

1. Assessment Plan - Four Column



PIE - Library & Learning Resources: Distance Learning Unit

Narrative Reporting Year

2017-18

Contact Person: Sandra Weatherilt/Meghan Chen

Email/Extension: sweatherilt@mtsac.edu X6369/mchen@mtsac.edu/X5888

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:

-ACCJC streamlined the process for Substantive Change Proposal resulting in a much quicker turn-around time for the college because of our track record of having earned approval previously for 28 certificates that can be earned 51% or greater online. This new process enabled the college to offer a new online certificate in Real Estate Sales effective Summer 2018.

-ACCJC drafted a proposed guide for accreditation teams to evaluate distance education courses in order to standardize best practices and to prevent outlier practices.

Online Education Initiative/Course Exchange:

-The Online Education Initiative five-year grant is coming to a close; the State extended it to December 2018 to avoid major disruptions to contracts/subscriptions to myriad technology tools, e.g., Canvas. All tools subsidized for colleges will be 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. Colleges have been encouraged to invest that savings into DL programs. There has been no new resources allocated for implementing this grant.

-The OEI supported sections saw an overall success rate of 4.9% higher than the state average.

-The Course Exchange 2.0 software developed by the CCC Tech Center exerted monumental challenges on the college for its pilot in the Course Exchange, in Spring 2018. The multiple layers of failure created a huge workload for our IT, Instruction, and LLR Division teams because the prerequisite check function could not be programmed successfully. Therefore, Mt. SAC students had to be manually walked through the process with the Lake Tahoe team manually receiving students and facilitating their eventual enrollment.

-The Chancellor's Office directed that CCC Tech Center cease to work on CE 2.0 and that OEI executive team to search for a third-party, out of the box tool for cross-registration, to support resuming the Course Exchange in Spring 2019.

-All 23 pilot colleges will end their pilot status, and all are automatically members of the OEI Consortium. New participation agreements will have to be signed in Fall 2018. 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 : Enrollment in DL Classes

- Offering of online and hybrid classes increased by 34% Spring 2017 compared to Spring 2018. Online classes tend to fill quicker than face-to-face classes.
- Student survey on DL and awareness of online support services showed that of 232 respondents, 40% is interested in earning a degree/certificate fully online.

Faculty need access to Google tools = equity issue because faculty and students don't have the same access level. Currently, students have Gmail accounts as the college email system, but faculty do not have access to Google account. That means faculty would have to either know to request a Mt. SAC Google account or sign up for a free Google account, which counters AP 3720 and AP 4105 authentication requirements. Students won't be able to afford Microsoft Office tools on their own, so Google docs are a way to do their work.

Plan & activity: Promote to faculty how to incorporate online student support services: e.g., 24x7 librarian (Ask a Librarian).

Argos report SHR0036 contains a lot of information about student retention and success in DL and hybrid classes by term and by student demographic groups. But the data must be imported to Excel then laboriously teased out to get the fiveyear trends needed. This annual update requires copious manual manipulation of data by term and it is very time consuming. A data dashboard pulling live data from Banner is desirable and necessary to prevent human error in manipulating data.

Lack of a streaming video server in a protected file storage service/delivery (we have 3 terra bites now, but that won't be enough). Although a new high capacity server has been purchased in 2014-15, it awaits IT personnel's availability to prepare it for use. Insufficient IT personnel has caused delays in this area.

Lack of a secure repository for departments to store departmental level data, e.g., courses, instructor-developed materials. Although a new high capacity server has been purchased in 2014-15, it awaits IT personnel's availability to prepare it for use. Insufficient IT personnel has caused delays in this area.

Critical Decisions Made by Unit: 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:

-Canvas saw a 105% increase in users from Summer 2017 to end of Spring 2018 (731 faculty and 21,510 students). Canvas supported credit, noncredit, and professional development courses.

-NetTutor usage increased by 131%, serving 471 students compared to 204 students last year.

-VeriCite checked over 8,000 papers and was used by 400 faculty.

