

Mt. San Antonio College

Year-End Report to Academic Senate, Spring 2024

Contact & Resources Information

Program: Distance Learning

Coordinator: Carol Impara, cimpara@mtsac.edu, ext. 6369; LTC 227

Committee: Distance Learning Committee (DLC)

Members: Romelia Salinas and Carol Impara, co-chairs

Joshua Cabrera, Sable Cantus, Katie Datko, Matthew Dawood, Michael Dowdle, Luis Echeverria-Newberry, L.E. Foisia, Lauren Greenberg, Hong Guo, Mike Hood, Tammy Knott-Silva, Catherine McKee, John Norvell, Sonia Ortega, Eric Turner, Sandra Weatherilt, and Dulcerina Penasales, student representative. Dana Johnson substituted for Matt Dawood at the end of the year.

Distance Learning Committee Home Page

<http://www.mtsac.edu/dlc/>

Distance Learning Program Home Page

<http://www.mtsac.edu/distancelearning/>

AP 4105 on Distance Learning

<http://www.mtsac.edu/governance/trustees/apbp/AP4105.pdf>

Distance Learning Program Faculty Resources Page

<http://www.mtsac.edu/distancelearning/faculty.html>

Distance Learning Program Student Resources Page

<http://www.mtsac.edu/distancelearning/student-home.html>

Skills and Pedagogy for Online Teaching (SPOT)

<http://www.mtsac.edu/distancelearning/spot.html/>

SPOT Equivalency (SPEQ)

https://www.mtsac.edu/distancelearning/spot_equiv_alency.html

SPOT Recertification Page

<https://www.mtsac.edu/distancelearning/spotrecert.html>

SPOT-Certified Faculty

<https://www.mtsac.edu/distancelearning/spot-faculty.html>

DL Amendment Forms

<https://www.mtsac.edu/dlc/dl-forms.html>

Approved DL Amendment Forms

<https://www.mtsac.edu/dlc/approveddlalpha.html>

California Virtual Campus at Mt. SAC

<https://www.mtsac.edu/distancelearning/cvc-exchange.html>

Faculty Center for Learning Technology Home Page

<http://www.mtsac.edu/fclt/>

Classroom Visitation Evaluations of Distance Learning Faculty – form H.4.c

Student Evaluations of Distance Learning Faculty – form H.2.e

Canvas

<https://mtsac.instructure.com/>

The DL Faculty Coordinator sits on the following committees/councils:

- FPDC
- C&I

The DL Coordinators have participated in the following ad hoc workgroups over the past year.

- Canvas Merging Shells workgroup
- RSI workgroup
- DL Form workgroup (C&I)
- Work Experience workgroup (C&I)
- SPOT subgroup of the DLC
- Equity subgroup of the DLC

Distance Learning Committee Purpose and Function

Purpose:

The purpose of the Distance Learning Committee is to discuss, review, and evaluate distance learning modes of instruction, and recommend best practices and new opportunities for distance learning and teaching that promote equitable access and student success.

Function:

- Evaluate and recommend approval of Distance Learning Course Amendment forms.
- Recommend policies and processes pertaining to distance learning.
- Evaluate and recommend a variety of effective practices, standards, and professional development for distance learning that promote student equity and success.
- Support sharing and collaboration among distance learning faculty by working with the Office of Distance Learning and Instructional Technology, Information Technology, Faculty Professional Development Council, and the Education and Technology Committee.
- Coordinate with campus committees and other constituencies with regards to distance learning.
- Support accreditation processes.

Distance Learning Committee Goals 2023-24

Goal #1: Communicate to the campus community by maintaining an up-to-date website.

Links to College Goal # 6

Completed Outcomes/Accomplishments

The DLC coordinator updates the DLC website with Committee minutes and annual reports. The DL Coordinator also updates the DL listserv.

The DL coordinators maintain the smartsheet that lists SPOT-certified faculty and faculty that have achieved SPOT recertification. This smartsheet is accessed via a separate webpage.

The DL coordinator also maintains the webpage with the alphabetical list of approved DL Amendment Forms.

Goal #2: Review/revise/approve Distance Learning Amendment Forms.

Links to College Goal # 6

Completed Outcomes/Accomplishments

As of June 1, 2024, the DLC approved **over 420** courses in the 2023-24 year.

Comparisons:

- 2022-2023** -- DLC approved 228 courses
- 2021-2022** – DLC approved 265 courses
- 2020-2021**—DLC approved 979 courses
- 2019-2020** – DLC approved 156 courses
- 2018-2019** – DLC approved 68 courses
- 2017-2018** – DLC approved 94 courses
- 2016-2017** – DLC approved 22 courses
- 2015-2016** – DLC approved 9 courses

Goal #3: Provide input, recommendations, and support for Mt. SAC's participation in the California Virtual Campus (CVC) Consortium, Course Exchange, and local Peer Online Course Review (POCR) team activities.

