

## Distance Education Plan: 2021-2022 Annual Progress Report

College Committee: Distance Education Advisory Committee (DEAC)

Three-Year Plan Dates: 2021 to 2023

Committee Members: Nick DeMello, Allison Hughes, John Perez, David Reed

To review College Goals, Strategic Initiatives, and Strategies, visit <https://www.canadacollege.edu/prie/canada-collaborates.php>

| College Goal (EMP): Student Completion/Success   |  |                       |   |
|--|--|-----------------------|---|
| Strategic Initiative (EMP): Improve completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling   |  |                       |   |
| Strategy (SEM Plan): 1.2 – Re-envision Distance Education to better support student completion and re-invigorate campus life   |  |                       |   |
| Plan Objective #1: Address ongoing equity gaps in online instruction to better support student completion  |  |                       |   |
| Actions  |  | Timeline              | Notes   |
| Work with PRIE office to track disproportionate impact data for fully online and hybrid course delivery  | College DEAC, College Antiracism Task Force            | Fall 2020/Spring 2021 | <a href="https://canadacollege.edu/prie/dashboards/disproportionate-impact.php">https://canadacollege.edu/prie/dashboards/disproportionate-impact.php</a> |
| Integrate the <a href="#">Peralta Equity Rubric</a> and focus on the key aspects of online courses that negatively affect online student persistence and/or success.   | DE coordinators, Instructional Technologist, ASLT Dean | Fall 2021 - ongoing   | <a href="https://cvc.edu/equity-components/">https://cvc.edu/equity-components/</a>   |
| <p>UPDATES</p> <ul style="list-style-type: none"> <li>• New Instructional Designer position will be key resource to work directly with faculty, provide ongoing PD to increase online equity</li> <li>• QOTL 1 includes Peralta Equity rubric</li> </ul> |  | Fall 2022/Ongoing     |   |

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| <p>QOTL 2 includes equity principles throughout</p>  |  |                                |  |
| <p>Prioritize equity-embedded principles and practices for online instruction professional development and training efforts, including Open Education Resources and Culturally Responsive Teaching and Learning pedagogy</p>   | <p>DE Coordinators/Online Education Team, ASLT Dean, District and College DEAC</p> | <p>Fall 2021 - ongoing</p>     | <p><a href="https://onlinenetworkofeducators.org/2019/04/09/a-closer-look-at-the-peralta-equity-rubric/">https://onlinenetworkofeducators.org/2019/04/09/a-closer-look-at-the-peralta-equity-rubric/</a></p>   |
| <p>UPDATE</p> <ul style="list-style-type: none"> <li>● Textbook Affordability Subcommittee (TAS) newsletter &amp; Library Guide page provide information on incorporating OER materials</li> <li>● TAS leads Flex sessions and OER Week events to build awareness of OER/ZTC.</li> <li>● Free College Initiative supports OER Adopter program to increase OER use in courses college-wide</li> <li>● Work underway to increase funding via local/regional entities for more free and reduced-cost internet access</li> <li>● College tech loan program provides essential tools for students to help address digital divide</li> </ul> |  | <p>Fall 2022 &amp; Ongoing</p> | <p><a href="https://canadacollege.edu/academicsenate/tas_textbookadoption.php">https://canadacollege.edu/academicsenate/tas_textbookadoption.php</a></p> <p><a href="https://guides.canadacollege.edu/OER/info">https://guides.canadacollege.edu/OER/info</a></p> <p>Digital onboarding is now a component of COLTS-Con, other bridge programs</p> |

College Goal (EMP): IMPROVE STUDENT SUCCESS

Strategic Initiative (EMP): Organizational Development

Strategy (SEM Plan): 1.2.1 – Create an online course offer pattern that supports some 100% online degrees and publicize through CVC.