-Proctorio online exam proctoring saw very low use; it needs significant planning ahead and a steep learning curve for faculty to adopt this tool.

-Cranium Café online video conference tool was adopted by the entire Counseling Department but saw low student usage.

-Quest Program was made available in every schedule note for each online and hybrid class in the schedule of classes.

2. Facilitated 35 SPOT completion, a 75% increase from last year's 20. Seven more may be completed by end of Spring 2018.

-145 faculty enrolled and began the process to become SPOT certified.

Reference previous years:

2016 – 2017 = 20

2015 – 2016 = 10

Additionally, SPOT Canvas 2018 was revised in Winter 2018 and Spring 2018 launched with improvements to accessibility and course design

4. Increased number of DL courses approved: 103 DL Amendment Form submissions were processed by the DLC

- 53 of these courses were for 4-year review (12 times the courses from last year)

- 50 were new DL courses (177% increase compared to new courses approved last year)

Reference previous years:

2016-2017 – 22 courses (4 courses in Fall 2016 and 18 in Spring 2017, with 18 new courses.)

2015-2016 – 9 courses

***The State Academic Senate paper Ensuring an Effective Online Program: A Faculty Perspective (ASCCC, April Plenary, 2018) cited Mt. SAC's DL Amendment Form and DL Classroom Visitation form as examples to guide the field. www.asccc.org.

5. Prepared data charts on student retention and success to share with Distance Learning Committee for recommended actions, including the Committee's support for researching faculty development initiatives that would "move the needle" in student achievement in specific demographic groups.

6. Using results from the spring 2014 mock DL review, the follow-up improvements were made: (1) a SPOT refresher course for faculty previously certified to teach online courses. This was a faculty request made at departmental and division meetings about the results of the mock review. (2) Drafted major revisions to AP 4105 for clearer definitions of "regular and effective contact"; it was presented to Distance Learning Committee and eventually passed at Academic Senate 6/2/2016. (3) Recommended to Faculty Association clean-up language and format to better align DL Student Evaluation form with regular Student Evaluation form. (4) Launched "Pre-Flight Check for Accreditation", a faculty outreach program to review volunteered courses in Summer and Fall 2016. DL Faculty Coordinators communicated with and invited faculty and departments to participate. As of July 1, 30 faculty signed up with 40 unique course shells to be reviewed.

Notable Achievements for Theme B: To Support Student Access and Success: 1. Expanded student access to courses:

- 50 new DL courses will expand student access to Mt. SAC especially if coming to campus is challenging.
- 53 courses had 4-year review of DL Amendment form to maintain high-quality DL classes, which supports student success.
- Course Exchange pilot availed online courses not offered at Mt. SAC to facilitate student completion of a degree or transferring to a four-year university. Four students are able to graduate or transfer as a result of accessing online courses via the Course Exchange; Two students were able to re-take online ENGL 1A since they maxed out their repeatability locally.

2. Student success in online classes increased:

- 3.6% increase in ONLINE classes Fall 2017 compared to Fall 2018
- 4.6% increase in HYBRID classes Fall 2017 compared to Fall 2018
- For five fall semesters, the trend for ONLINE classes has been upward: 55% in Fall 2013 to 66% in Fall 2018
- The gap between face-to-face and online classes is now 3% (last year, it was 4%)

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. Applied for OpenStax \$20,000 grant to move forward on Open Education Resource. The college was not selected "due to overwhelming volume of applications."

