conditions Analysis: The academic year 2019-20 began with a strong momentum toward more DL offerings, more SPOT certified faculty members, and improvements to DL processes to support a high-quality DL program at Mt. SAC. Supplemented by the one-year Improving Online CTE Pathways grants, we were on our way toward all of our goals when in early March, COVID-19 caused a huge disruption to normal operations and rapidly focused all attention on distance learning, faculty development to teach online classes, and myriad state mandates on distance education. As a crisis and opportunity, COVID-19 forced the DL and FCLT units in particular to put all efforts on enabling faculty to deliver instruction online (called Temporary Remote Instruction in March 2020, then starting Summer 2020, the modality was the mainstream modality for 100% of all summer classes and projected to be 95% of all classes in Fall 2020.

It became immediately evident that there was insufficient resources for the DL unit to suddenly support all courses' migration to DL and all faculty to be trained to teach online. Our DL faculty leaders immediately stepped up to contribute to the college's planning process in order to comply with state mandates and to request resources to

support the whole-college migration to online delivery. This effort was supported by an outstanding Faculty Center for Learning Technology (FCLT), POD, Academic Senate, IT, and Instruction Office.

Critical Decisions Made by Unit: -Incorporated an accessibility checklist in WebCMS; continuous development of WebCMS to enable automated tracking of DL courses leading toward fully online certificates and degrees (ACCJC revised its definition of online degrees to mean 50% or more of courses required for the major can be earned through online modality).

-Supported creation of a four-hour faculty training program, Fully Online by Mutual Agreement Readiness (FOMAR), under the COVID-19 emergency.

-Supported the purchases of new tools to support quality improvements in DL courses such as Cidi Labs (replacing the hardly-ever-used AccessibilityOz for correcting inaccessible images and PDF), Otter.ai for real-time captioning, and application for DECT grant for VITAC human captioning services.

- Recruited and maintained active roster of faculty mentors who regularly augmented FCLT help functions and served as outreach to their departments and divisions for the move to online classes.

-Articulated resource needs in order to meet unprecedented expectations of the college on moving nearly 100% of classes to DL, e.g., additional compensation for the DL Amendment Forms for hundreds of courses; for the SPOT submissions; and for Faculty Mentors who answered Canvas-related questions to augment the small FCLT team.

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

Carol Impara, Distance Learning Faculty Coordinator

Catherine Mc Kee, Assistant Distance Learning Faculty Coordinator

Unit Goals	*Resources Needed*	*1. Where We Make an Impact: Closing the Loop on Goals and Resources*
DL Student Equity, Success, and Retention Rates - Increase student equity, 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:** 2019-20 **% Completed:** 75 The gap in success rates between regular F2F and online classes is 2% continuing to narrow. (07/03/2020)
	Request - Full Funding Requested - Multi-year software subscriptions e.g., Cidi Labs DesignPLUS to support universal design, including accessibility and equity-minded practices, in online courses. Funding for tools temporarily funded by the Chancellor's Office that directly support student access and equity, which will end on 12/31/2020 if CO does not continue state-wide funding of these tools: e.g., Ally, Labster, Pronto, Protorio. ***Describe Plans & Activities Supported (Justification of Need):** Implementation of these tools requires faculty investment of their time and effort to learn these tools, create/upgrade their courses, and	

then rollout in a new semester. Having one-year subscriptions discourages faculty from making such an investment if the tools are not going to be supported after one year. For the FCLT team, implementing these tools is also an investment of staff time and effort, which can seem wasteful of preciously limited human resources if these tools are not going to be supported after six months (CO-funded ones) to a year (e.g., Cidi Labs DesignPLUS).

3-year subscription Cidi Labs: $28,000 (already paid $13000 for 2020-21 out of IOCTEP grant) half-year subscription to CO-funded tools (Ally, Labster, Pronto, Proctorio): cost estimate not available as of this writing (7/12/2020). Meghan Chen will get the quote from CO/CVC, which have not announced whether the state will pay for these for the full academic year.
*Lead: Meghan Chen
What would success look like and how would you measure it?: Wide faculty adoption of these tools for their course design and instruction. Faculty feedback indicating these resources are useful and impactful on them (e.g., saves time in providing accessible content) and their students (stronger engagement with the course; higher completion rates).
Type of Request: INSTRUCTIONAL EQUIPMENT: Equipment, library

material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.