Plan Objective #2: Define vision for a sustainable DE infrastructure to support peer review process and professional development

| Actions   | Responsible Party                      | Timeline                                     | Notes   |
|---|--|--|---|
| <p>ONLINE DEGREE GUIDANCE: In cooperation with sister colleges, build guidance outlining the commitment and resources for offering a degree fully online with CVC compliant classes.</p>  | <p>Cañada DEAC &amp; district DEAC</p> | <p>Spring 2021</p>                           | <p>Intended for programs to provide a realistic picture of preparations, expectations, costs and benefits of a fully online degree program.</p> |
| <p>EXCEL SYNC MECHANICS (P1): In cooperation with district IT, develop an export process to sync local course descriptions with the CVC course exchange.</p> <p>CVC Exchange Updates</p> <ul style="list-style-type: none"> <li>All 3 colleges completed process of becoming consortium members, established mechanics of listing our courses in the Exchange, added courses</li> <li>Next Steps: fully integrate our SIS with Exchange, allowing a much smoother process for students to enroll. This includes ITS support and VP's to help move forward</li> <li>Canvas Trust relationship: allows students to see Exchange courses in their college Canvas instance. Recommend academic senate feedback and work with them to support via written agreement</li> </ul> | <p>Cañada DEAC &amp; district IT</p>   | <p>Spring 2021</p> <p>Fall 2022/Spr 2023</p> | <p>Need to add flags to courses as certified and do-not-export. Need to develop a workflow for managing flags and sync.</p>                     |

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| <p>POCR TABLE: Establish a <a href="#">local peer course review process</a> for Cañada allowing it to certify a course-instructor pair as CVC compliant. Begin selective, volunteered course reviews and development. Upload select certified courses to Excel.</p> <p>UPDATE:</p> <ul style="list-style-type: none"> <li>Funding has been approved for a budget to support a team of course reviewers and to establish an in-house course review process</li> <li>Hiring of new Instructional Designer is a key element of this work</li> </ul>   | <p>Cañada DEAC &amp; local POCR</p>        | <p>Fall 2021</p> <p>Fall 2022 &amp; Beyond</p> | <p>Need funding for reviews. Begin evangelism to inform faculty of requirements and recruit faculty to develop classes. Suggest weekly meetings with faculty volunteers to support their design and development of CVC compliant classes.</p> |
| <p>Support the process to BUILD ONLINE PROGRAMS: Review POCR certified courses. Identify and support 2-4 pilot departments with a critical mass of compliant courses. Identify missing pieces and bring in support for design, development and delivery.</p> <p>UPDATE:</p> <ul style="list-style-type: none"> <li>Identify lead position to oversee POCR process, work with Deans to support programs. Along with individual course reviewers and Dean support, this is part of the larger support process that needs to be developed</li> </ul>  | <p>Cañada DEAC &amp; depts</p>             | <p>Fall 2021</p> <p>Fall 2022</p>              | <p>Work with department to build program descriptions for CVC and ensure all components classes are staffed and certified.</p>  |
| <p>Advise Divisions/departments in efforts to LAUNCH 2-4 FULLY ONLINE DEGREES: Provide guidance on how to build program landing pages, link from department pages. Link out to guided pathways and “enroll now” buttons. Submit program descriptions and landing pages for CVC certificates pages.</p> <p>UPDATE:</p> <ul style="list-style-type: none"> <li>See above references to next steps in CVC Exchange integration</li> <li>Work with Marketing department to explore methods for driving traffic and updating web information</li> </ul> | <p>Cañada DEAC, Cañada IT, &amp; depts</p> | <p>Spring 2022</p>                             | <p>Build a department “landing page” for each fully online degree. Link enrollment and guided pathways pages. Build “Cañada Online Learning” page featuring select programs and link landing pages.</p>                                       |

College Goal (EMP): Goal #3 – Organizational Development

Strategic Initiative (EMP): Strategic Initiative #4 – Expand use of “hybrid” courses

Strategy (SEM Plan): 1.2.4 - Expand the role of “hybrid” courses to realize the benefits of online while building and maintaining face to face community

Plan Objective #3: Develop ‘hyflex’ and updated ‘hybrid’ course modality recommendations to support the college’s adjustment to operations after COVID-19.