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
 Sandra Weatherilt, Distance Learning Faculty Coordinator
 Carol Impara, Assistant Distance Learning Faculty Coordinator
 Michelle Newhart, Teaching/Learning Technology Specialist

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>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.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p>	<p>Report directly on Goal</p> <hr/> <p>Full Funding Requested - Business Analyst for online learning support</p> <p>Describe Plans & Activities</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>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)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 25</p> <p>The success gap between online and regular classes is</p>

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<p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Supported: To increase student use of online support services as they take online/hybrid classes, including classes offered via the Course Exchange resuming in Spring 2019.</p> <ul style="list-style-type: none"> -Leverage data analytics of all OEI tools to track student usage, use data to "close the loop" with faculty and counselors who refer students to support services -Train faculty and classified staff who directly impact student use of online support tools and services -Support assessment of training for said tools for staff and students -Support creation of a virtual space (e.g., Canvas community for students) as a hub for students so that students will find the resources easier than using webpages or the portal. <p>Lead: Meghan Chen</p> <p>On-Going Funding Requested (if applicable): 75033</p> <p>Type of Request: Staffing</p> <p>Planning Unit Priority: High</p> <p>What would success look like and how would you measure it?:</p> <ul style="list-style-type: none"> Increased faculty and student awareness of online support services for students Increased student usage of online support services, e.g., NetTutor, online counseling, online library services. Increased student success in online and F2F classes tied to using resources <p>Documentation Attached?: Yes</p> <p>Related Documents:</p>	<p>narrowing to 4% in Fall 2016, compared to a 12-point gap in Fall 2013. Students in regular classes still have a higher success rate. What's interesting is that online success rate overall is higher than hybrid success rate (albeit by less than 2%), but it is a reversal of a previous trend of hybrid success rate being higher than online success rate. Efforts to improve the quality of DL courses and online teaching and to promote online tutoring have helped.</p> <p>Online success rate overall increased by 0.69% Fall 2016 over Fall 2015, more modest than the 4% jump from Fall 2014 to Fall 2015.</p> <p>Hybrid success rate overall increased by 0.91% Fall 2016 over Fall 2015, similar to the 1% increase from Fall 2014 to Fall 2015.</p> <p>Online success rate Fall 2016 has increased over Fall 2015 for African Americans, Asians, and Hispanics. Whites showed a decrease.</p> <ul style="list-style-type: none"> African American +1.14% Asian +0.80% Hispanic +0.62% White (-5.37%) <p>Hybrid success rate Fall 2016 has also increased over Fall 2015 for African Americans and Asians. Hispanics and Whites showed a decrease.</p> <ul style="list-style-type: none"> African American + 10.8% Asian +3.29% Hispanic (-7.54%) White (-3.28%) <p>Online student success rate by gender shows the gender gap is closing:</p> <p>Females and males had almost no difference in Fall 2015. Males showed a 2.73% higher success rate than females in Fall 2016.</p> <p>Hybrid success rate by gender shows the gender gap is closing:</p>

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	<p>Success Rate by Term Distance Learning Report to BOT - Oct 2017.pptx DLC 04-10-18-MINUTES_Resources.pdf</p>	<p>Females and males had less than 1% difference in Fall 2015. Females had a 2% higher success rate than males in Fall 2016.</p> <p>Students with disabilities in online classes decreased by 14.42% Fall 2016 compared to Fall 2015. Students with disabilities in hybrid classes decreased by 0.94% Fall 2016 compared to Fall 2015. Students without disabilities showed an increase by 1.15% in online success rate Fall 2016 over Fall 2015. Students without disabilities showed an increase by 0.98% in hybrid success rate Fall 2016 over Fall 2015. (08/16/2017)</p> <p>Related Documents: 2016-2017 Net Tutor Stats.xlsx NetTutor Usage Report 2016-17.docx DL Student Success 2013-16 for BOT.xlsx</p>
<p>Student Readiness for Online Learning - DL Faculty Coordinators will inform and encourage faculty to promote online resources to students, especially as OEI funded tools are designed to be embedded in Canvas course shells.</p> <p>Faculty Center for Learning Technology (FCLT formerly OLSC) will use existing human resources (e.g., Learning Lab, Tutorial Services, Writing Center) to promote online academic support tools by increasing student awareness of appropriate readiness for online learning including OEI funded tools such as the Quest Program and videos on the topic and the DL and LAC student webpages with one-stop connection to online support services.</p> <p>Status: Active Goal Year(s): 2016-17, 2017-18</p>	<p>Report directly on Goal</p> <p>No Funding Requested - IT Assistance</p> <p>Describe Plans & Activities Supported: Schedule timely messages with IT for auto-release via student portal and faculty messaging. Write and test market message content with students. Ensure faculty have a copy of student notices.</p> <p>Lead: H. Aguilera Planning Unit Priority: High</p>	<p>Reporting Year: 2017-18 % Completed: 25</p> <p>A link to the OEI online learning readiness (Quest Program) videos and modules is embedded within every online class's schedule note in the schedule of classes. There's no tracking of usage, which makes judging this resource's effectiveness difficult. Locally and among OEI Consortium colleges, usage of this resource is low. (06/09/2018)</p>