Planning Unit Priority: High
Total Funding Requested: $28,000
Request - Full Funding Requested - Director, Distance Education and Educational Technology (M-17: Step 1 plus 30% benefits: $188,500)
*Describe Plans & Activities Supported (Justification of Need): Strengthen efforts to increase student success across racial and ethnic groups in online classes. This work requires continued collaboration within DL program, Distance Learning Committee, Guided Pathways, POD, and new student retention and success committees recently approved by the Academic Senate. Additionally, the Mountie Student Hub and the EAB Navigation tool have huge potential to reach students in new and effective ways; these resources need dedicated resources in order to collaborate on their uses and should involve cross-unit dialogue and planning (e.g., with Student Services, Academic Support, IT, Marketing).

This new position directly supports several goals in the DL PIE and the FCLT PIE, including:
-DL Student Success and Retention Rates
-DL Best Practices and Regulatory Compliance

-Expand DL offerings
**This same position request will be repeatedly listed under each applicable goal's activities.

1. To support expansion of DL locally and in OEI Course Exchange so that students are able to complete online certificates, degrees, and transfer.
2. To support faculty use of educational technology tools including those subsidized by OEI, Google, and captioning
3. To manage and improve process efficiencies in DL curriculum development, faculty development, and educational technology tools implementation (with IT team)
4. 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
5. 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 processes
*Lead: Meghan Chen
What would success look like and how would you measure it?: Increase in student success rates by race and ethnicity in online classes year after year; parity in student equity and success rates among modalities (F2F, online, and hybrid).
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
Total Funding Requested: $188,500
Request - No Funding Requested - Faculty development in equity and culturally responsive teaching in online classes
*Describe Plans & Activities Supported (Justification of Need): Ongoing professional development opportunities for faculty to learn about and use best practices in increasing equity and success for all students. Articulate the need for such a program for faculty beyond the @ONE Equity and Culturally Responsive Teaching course or certificate; those are optional for faculty to know about and to choose to take.
*Lead: Carol Impara and Meghan Chen
What would success look like and how would you measure it?: POD opportunities are available, funded,

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources

and announced to faculty; an increase in faculty completion of these programs; faculty and student feedback?
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: High
Total Funding Requested: TBD

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: 2019-20
% Completed: 75
As of Summer 2020, all faculty teaching DL are required to complete either SPOT or FOMAR. In both mandatory programs, DL best practices and regulations are included.

SPOT contains a a section on accessibility; FOMAR does indicate accessibility as a requirement. A faculty workgroup through the Faculty Association indicated that a staff position, Accessibility Specialist, is urgently needed to help faculty address the complex issues and skills needed in order to provide fully accessible content. Through Ellen Caldwell of Art History, this message was shared with DL coordinators and FCLT.

Faculty who participated in the CVC quality rubric alignment of their DL courses worked on accessibility of their course content. This effort is funded through the Improving Online CTE Pathways one-year grant. (07/03/2020)

Request - Full Funding Requested - A faculty mentor program to expand the capacity of the DL and FCLT teams' reach in supporting all faculty. This cadre of mentors will provide faculty-to-faculty support on DL best practices, using the LMS and commonly used educational technology tools (e.g., test

proctoring, real-time captioning). This support system proved highly relevant and useful as evinced from the Temporary Remote Instruction transition, but the need is constant because a small team of three classified professionals and two part-time DL faculty leaders is insufficient to support 1400-1600 faculty members and 1700 courses that could be all online.

*Describe Plans & Activities Supported (Justification of Need): The most critical rationale for this faculty-to-faculty support system is the urgent need to augment the limited human resources in the current DL + FCLT team while the college is still working towards fully online and toward fully implementing DL quality assurance programs (DL Amendment Forms, SPOT, SPOT Recertification, FOMAR, CVC-OEI quality rubric/POCR process) and new technology tools.

This could start as a CARES Act funded pilot in which a defined program is developed, implemented, and assessed for effectiveness. The faculty mentors would be compensated for this work and training for them will be provided so that they are collaborators with DL faculty coordinators and the FCLT team. Some examples of duties:
-To answer LMS basics questions
-To share examples of how the LMS and tools can be used to meet pedagogical tools