Links to College Goal # 2, 3

Completed Outcomes/Accomplishments

The DL Coordinator and Director of Distance Learning and Instructional Technology submitted a GPS grant to fund a continuation of the POCR process. It was not funded. The DLC supports continuing POCR. Distance Learning will continue to search for funding. Mt SAC currently has 44 badged courses, all of which were completed before the last SEAP grant ended in June 2023.

Goal #4: Provide guidance/input to Distance Learning Coordinators and Instruction on DL Amendment Forms as part of the curriculum process.

Links to College Goal # 6

Completed Outcomes/Accomplishments

Over summer 2023, the DL Coordinator worked with members from DLC and curriculum to construct a new Distance Learning Amendment Form, the first real overhaul of this college's DE Addendum in 20 years. The form was revised to be faster to fill out, meet current regulations, and focus on distance learning pedagogy, including accessibility and RSI.

The DLC recommended the form for approval to Senate, where it was approved in November 2023. Faculty began using it in December 2023. The form has enabled faster completion and review.

The DL Coordinator worked as part of a C&I subgroup over winter 2024 to determine how to integrate DL Amendment forms into WebCMS. The form will be integrated as a supplemental form.

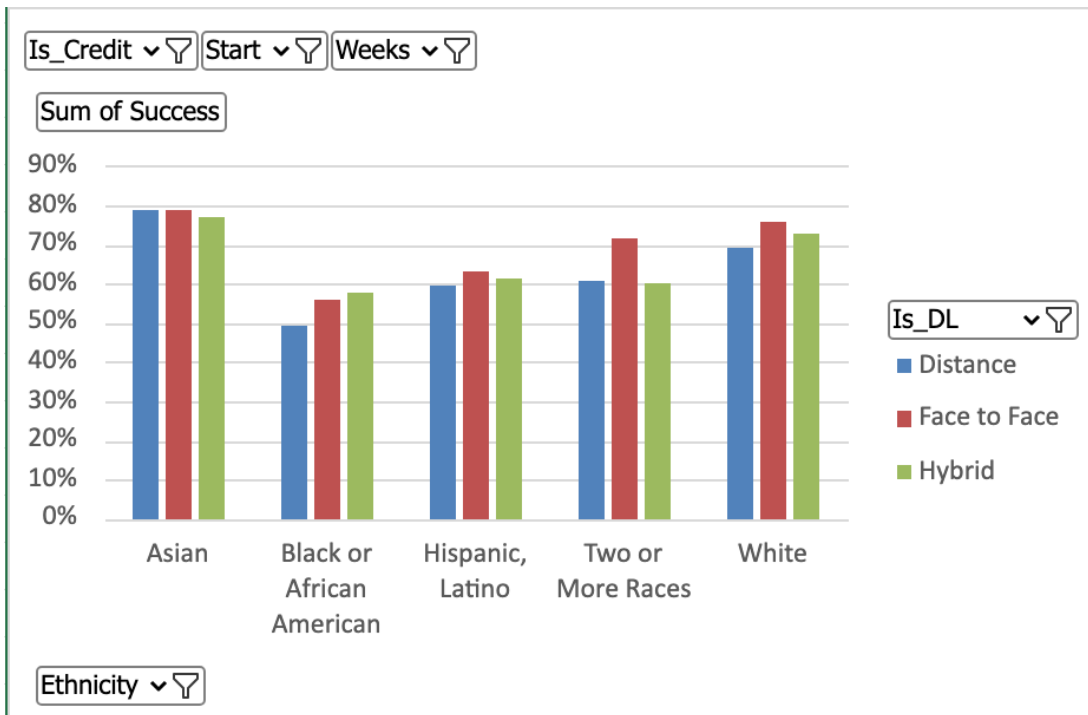
Goal #5: Make recommendations for improving equity and success for diverse online learners based on various data sources and make recommendations to address gaps in online support.