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

<p>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).</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 75</p> <p>The DL Amendment Form (curriculum) and SPOT (online teaching certification) were revised this year to incorporate DL best practices in ensuring regular and effective contact, accessibility, and overall course design.</p> <p>Additionally, all faculty have access to a new Canvas template for each term, with instructional support and student support resources embedded. (06/09/2018)</p>
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<p>DL Regulatory Compliance - Combined this goal with "DL Best Practices"; this goal can be archived as it is redundant.</p> <p>Continue to ensure compliance with DL regulations including use of OEI funded tools: accessibility, regular and effective contact, last day of attendance, authentication, comparable student support services</p> <p>Status: Archive</p> <p>Goal Year(s): 2016-17</p> <p>Date Goal Entered (Optional): 09/01/2016</p> <p>Date Goal Archived/Inactivated (Optional): 06/11/2018</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 75</p> <p>The revised DL Amendment Form (curriculum) and SPOT (online teaching certification) helps ensure compliance with DL regulations by incorporating DL best practices.</p> <p>Additionally, the use of Canvas and its several functions along with training in course design facilitate compliance with DL regulations. The embedded tools such as VeriCite support authentication. (06/09/2018)</p>
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<p>Efficiency of DL Processes - Improve efficiency of DL processes and regulatory compliance by streamlining campus processes and</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 75</p> <p>By 2017-18, we have accomplished nearly all we set out to do:</p>
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<p>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>Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>-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.</p> <p>-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.</p> <p>-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 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) (06/09/2018)</p>
<p>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.</p> <p>Status: Active Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 50</p> <p>The DL Faculty Coordinator communicates regularly with DL faculty via listserv:</p> <p>-New DL Amendment Form (streamlined, with sample language and examples)</p> <p>-OEI course review: inviting more faculty/courses to participate in OEI</p> <p>-The inaugural online teaching web-conference Fall 2017 (CO & DECO)</p> <p>-PD for DL faculty, e.g., semi-annual Canvas Intensive, course design, accessibility</p> <p>-No progress: a communication timeline based on faculty work (academic calendar) and needs.</p> <p>-Gap: need to communicate with them more regularly/topically about DL teaching, learning, and statewide issues pertaining to DL (06/09/2018)</p>
<p>No Funding Requested - None</p>		