| Actions   | Responsible Party   | Timeline  | Notes   |
|---|---|---|---|
| <p>Define ‘hyflex’ and ‘hybrid’ modalities and what they will look like at Cañada moving forward in the wake of the pandemic.</p> <p>UPDATE:</p> <ul style="list-style-type: none"> <li>District DEAC/DTL work group has created a <a href="#">Modalities Definition document</a> to support district-wide alignment on these terms</li> </ul>      | <p>Cañada DEAC in collaboration with Academic Senate, and District DEAC.</p>  | <p>Summer 2021-<br/>Early Fall 2021</p>           | <p>Explore options for team-teaching and other approaches to address added complexity</p> |
| <p>Assess faculty and student comfort and readiness to move from 100% modalities into ‘hyflex’ and/or ‘hybrid’ modalities.</p> <p>UPDATE:</p> <ul style="list-style-type: none"> <li>Fall 2021 <a href="#">faculty</a> and <a href="#">student</a> surveys addressed this area and ongoing surveys will continue to gauge this each year</li> </ul> | <p>Cañada DEAC in collaboration with Academic Senate, and PRIE.</p>           | <p>Early Fall 2021</p> <p>Each Fall or Spring</p> | <p>Define desired outcomes; expanded enrollment, meeting student needs, others?</p>       |
| <p>Assess facilities and technology available on campus that have the capability of offering courses in ‘hyflex’ and/or ‘hybrid’ modalities.</p>  | <p>Cañada DEAC and Cañada Technology Committee in collaboration with ITS.</p> | <p>Early Fall 2021</p>                            | <p>Needs analysis required for IT, staffing, and support</p>                              |

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| <p>UPDATE:</p> <ul style="list-style-type: none"> <li>• By Fall 2022, <u>19 spaces</u> on campus will be updated to support multimodal teaching, events and activities</li> <li>• Working with ITS and Ad Astra admins to add technology details to room information. Additional step will be working with Deans and VP's to define a process for assigning rooms that aligns with tech needs and resources</li> </ul> |  | <p>Summer/Fall 2022</p>                              |   |
| <p>Make recommendations to PBC and Academic Senate for how Cañada should go about offering these modalities and what is required to realize desired outcomes.</p> <p>UPDATE:</p> <ul style="list-style-type: none"> <li>• Moving into next phase of CVC Exchange integration will help us prioritize offerings and modalities</li> </ul>   | <p>Cañada DEAC and Cañada Technology Committee</p> | <p>Late Fall 2021</p> <p>Fall 2022 &amp; Ongoing</p> | <p>Propose one or more approaches/models and explain key elements</p> |

College Goal (EMP): Goal #3 – Organizational Development

Strategic Initiative (EMP): Strategic Initiative #1 – Implement the Professional Learning Plan and establish a robust college-wide professional learning program

Strategy (SEM Plan): 1.2 Re-envision distance education to better support student completion and re-invigorate campus life

Plan Objective #4: Create and expand professional development programs specific to developing online skill-building for faculty.

| Actions   | Responsible Party  | Timeline   | Notes  |
|---|--|--|--|
| <p>Provide lunch and learn sessions for specific applications to support online development for faculty. These apps may include: Pronto, Panopto, and Zoom.</p> <p>UPDATE:</p> <ul style="list-style-type: none"> <li>• New Faculty Learning Coordinator position will work closely with Online Learning Team to develop content and provide support events</li> <li>• Explore newer options such as Active Class/ActiveCampus, to promote collaboration, build community beyond single Canvas course or limited program environments as with current options.</li> </ul> | <p>D.E. online instruction coordinators, Cañada D.E.A.C.</p> | <p>Summer 2021-Early Fall 2021</p> <p>Fall 2022 &amp; Ongoing</p> <p>Fall 2022</p> | <p>Review faculty surveys and align with goals of college AS and district AS/TTL</p> |
| <p>Streamline on-boarding and online training confirmation process for new faculty hires (adjunct and full-time).</p> <p>UPDATE:</p> <ul style="list-style-type: none"> <li>• The Online Learning Team has identified a new faculty onboarding component as a priority for our new Instructional Designer to support. This can connect to current plans for a new faculty/staff event around August Flex Day this year</li> </ul>   | <p>D.E. online instruction coordinators, Cañada D.E.A.C.</p> | <p>Early Fall 2021</p> <p>Fall 2022 &amp; Ongoing</p>                              | <p>Build on resources such as training tracker and digital badging</p>               |