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	-To share DL best practices, e.g., accessibility, regular and effective contact -To share training resources and sessions with faculty; to encourage participation; to refer faculty to guides and support resources offered through FCLT, IT, and DL Faculty Coordinators (e.g., SPOT, SPOT coaching) ***Lead:** Meghan Chen and Carol Impara **What would success look like and how would you measure it?:** Faculty who use this support system will report the value and impact of this resource on their DL instruction and use of technology to meet their pedagogical goals. Faculty users of this program will report having an increased awareness and increased use of FCLT training and resources. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **Total Funding Requested:** TBD **Request - Full Funding Requested -** Accessibility Specialist for Instruction (not in ACCESS Center or IT) ***Describe Plans & Activities Supported (Justification of Need):** The need for a full-time accessibility specialist to support faculty teaching DL is acute. The need is obvious during the past five years of CVC-OEI projects implementation, the creation/procurement/development of myriad accessibility resources, and the systematic integration of	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	accessibility awareness into faculty development programs such as SPOT, SPOT Re-certification, Accommodating Students with Disabilities 8-week online course. While faculty do adopt practices and new tools to create accessible content in building their courses, it is a fact that faculty do need the support of human resources to address inaccessible content. During TRI and in 2020-21, the need for this human resource was strongly articulated by faculty, DL faculty coordinators, and the FCLT team. The funding amount requested includes $82,000 salary and 30% estimated benefits = $106,000. ***Lead:** Meghan Chen **What would success look like and how would you measure it?:** Faculty will build or use accessible instructional content with the support of self-help learning, the use of technology tools (e.g., Screencastomatic, PlayPosit) and services (e.g., in-house captioning of faculty-generated videos), and this full-time Accessibility Specialist for Instruction. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **On-Going Funding Requested (if applicable):** 106000 **Total Funding Requested:** 106000	

Efficiency of DL Processes - Improve

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
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. **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:** 2019-20 **% Completed:** 50 2019-20 -Implementation of WebCMS 10.0 was postponed to Spring 2020 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. -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. -No progress: revising DL Classroom Visitation and DL Student Evaluation process (Article 13 Distance Learning is a topic for negotiations in 2020-21). (07/03/2020)
Faculty Outreach and Communication about DL - Improve streamlining of online teaching/learning resources and outreach by revising webpages and strategic outreach to faculty including development of a faculty communication timeline based on their work and needs. **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:** 2019-20 **% Completed:** 75 The DL Faculty Coordinator communicates regularly with DL faculty via listserv: -DL Amendment Forms and process -Invitations to participate in Improving Online CTE Pathways grants: e.g., CVC quality rubric course alignment, equity and culturally responsive teaching course, open educational resources. -SPOT Re-certification reminders, deadlines, extensions, and training sessions that are eligible -Online Teaching Conference 2020 (virtual) The Assistant DL Faculty Coordinator communicates regularly with faculty about SPOT program, completion requirements, and support for them through Canvas.

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	Report directly on Goal	(07/03/2020)

Request - No Funding Requested - Time and effort
*Describe Plans & Activities Supported (Justification of Need): Re-design faculty resources webpages based on faculty feedback and timeline/need for key information.
*Lead: DL Faculty Coordinator and college web designer(s) on the IT web-team and Marketing
What would success look like and how would you measure it?: Faculty are able to locate the DL information they are looking for on the revamped DL faculty resources page.
Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: High
Total Funding Requested: TBD

Request - No Funding Requested - None
*Describe Plans & Activities Supported (Justification of Need): Coordinate faculty development activities with teaching/learning center and other departments
Planning Unit Priority: High

| **Expand DL Course Offering -** -Support the review of new DL Amendment forms due to Chancellor's Office requirement for all online courses to be formally approved, including credit | **Report directly on Goal** | **Reporting Year:** 2019-20
% Completed: 75
2019-20 due to COVID-19, the Chancellor's Office required all colleges to submit "blanket" DE Addenda for all courses offered online, which for Mt. SAC is 1700 credit and |

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
and noncredit courses: approximately 1700 courses. -Recruit faculty to become SPOT certified if there is only one or two who are eligible to teach DL in that course/department. -Increase the number of DL classes offered in the CVC Course Exchange: 20% of all classes offered by 2023. That means these classes are locally approved through the Peer Online Course Review (POCR) process for alignment with the CVC Quality Rubric. **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**	noncredit courses. Consequently, the college plans to have 720 courses ready for submission to the CO curriculum inventory in 2020-21; more time will be needed to complete the remaining courses. The pandemic is the impetus for all courses to become DL with a caveat that faculty may determine courses to be offered online only for emergency situations (Fully Online by Mutual Agreement, or FOMA). Eight online CTE certificates were approved by ACCJC to be offered online; there are eight more awaiting approval pending a request to ACCJC. This effort is through the Improving Online CTE Pathways grant. By end of Spring 2020, 309 faculty have SPOT certification. An additional 369 faculty members registered for SPOT, and 70 were ready for SPOT reviewers in Summer 2020. COVID-19 conditions drove this significant jump from previous years' numbers. 2019-20: -the college made progress on the first phase of implementing the course exchange; the work was paused due to the pandemic and will be resumed in 2020-21. -through the Improving Online CTE Pathways grant, 16 faculty members aligned their DL courses to the CVC quality rubric, and 6 courses are candidates for the college's application to be a POCR certified campus. This process will be completed by end of Fall 2020. (07/03/2020)
	Request - Full Funding Requested - Reassigned time for faculty to review new DL Amendment Forms, the surge in SPOT sign-ups, and courses for alignment with CVC Quality Rubric (as POCR members). ***Describe Plans & Activities Supported (Justification of Need):** Additional faculty are needed to do this work for credit and noncredit	

