Progress Update on the Distance Learning Plan October 2018

Progress Update to Distance Learning Committee, November 24, 2020
Draft prepared by Meghan Chen, co-chair, Distance Learning Committee

Goal	Activity	Person(s) or Depts Responsible	Timeline	Intended Outcome	*Progress Update as of November 24, 2020*
Increase student success in online classes by 4% to reach parity with regular classes (baseline 2017-18 data)	• Promote online learning readiness videos (Quest Program) • Inform students on expectations in DL classes • Promote student support resources to students throughout the semester; encourage faculty to promote these resources • Continue faculty development in online course design and pedagogy to humanize the online learning experience	Distance Learning/Faculty Center for Learning Technology/ Counseling/ Tutorial Services & the Writing Center/ Library/ LLR Division	Each term	Overall student success rates in online classes will reach parity with regular classes (current gap is 4%)	*The gap in success rates between face-to-face (F2F) and online classes narrowed from Fall 2017 to Fall 2019:* *Fall 2017: 2.58%* *Fall 2018: 2.44%* *Fall 2019: 1.09%* *Source: Argos report SHR0036* *Promotion of student support resources:* *Messaging to faculty and students at strategic times of the semester through* *-Canvas Faculty Center* *-Mountie Student Hub* *-All-faculty email* *-DL faculty listserv* *Faculty development resources strengthened and/or implemented: e.g., SPOT, FOMAR, CidiLabs Design PLUS**, CVC Quality Rubric alignment by DL courses**

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Increase equity in student success in online classes by at least 2%. (baseline 2017-18 data)	• Focus marketing messages, images, and methods to specific ethnic groups with relatively lower success rates (Hispanic, Native American, African American) • Reach out to special programs for these groups to connect students to support resources such as online counseling and online tutoring. • Strengthen faculty development in online pedagogies that address equity achievement gaps	Distance Learning/Faculty Center for Learning Technology/ Counseling/ Tutorial Services & the Writing Center/ Library/ LLR Division/ Faculty Professional Development Committee & POD	Marketing each term; Faculty development ongoing	Student success rates of all groups will increase by at least 2%.	*Online success rates by racialized groups showed a mix of increase and decline:* *From Fall 2017 to Fall 2018:* *African Americans: dropped by 7.25%* *Asians: dropped by 0.26%* *Latinx: increased by 13.89%* *White: dropped by 0.50%* *From Fall 2018 to Fall 2019:* *African Americans: increased by 10.70%* *Asians: dropped by 1.04%* *Latinx: dropped by 10.15%* *White: increased by 7%* *Source: Argos report SHR0036* *Faculty professional development across the college encouraged equity and culturally responsive teaching: ACUE, CORA, and @ONE's Equity and Culturally Responsive Teaching course*.*

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Improve marketing distance learning to students	Make distance learning courses and information about DL easier to find: college webpages, DL webpages, schedule of classes, class search features, student portal, and other media to reach students. A sample DL course to show students what a DL class is like: i.e., show that there is regular and effective contact; student-student community; synchronize with OEI student readiness materials	Distance Learning/Faculty Center for Learning Technology/	2018-19	Students in focus groups will indicate they can locate information easier than the baseline group indicates.	*IT added an online class search filter "Open Online Classes" to display open seats in online classes* http://mtsac.edu/schedule *Through* Guided Pathways** *lens, Counseling, Library & Learning Resources Division, IT discussed (a) adding a computer icon to indicate courses available online on the career pathways page:* https://www.mtsac.edu/guided-pathways/ *(b) adding a tab "online programs" under "Select an info tab below to view available programs" to display entirely online programs for students who can only attend college by online modality.* *(This work was paused due to the pandemic.)*

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Improve marketing of online support services to students (DL and F2F)	Regular promotion of NetTutor, chat reference, student readiness videos, online counseling, online library resources	Counseling, Tutoring Centers, Library, Distance Learning, Marketing		Student awareness of and use of online services and resources will increase.	*Through Academic Support Coordination, we held Tutoring and Student Success Fairs (F2F and virtual); integrated* tutoring centers webpage *which informed Mt. SAC Online webpage during the pandemic.* *The LLR division team created and promoted the following:* • *Academic support content in Canvas for faculty adoption* • *Student Achievement workshops (e.g., how to navigate Canvas/tech tools)* • *Canvasadors** peer support on Canvas and tech tools* • *Library orientation, online workshops, and 24x7 chat with librarians* • *Free access to digital textbooks at the Library; Open Education Resources** to save money.* • *Online tutoring via Mt. SAC tutoring centers and NetTutor* nearly 24x7 multiple-subject tutoring.*