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| <p>Track professional development through the Vision Resource Center. Integrate completed training with badges utilizing the state-sponsored VRC program.</p> <p>UPDATE:</p> <ul style="list-style-type: none"> <li>Additional staffing required to support the admin role of using VRC. Other campuses have 1.0 or more for their Instructional Technologist position, while we have less than 1.0</li> </ul> | <p>D.E. online instruction coordinators, Cañada D.E.A.C.</p> | <p>Early Fall 2021</p> <p>TBD</p> | <p>Align efforts with HR and CSM/SKY where necessary</p>                  |
| <p>Implement Q.O.T.L. training progress through the V.R.C. Inclusion of initial online certification, Q.O.T.L. #1 and integration of Q.O.T.L. 2.0</p>  | <p>D.E. online instruction coordinators, Cañada D.E.A.C.</p> | <p>Mid-Fall 2021</p>              | <p>Confirm lead person from our campus to complete VRC admin training</p> |



| Plan Objective  | Baseline Metrics/College Scorecard  | Other Measures | Notes   |
|---|---|----------------|---|
| Plan Objective #1   | Disproportionate Impact   |                |   |
| Reduce online success % gap for Black, Filipino, PI and Latinx students to zero by fall 2023  | Fall 2019 data: 20.2% gap for Black students, 16.6% gap for Pac. Islander students, 8.3% gap for Latinx students  |                | <a href="https://canadacollege.edu/prie/dashboards/disproportionate-impact.php">https://canadacollege.edu/prie/dashboards/disproportionate-impact.php</a> |
| <p>UPDATE:</p> <ul style="list-style-type: none"> <li>• Online course success data shows continued disproportionate impact for BIPOC students</li> <li>• New Instructional Designer position, increased use of OER, and support coordination between new coordinator positions will focus efforts on addressing this gap</li> </ul> |   |                | <a href="#">2016-2021 BIPOC student course success data</a>   |
| Plan Objective #2:  | # of online courses and degrees aligned and offered via CVC   |                |   |
| <p>At least 2 online degree courses aligned and available via the CVC Exchange</p> <p><a href="#">See update for CVC above</a></p>  |   |                |   |
| Plan Objective #3:  |   |                |   |
| Develop professional development programs specific to developing online skill-building for faculty.   | <ul style="list-style-type: none"> <li>• Target 70% percent trained report as reported in VRC</li> <li>• Target 100% online certification for faculty SP21</li> </ul> |                |   |

UPDATES:

- District DEAC work group has developed a 25 hour training program for faculty on all three campuses. Training includes technology and pedagogy focus
- Leveraged CTE Online Pathways grant funding to create a faculty repository for online instruction resources. This content will serve as a foundation to build on for faculty PD needs including orientations and individual support
- Spring 2022-Fall 2022: gathering feedback from governance groups that will inform the final rollout of the updated online teaching and online learning web sites:
- Once all feedback is received and reviewed, current sites will direct to these new pages

- Surveys conducted by Faculty Learning Coordinators
- Data gathered by incoming Instructional Designer on faculty participation