	through 2020-21. The existing reassigned time for these purposes is insufficient to meet the demand. ***Lead:** Meghan Chen **What would success look like and how would you measure it?:** The college meets the Chancellor's Office's deadlines for all 1700 DL courses in 2020-21. The college approves record numbers of SPOT completion in order to offer nearly 100% online classes in 2020-21. The college meets its commitment to CVC by being ready to offer 20% of its classes through CVC Course Exchange by 2023. **Type of Request:** STAFFING: Requests for permanent employee positions or temporary/hourly employees. **Planning Unit Priority:** High **Total Funding Requested:** TBD	
Coordination with Other Faculty Development Efforts - Continue to reach out and coordinate with other campus initiatives on faculty development, such as Student Equity Plan's Professional Learning Academy, Faculty Professional Development Committee, Disabled Students Programs and Services, New Faculty Seminar, Flex Day, etc. This type of coordination is necessary and helpful to faculty, particularly through our local form of teaching and learning center created for faculty. **Status:** Active **Goal Year(s):** 2016-17, 2019-20, 2020-21 **Date Goal Entered (Optional):**	**Report directly on Goal**	**Reporting Year:** 2019-20 **% Completed:** 75 2019-20: Continued to collaborate with POD, Academic Senate/Flex Day, IT, Broadcast and Presentation Services, ACCESS and Deaf and Hard of Hearing Center to support faculty development activities, e.g, Tech Fair, Tech Week, and year-round FCLT activities. Of note is the collaboratively developed real-time captioning recommendation that resulted in Otter.ai and VITAC CART captioning services to support all synchronous classes and instructional activities. With POD, developed and implemented FOMAR so that the self-paced, interactive training program for faculty who had to deliver instruction online in Summer 2020 could be delivered and accounted for in the POD system called Cornerstone. With Arts Division's Studio 13, development of DLMD, a

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
09/01/2016	**Report directly on Goal**	program for improving the design of DL courses is being developed through the Improving Online CTE Pathways grant. Supported with a dynamic design software in Canvas called Cidi Labs DesignPLUS, the DLMD has the potential to improve DL courses for greater, more effective engagement with students. (07/03/2020)
		Reporting Year: 2017-18 **% Completed:** 25 With Access Centers (DSPS), jointly proposed accessibility workshops for Flex Day in Spring 2018 but was not accepted; submitted proposal for Flex Day August 2018. SPOT Orientation April 2018: 12 faculty signed up, most attended. DL topics at dept. chairs' training - planned for August 2018. (06/09/2018)
Increase Canvas usage by faculty - Increase faculty users of Canvas, which is 50% in 2017-18, thereby supporting high quality DL courses and increasing student success. 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. **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:** 2019-20 **% Completed:** 100 2019-20 marks the first time in the college's history for all faculty to use Canvas due to COVID-19. (07/03/2020)
Implement CVC-Online Eduation Initiative (OEI) activities and the two Online CTE Pathways Grants for 2019-20 - Implement CVC-OEI grant	**Report directly on Goal**	**Reporting Year:** 2019-20 **% Completed:** 75 2019-20: due to COVID-19, some progress was made on our CVC-OEI and Improving Online CTE Pathways grant;

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
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). 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: -Establish a POCR team and local 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	**Report directly on Goal**	however, there were pauses, too. -the local POCR team continued its work so that 16 faculty members' courses were ready for local review. Six courses are candidates for the local POCR certification process. -An additional 17 courses had OER created, adopted, or adapted through the IOCTEP grant. -Compliance with accessibility requirements was supported by the college's adopted solutions for real-time captioning of live streamed instructional activities (Otter.ai, VITAC); the accessibility checklist was integrated into the curriculum management system (WebCMS 10.0); the accessibility "center" in Canvas for faculty is linked-to as a resource for SPOT and FOMAR; and the purchase of Cidi Labs tool to replace AccessibilityOz in order to auto-correct inaccessible digital objects in Canvas. -Work on phase 2 of the college's movement toward real-time course exchange in CVC ExCEL has had to pause as the entire college and IT dealt with COVID-19 conditions in Spring 2020. -In progress: making online CTE certificates more visible on college webpages including on Guided Pathways listings. -In progress: establish a student support structure in order to better connect students to online support resources had to pause due to COVID-19. The work will resume in Summer 2020. (07/03/2020)

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