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Keep faculty, staff, and managers informed about distance learning	• New and improved DL processes such as automated curriculum review via WebCMS v. 10.0 • Any updates to SPOT processes • Routine pre-semester and end of semester messages to faculty about Canvas course shells • Student retention and success rates in online and hybrid classes • Regulatory or accreditation updates • Best practices in teaching, learning, student support for DL students; how to work DL into your program – proportionality of DL within your program? • Lit review of best practices in DL	Distance Learning/ DLC/ FCLT	2018-19 Ongoing	Faculty, staff and managers will report being better informed about distance learning.	• *DL Amendment Form elements are in WebCMS 10.0; faculty support sessions via POD calendar.* • *SPOT continuous improvement, e.g., accessibility, elements from CVC Quality Rubric* • *Messages to faculty via Canvas Faculty Center about upcoming course shells and key updates* • *Annual review of success data in online classes; annual DL report to the Board of Trustees shared at DLC and other groups* • *Regulatory or accreditation updates on DL shared with DLC, Accreditation Steering Committee, and others* • *Best practices shared from faculty to faculty via SPOT, Peer Online Course Review (POCR)** process, FOMAR, and SPOT Re-certification, @ONE Equity and Culturally Responsive Teaching***

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Maximize use of state-subsidized educational technology tools (Online Education Initiative and other statewide buys)	• Recruit faculty to use OEI tools such as Proctorio, Vericite, Readiness videos • Invite faculty to pilot various tools to support teaching online. • Share OEI-produced resources such as the Canvas templates built with Open Education Resources (OER)	FCLT/ Faculty/IT	2018-19 2019-20 2020-21	The number of faculty using OEI tools and resources will increase year after year.	*Faculty adoption of tools increased across past 3 years.* *CVC-funded tools: Canvas, Proctorio, Blackboard Ally, Labster, Cranium Café, NetTutor, Wellness Central, NameCoach.* *Improving Online CTE Pathways grants supported tools, pilots CidiLabs DesignPLUS, Pronto, Open Education Resources, Canvasadors* *College-subsidized tools: Screencast-o-matic for videos Otter.ai transcription tool Unicheck online plagiarism checker tool.*
Increase number of faculty certified to teach DL classes by 10% over the previous year (baseline 2017-18 data)	• Continue to update SPOT as needed • Invite faculty to participate in and finish SPOT • Identify equivalencies to SPOT such as @One training which will satisfy this requirement	Assistant DL Faculty Coordinator/ Instructional Designer/ Dean of LLR	Ongoing	The number will increase year after year.	*The number of SPOT completers:* • *2017-18: 40* • *2018-19: 32* • *2019-20: 89* *Total to date: 347 SPOT faculty FOMAR completed: 1,000+* *DLC continues to recommend programs that can meet equivalencies to SPOT.*

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Increase the number of new DL courses approved by 10% over the previous year as needed	• Promote students' interest and need to complete a certificate or degree online as needed • Recruit /Support faculty to develop new DL courses focusing on areas that do not have any DL courses.	DL Faculty Coordinator/ Dean of LLR/ Faculty/ Dept. chairs/ Deans	Ongoing	The number will increase year after year.	*The number of new DL courses increased in the past 3 years:* • *2017-18: 50* • *2018-19: 57* • *2019-20: 179* *-Identified 18 online CTE certificates*** *-Invited faculty to join CVC Communities of Practice for Public Speaking, Science Labs, and Math** *-Supported Natural Sciences faculty with Labster* and anatomy databases via Library.*
Increase the number of DL sections offered by 5% over the previous year as needed	Strategically increase online and hybrid classes in high demand courses.	Dept. chairs/ Deans	Ongoing	The number of online classes will increase year after year.	*The number of DL sections increased in the past 3 years:* • *2017-18: 5.5%* • *2018-19: 6.8%* • *2019-20: 94%*
Increase the number of DL courses ready for the Course Exchange	• Inform faculty about the Course Exchange, share the course review rubric, encourage participation • Recruit faculty to submit their DL courses for OEI course review	DL Faculty Coordinators/ Instructional Designer/ Dean of LLR	Ongoing	The number of courses will increase.	*CVC Online Education Initiative* • *2014-18: 5 faculty & courses aligned with CVC Quality Rubric.* • *2018-23: 3 faculty & courses met Quality Rubric review and got Mt. SAC certified as a Local POCR Campus**, which*

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	• Support faculty in that process				*enables local review of Quality Rubric aligned DL courses.* • *POCR pilot**: 18 faculty participated and made progress toward aligning their DL courses.*
Celebrate exemplary DL courses and practices	• Explore campus-level recognition for faculty	DL Faculty Coordinator/ Dean of LLR Academic Senate	2018-19 and beyond	There will be campus recognition of exemplary DL courses and practices.	*No progress toward meeting this goal as a campus-level award.*
Use data and information gathering for decision making and quality improvement	• Explore ways in which data on student learning and success may be gathered and used to improve their success rates • Explore ways in which faculty, staff, and managers may use student success data and learner analytics for quality improvement	Faculty/Deans/ DLC/FCLT/ Research	2018-19 and beyond	There will be examples of use of data to improve DL quality and student success rates.	*Student success data in online, hybrid, and face-to-face classes are shared annually at DLC, the Instruction Team, the Board of Trustees, and other groups.* *Discussions about student success data inform conversations about course design, faculty professional development, student support services, and marketing.*

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