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
	<p>Describe Plans & Activities Supported: Re-design faculty resources webpages based on faculty feedback and timeline/need for key information. Lead: Sandra Weatherilt Planning Unit Priority: High No Funding Requested - None Describe Plans & Activities Supported: Coordinate faculty development activities with teaching/learning center and other departments Planning Unit Priority: High</p>	
<p>Faculty Using Learning Management System (LMS) - Combined this goal with "Increasing faculty use of Canvas".</p> <p>Increase the number of faculty using the learning management system (Moodlerooms for one more year 2016-17; then Canvas 2017-2019) to engage students. 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>Status: Archive Goal Year(s): 2016-17 Date Goal Entered (Optional): 09/01/2016 Date Goal Archived/Inactivated (Optional): 06/11/2018</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 50 Canvas usage increased by 105% from Spring 2017 to Spring 2018. About 731 faculty (including FT and PT), or 50% of faculty use Canvas. No comparative data on number of MR users in Spring 2016. Canvas allows wider usage than the MR contract allowed: credit and noncredit; instruction and professional development.</p> <p>-No progress on using Canvas for emergency preparedness, but possible for 2018-19 and beyond. (06/09/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Expand DL Course Offering - - 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. -Encourage areas without DL courses to create new DL courses in order to enable 100% online completion of certificates and degrees. -Recruit faculty to become SPOT certified if there is only one or two who are eligible to teach DL in that course/department. -Dramatically increase the number of DL courses and the number of sections offered in the Course Exchange . Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 09/01/2016</p>	<p>No Funding Requested - None Describe Plans & Activities Supported: Inform faculty and managers of the process to create DL courses and to get SPOT approved to teach them. Implement regular DL course review during the 4-year curriculum review cycle to ensure currency of existing DL courses. Activities include brief visits to department and division meetings, messages by email, portal self-service, and members of Distance Learning Committee. Lead: Sandra Weatherilt and Meghan Chen Planning Unit Priority: High What would success look like and how would you measure it?: 25% increase from 2015-16. At least one new discipline or general education area developed a new DL course. Full Funding Requested - An increase of 20% reassigned time for DL Faculty Coordinator and another 20% for Assistant DL Faculty Coordinator (this resource request is made here, but it goes through the annual negotiations process) Describe Plans & Activities Supported: -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. -Encourage areas without DL courses to create new DL courses in order to enable 100% online completion of certificates and degrees.</p>	<p>Reporting Year: 2016-17 % Completed: 50 DL courses have grown by 1.5 times over last year (from 8 to 20 new courses). 2014-15: 3 courses 2015-16: 8 courses (1.6 times higher than 2014-15) 2016-17: 22 courses (20 brand new; 2 regular review) (1.5 times higher than 2015-16) Twenty-two (22) new distance learning courses were approved (18 in Spring 2017). A majority of the courses were in departments new to distance learning: AGAG 1, AGOR 1, AGOR 4, AGOR 5, AGOR 24, AGOR 64, ANTH 5, ANTH 22, CISP 53, CISP 54, FASH 59, HIST 1, HIST 36, KIN 34, MUS 13, NF 12, PSYC 14, READ 90, READ 100, and STDY 85A. Twenty (20) new SPOT approved faculty as of June 30, 2017, a 53.8% increase compared to 13 in 2015-16 (9 in MR-based SPOT; 4 in SPOT 2.0). (08/02/2017)</p>

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-Recruit faculty to become SPOT certified if there is only one or two who are eligible to teach DL in that course/department.
 -Dramatically increase the number of DL courses and the number of sections offered in the Course Exchange .
Lead: Meghan Chen
On-Going Funding Requested (if applicable): 10000
Type of Request: Staffing
Planning Unit Priority: High
What would success look like and how would you measure it?:
 Continued increase of new DL courses especially in areas that do not have any DL.
 Continued increase of SPOT approved faculty over the previous year.
 An inventory of DL courses approved aligned with SPOT approved faculty who can teach the courses.
 An Increase of OEI aligned courses for the Course Exchange
Documentation Attached?: Yes

<p>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</p>	<p>Report directly on Goal</p>	<p>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)</p>
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learning center created for faculty.
Status: Active
Goal Year(s): 2016-17
Date Goal Entered (Optional):
 09/01/2016