Links to College Goal # 1, 2, 3, 4

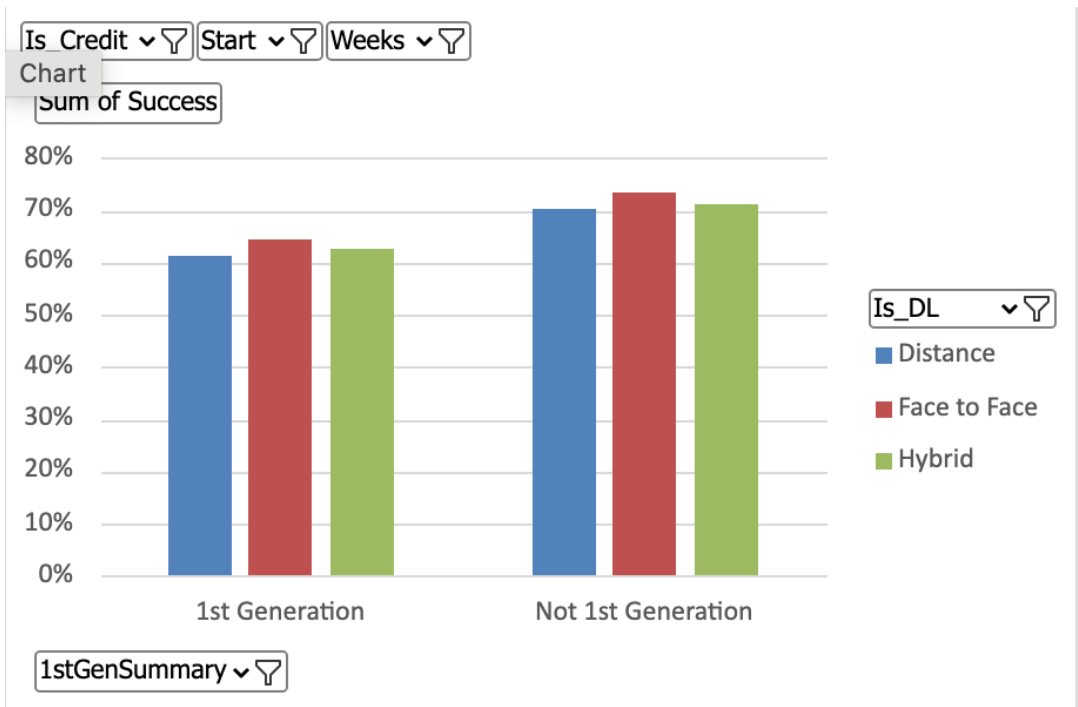
Completed Outcomes/Accomplishments

The DLC formed a subgroup to examine equity gaps in more detail. A representative from RIE, John Barkman, worked with the subgroup. Data sets for success were either very large and unwieldy or very small, making conclusions difficult to draw.

- Mt SAC data is similar to success data throughout the state. There continue to be discrepancies in success by equity group both in online and in-person classes.
- In general, there are not significant differences in success between DL and in-person courses in different racial groups, except for Black or African American students, who are less successful in online courses but more successful in hybrid courses. Asian students have the highest success rates.



- Low-income students show *less* difference in success by modality.
- Twice as many online students are first generation than non-first generation.
- First generation students are less successful in all modalities of classes including online.
- A comparison of success in 8-week vs 16 week courses demonstrated lower success rates in 8 week classes, especially for Hispanic and Black/African American students.



Online success is due to many variables. Some success may be related to pedagogy. Variables not related to pedagogy reflect student readiness and expectations, technology, time commitments and other barriers.

A brief deep dive was done in one course. There was a small data set, but there was evidence that FT faculty had more successful students than PT.

The subgroup recommended creating and launching a student survey about online education to address variables that impact online success.

Goal #6: Review/recommend faculty training and processes for distance learning certifications.

Links to College Goal # 1, 3, 4, 6

**Completed Outcomes/Accomplishments
SPOT (Skills and Pedagogy for Online Teaching)**

SPOT continues as Mt. SAC’s principal training for online teaching. It is an asynchronous, self-paced, direct-assessment course. The SPOT course and review process is overseen by the Assistant DL Coordinator.

- Since May 1, 2023, **131** faculty have been newly online certified.
- As of June 1, 2024, **946** faculty are certified to teach online at Mt. SAC.

Comparison to previous years:
 2022 – 2023: 81 faculty newly online certified.
 2021 -- 2022: 298 faculty newly online certified
 2020 – 2021: 211 faculty newly online certified
 2019 – 2020: 45 faculty newly online certified

2018 – 2019: 49 faculty newly online certified
 2017 – 2018: 29 faculty newly online certified
 2016 – 2017: 20 faculty newly online certified
 2015 – 2016: 10 faculty newly online certified

SPOT Recertification

- 38 faculty achieved recertification by the July 31, 2023 deadline.
- As of June 1, 2024, 128 of 200 faculty whose recertification deadline is July 31, 2024 have achieved recertification.