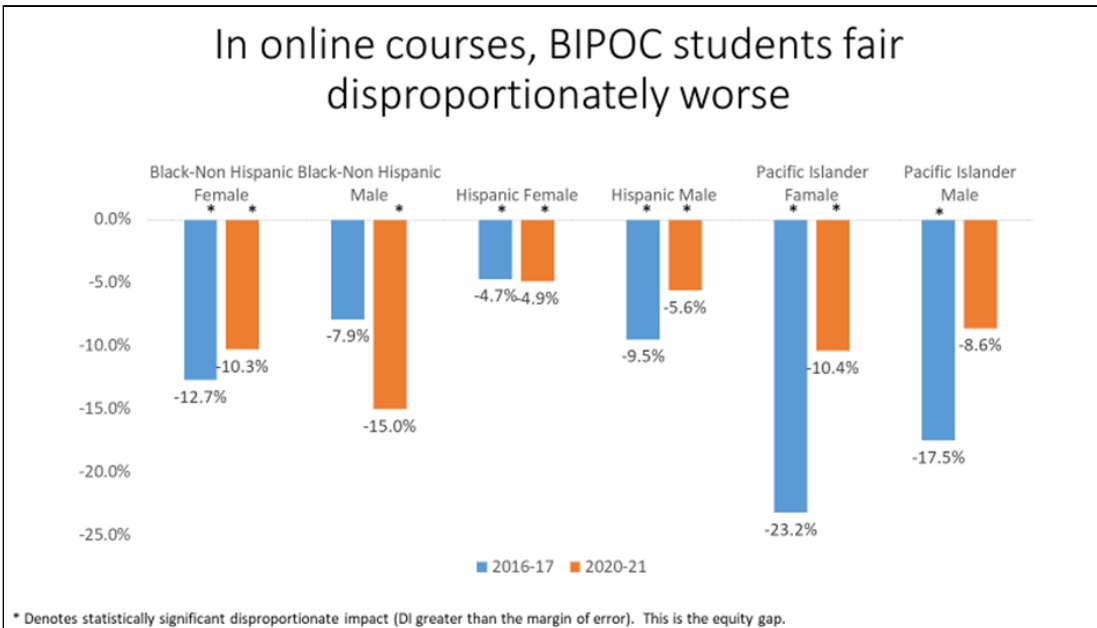
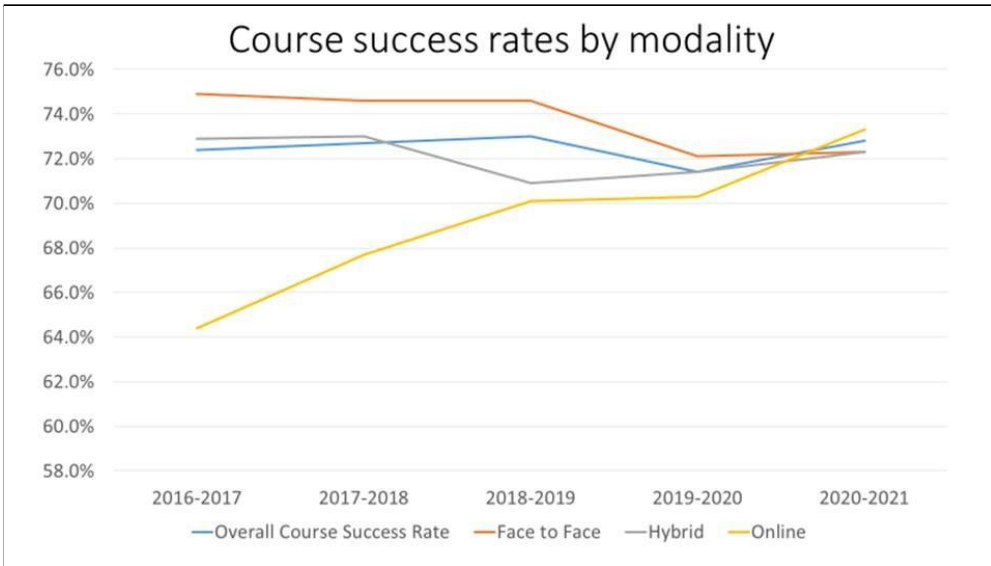
## Bigger Picture

- Dramatic changes to education have accelerated the rate at which colleges must adapt their approach to reaching students and aligning course offerings to meet changing needs. Students are demanding more flexibility and variety in course modality offerings and now have more choices for where and how to take their classes.
- The emergence of newer teaching modalities and increased online course offerings are just one aspect of ongoing, major enrollment shifts. These shifts require us to reach out to non-traditional students and create new ways for them to engage with us, and not only in terms of course instruction but also synchronous online student services.
- Budget Implications: For colleges that want to survive in this new landscape, there is a critical need to invest in this infrastructure.
- Pace of Change Implications: The COVID-19 pandemic and the resulting rush to move instruction and resources online confirmed the limitations of what can be done in a hurried, short-term timespan. One lesson from this is the critical need to keep the pace of our adaptation and development of online resources moving forward, or else we'll be far behind and trying to catch up.

## College Committee 3-Year Plan: Data-Tracking

### Baseline Metrics: College Scorecard

All committees regularly review college scorecard metrics pertinent to the purpose of their committee. Identify metrics or other measures to help the committee in tracking progress in meeting planned objectives in support of college goals. For example, considering the committee's plan objectives, what is important to measure? How will the College know if the objectives of the plan have been achieved? Consult PRIE for assistance.



Equity Measures

Where applicable, metrics used to establish baseline measures for successful outcomes should be disaggregated by student population and student type to ensure that no sub-population of Cañada students is disproportionately negatively impacted. Or if a sub-population is negatively impacted in the baseline data ensure the College is able to determine whether improvements have been made over the life of the Plan. Consult PRIE for assistance.