<p>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.</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. Status: Active Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2017-18 % Completed: 100 2017-18 marks the college's first full academic year using Canvas exclusively, and faculty and students seem satisfied with the tool. (In 2016-17, the college ran two LMS as we planned for the transition to Canvas.) (06/09/2018)</p>
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<p>Implement Online Education Initiative (OEI) activities - Implement OEI activities leading to activating the statewide Course Exchange: faculty participation in OEI Course Review, offer classes in the Course Exchange, use of OEI teaching tools (Canvas, Vericite, and Proctorio), and student use of success tools (Quest Readiness Program, NetTutor, online counseling via Cranium Café). Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional):</p>	<p>Full Funding Requested - (Need reiterated here, but same as previously stated) 20% additional reassigned time for DL faculty coordinator for new DL courses in areas without DL, new courses in OEI Course Exchange 20% additional reassigned time for Assistant DL faculty coordinator to increase SPOT completion</p> <p>Describe Plans & Activities Supported: 1) Recruit faculty to have their DL courses go through OEI</p>	<p>Reporting Year: 2017-18 % Completed: 25 Implementation of OEI activities and tools continued in 2017-18, to varying degrees of progress, without a single additional college-funded resource. -Mt. SAC had 4 faculty submit courses for OEI review, and ended with 7 courses. More resource is needed to expand publicity and support to faculty (including a local POOCR course review process, which needs to be aligned/integrated with the local DL course review process - how?) -Faculty use of Canvas, VeriCite, Proctorio, and Cranium Café for counseling needed far more support than existing resources can provide. Canvas - maybe 50% of faculty use it.</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>08/16/2016</p>	<p>Course Review and approved for the Course Exchange (Meghan Chen as Single-Point-of-Contact or SPOC)</p> <p>2) Facilitate monthly OEI local implementation meetings to prepare for going live in the Course Exchange by registration for Spring 2018. (M. Chen)</p> <p>3) Promote high quality distance learning course design, including universal design and "human presence" principles.</p> <p>4) Inform implementation of OEI tools based on instructional needs and student learning needs.</p> <p>5) Promote faculty use of state-subsidized tools: Canvas, Vericite, Proctorio, and others (e.g., 3CMedia, CCC Confer (Zoom), MERLOT, Ally for accessibility compliance) to improve DL and comply with federal regulations. (DL faculty coordinator; DL committee; FCLT)</p> <p>6) Promote student use of success resources and tools: embed the Quest Program in schedule of classes and as first-week activities in DL classes; NetTutor and local online tutoring services; online counseling using Cranium Café. (New DL Student Success Team (starting with LLR); Counseling and teaching faculty within OEI pilot team.</p> <p>Lead: Meghan Chen On-Going Funding Requested (if applicable): 10000 Type of Request: Staffing Planning Unit Priority: High What would success look like and</p>	<p>Vericite has 400 faculty users, about 28% of faculty. Proctorio has 2% users. Cranium Café implementation for a pilot saw maybe 8 counselors use it, and since April 2018, usage has stalled despite the entire Counseling dept. adopting it.</p> <p>-Student use of resources could also use a lot more staff time/effort. Of all student tools, NetTutor has the most usage, with a 130% jump from 2016-17. The FCLT and LAC have begun discussion on how to provide workshops and self-paced training on these resources/tools, for implementation in 2017-18.</p> <p>Unfunded resource requests from 2016-17: -The new position of Instructional Designer requested in 2016-17 was ranked #1 from the LLR Division; however, it did not get ranked at all at the Instruction Team prioritization. -The requested additional reassigned time was also not prioritized because it goes through the negotiations process; these requests are being heard in the 2017-18 negotiations process.</p> <p>The OEI subsidized \$400,000 worth of resources to Mt. SAC. That in-kind resource provided faculty and student support for which the College did not have to pay. Additional human resources are needed in order to maximize the resources offered via OEI, so that Mt. SAC participation in OEI would be far more robust, as it will need to be for the next iteration of OEI effective January 2019. (06/09/2018)</p>

Unit Goals

Resources Needed

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

how would you measure it?: 10% increase compared to last year:
Number of OEI courses and sections for the Course Exchange
Usage level of OEI tools by faculty and students

Documentation Attached?: Yes

Full Funding Requested - Director of Distance Learning/Educational Technology

Describe Plans & Activities

Supported: 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

On-Going Funding Requested (if applicable): 135000

Type of Request: Staffing

Unit Goals

Resources Needed

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

Planning Unit Priority: High
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
Documentation Attached?: Yes