DLC approves SPOT recertification training. The following trainings were *newly* approved during 2023-2024.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Interactive Touches for a More Engaging Online Course • Top Tips for Student Friendly Courses • Leveraging AI for Your Teaching (asynchronous online) • Managing Quizzes and Exams in Canvas • Assessment in Digital Learning (@ONE) • 10-10-10: Communication That Matters (@ONE) • Spring @ONE webinars • WebAIM Accessible Document Training • Pronto 101 • Pyramid Exams | <ul style="list-style-type: none"> • RSI one-on-one workshops and group workshops • Assessing Your Online Course for RSI • Generate Teaching Ideas with Generative AI • Canvas Announcements and Discussions Redesign • Humanizing 3: Building Community with Your Online Students • Maximizing Canvas Courses for Mobile Use • Generative AI & Equity Considerations in the Online Learning Environment |
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New Training Initiatives

Since it has been 6 years since SPOT 2.0 was launched, a DLC subgroup reviewed and began revisions on SPOT to take advantage of SPOT completer feedback and CidiLabs design tools.

The subgroup reviewed a SPOT completer survey administered by ODLIT and found the following trends: Findings:

- Overall perception of SPOT was very positive. There were callouts for the value of the individual feedback and mentoring given during the certification process.
- The subgroup agreed on the following:
 - Canvas skills (or the lack thereof) comprised a great barrier. The subgroup advised reaching a certain proficiency or taking a Canvas course such as “Growing with Canvas.” The subgroup recommended that a short proficiency test or questionnaire should be included with SPOT sign ups.
 - A template with sample orientation pages should be provided to new SPOT enrollers – they can chose whether they wish to use them or not.
 - Additional methods of SPOT provision should be investigated since not everyone prefers the self-paced format (but some do). Most respondents agreed that an online course should be offered online.

Choices with percent respondents included:

- 8 weeks of facilitated online meetings - 22%
- Self-paced - complete checkpoints with feedback at the end of each module - 17%
- Self-paced - as it is now: all work submitted at the end of the course - 17%
- Intensive - 8 half-days facilitated workshop sessions - 16%
- Intensive - 4 full-day facilitated workshop sessions - 12%

- 8 weeks of facilitated in-person meetings - 11%
- 8 weeks of asynchronous facilitation in a cohort - 5%
- Short instructional videos and more samples were requested.
- There will be expansion of RSI instructional content and another task in which faculty will develop an “RSI Plan” to submit to their department chair in accordance with 13. A.5.

The instructional designer Michelle Newhart is revising the course shell with CidiLabs to make it more interactive and attractive. The new course shell will hopefully be ready to use in Fall.

Goal #7: Review and make recommendations to update and communicate policies and procedures as they pertain to Distance Learning, such as a Distance Learning Handbook.

Links to College Goal # 6

Completed Outcomes/Accomplishments

The DLC completed a draft of a new Distance Learning Handbook, which was sent to Senate Exec and the Accreditation Team for review. The 50-page handbook covers Definitions, Regulations, Procedures, Essential Elements, and Best Practices. The Handbook will be formatted by the FCLT and will be attached to the DLC website for ongoing faculty review.

The DL Coordinator made quarterly reports to Academic Senate to communicate policy and procedure changes.

Goal #8: When requested by Faculty Association, make recommendations to address contract language related to Distance Learning.

Links to College Goal # 1, 3, 4, 6

Completed Outcomes/Accomplishments

The Distance Learning Coordinator and Assistant Distance Learning Coordinator met with Faculty Association representatives occasionally to discuss parts of Article 13. Either the DL Coordinator or Assistant Coordinator, as well as members of DLC, served on the continuation of the Canvas Merging Shells and Related Matters workgroup.

Goal #9: Provide leadership and input on educational trends pertaining to Distance Learning, including policies related to equity and accessibility.

Links to College Goal # 1, 3, 6

Completed Outcomes/Accomplishments

The DLC hosted Patti Quinones to go over data dashboards in preparation for investigating DL equity trends. This presentation primed the equity subgroup investigation described in item 5. A member of the Educational Technology Committee sits on DLC and serves as a liaison between the two committees.

Goal #10: Provide leadership and guidance for the college's compliance with Accreditation Standards pertaining to Distance Learning.

Links to College Goals # 1, 6

Completed Outcomes/Accomplishments

- DL Coordinators and members of the DLC met with the Accreditation Review Team on February 28. The DL Coordinator also attended the Accreditation Open Forum.
- The DLC created standards to meet "discussion facilitation" as part of Regular Substantive Interaction (RSI).
- The DL Coordinator and members of the DLC presented regularly on RSI.
 - The Coordinator and members of the DLC presented on the RSI rubric at Flex Day Spring 2024.
 - The DL Coordinator presented to the management team on the RSI rubric in mid-April.
 - The DL Coordinator presented on RSI considerations at the Joint Planning Session in May.
- The DL Coordinators have consulted with Senate Exec in an ongoing fashion on RSI review planning.
- The DL Coordinators, DLC, and ODLIT are working to determine what contact methods can be captured by Impact and other reports to demonstrate RSI.

Submitted by: Carol Impara, Distance Learning Faculty Coordinator