



Online Teaching & Learning

Program Review - Annual Update

2022 - 2023

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Annual Update Questions - Disciplines

1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.

The emergence of Multimodal instruction to provide more flexibility for students and faculty.

While the term HyFlex has been used frequently to describe the use of more than one modality in the delivery of instruction, SMCCCD does not currently offer any actual Hyflex courses as they are technically defined. A more accurate term for these newer course models in our district is 'multimodal'. The term multimodal is defined as a combination of teaching modalities. Multimodal is an umbrella term that includes, but isn't limited to, teaching modalities such as HyFlex, Hybrid, Partially Synchronous, and teaching different modality cross-listed sections. The multimodal instructional approach gives students more options and flexibility in what modalities they have to choose from for their courses. In today's climate, institutions must prioritize flexible, accessible learning constructs to retain student enrollment, and multimodal may be a way to do that.

The district has invested considerable resources to upgrade the room technology in buildings on all three campuses. As a result, there is a growing need to 1) train faculty and staff in the use of this technology, and 2) to provide professional development resources and strategies that allow faculty to integrate this technology and multimodal teaching approaches into their current instructional practice.

As a result of the increase in student demand for online and hybrid course offerings, 66% of the college's fall 2022 course sections (N=339) are in an online or hybrid modality.

An important related goal is our ongoing work to align courses and programs to CVC-OEI standards and list them in the Exchange (CVC Course Finder). This will provide additional pathways to completion for our students as well as enrollment support for our online programs.

2. Provide a summary of the progress you have made on the goals identified in your last program review.

Objective 1 - Provide DE Faculty Tools for Quality Online Instruction

We launched QOTL 2 in the Summer of 2021 to offer faculty a next step for training after completing QOTL 1 to provide further pedagogical development opportunities for faculty teaching online. The district-wide collaboration is providing a more efficient framework to offer this training and both levels of QOTL are offered multiple times each year.

- To date, we've trained xxx faculty through QOTL 1 and 2
- 105 (59 adjunct and 46 full-time) faculty are currently certified to teach online with us out of a total of 177 (111 adjuncts and 66 full-time).

3 Year Retraining Cycle:

All three SMCCCD colleges require a 3-year recertification cycle for faculty teaching online in an effort to maintain currency in their online teaching skills. One of the 2022-23 goals for the district Distance Education Advisory Committee is to define the recertification process more clearly and

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establish processes and criteria through the academic senate of each college. Related work includes:

- Tracking and managing the training status of faculty, which may be a project the district ITS Web Services team can help with
- Integrating confirmation of training status at time of hire for all faculty
- Aligning criteria and content needed to meet recertification requirement

Skills in Multimodal Pedagogy & Learning (SIMPL) is a district-wide collaborative training developed for faculty to prepare them for teaching multimodal courses. The first cohort of this training started in summer 2022 and the training is currently being revised and adjusted for future cohorts.

Objective 2 - On-Campus Technology Support for Students

The Learning Center has continued to expand its Tech Team. The Tech Team provides support to students and faculty experiencing challenges with technology equipment inside and outside the classroom. Due to increasing demand for in-class technology support from faculty, it may be necessary to identify a more instruction-focused support resource for longer-term classroom support needs.

Objective 3 - Secure Adequate Support for Distance Education Professional Development

Objective 4 - Broaden distance education course offerings to meet the needs of Cañada students

Objective 5 - Create New Instruction Technology Advisory Committee

3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Aligning courses with CVC and joining the CVC Consortium and Course Exchange: Hiring an Accessibility Specialist
In 2021 Canada College officially joined the consortium, along with our sister colleges in SMCCCD. Aligning online courses and placing them in the exchange will provide enrollment support for some of our low-enrolled courses and programs, and also provide our students with opportunities to "finish faster" by completing a course from the Exchange that satisfies a program.

In fall 2022 we launched our faculty Peer Online Course Review (POCR) team with a goal of aligning our first three courses to the Quality Reviewed standard per CVC-OEI.

Supporting Information

Online Teaching & Learning - Goals and Resource Requests

Goals

Goal Status

2 - Continuing (PR)

Goal Title

Provide DE Faculty Tools & Resources for Quality Online Instruction

Goal Description

Ensure all existing and new online/hybrid course instructors have met the minimum standards established for teaching in this modality, and that all have access to professional development and training in the areas of online student equity and online student support tools

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Online Teaching and Learning Team

Mapping

- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Be the best college choice for local high school students: X
- Connect students to the academic program(s) and classes they need: X
- Create and sustain an inclusive, antiracist, and equity-minded campus culture: X
- Strengthen K-16 pathways and transfer: X
- Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps: X
- Support innovative teaching that creates more equitable and antiracist learning environments: X

- CAN College Goals: (X - Selected)

CAN College Goals

- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X

Resource Requests

Item Requested

1 full-time Accessibility Support Specialist

Item Description

the Accessibility Support Specialist position provides support to faculty and staff related to the implementation of Universal Design (Accessibility) into instruction. In addition, this position will provide support for compliance with web accessibility, assisting in making web content more accessible to people with disabilities.

Status

New Request - Active

Type of Resource

Non - Instructional Personnel

Cost

\$121,919.33

Online Teaching & Learning - Goals and Resource Requests

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

increasing the adoption of Universal Design approaches and ensuring a high level of alignment with accessibility standards has been demonstrated to help close equity gaps, including the persistent gap in online course success for our racially minoritized students.

Critical Question: How does this resource request support Latinx and AANAPISI students?

increasing the adoption of Universal Design approaches and ensuring a high level of alignment with accessibility standards has been demonstrated to help close equity gaps, including the persistent gap in online course success for our racially minoritized students.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:

ASLT/Online Instruction

Position Title:

Accessibility Support Specialist

Is this position permanent?

Yes

Position Type

Full - Time

Provide # of months

12

Position: General Funds

Yes

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

This position is needed to support the work of aligning instructional and non-instructional content with federal and state accessibility standards. This position will primarily support the college's goals of 1) aligning online course content with state and federal accessibility standards and promoting the adoption of universal design standards for educational content, 2) ensuring college websites meet accessibility standards and universal design criteria, 3) serve as accessibility resource for the college to provide general guidance as it pertains to matters of instructional and non-instructional content accessibility.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

This position aligns with the mission of the college and most directly supports the college goals of Student Success, Access and Completion and Equity-Minded and Antiracist College Culture. By increasing the adoption of Universal Design approaches and ensuring a high level of alignment with accessibility standards, these goals will be advanced and more students will be successful in their educational pursuits.

3. Explain how adding this position will strengthen the department or division.

Adding this position will fill a vital need to ensure that instructional content is in alignment with state and federal accessibility requirements, and it will support the larger effort of building a culture of high quality course design as part of the local POQR framework the college has recently launched. This position will also be an important part of the Online Teaching and Learning team.

4. Explain how this work will be accomplished if the position is not filled.

If this position is not filled it will not be possible to ensure that our instructional materials are meeting accessibility requirements and moving towards the goal of incorporating Universal

Online Teaching & Learning - Goals and Resource Requests

Design standards. It will also limit our ability to close online equity gaps, which we know are positively impacted by the alignment of online courses with accessibility and UD standards.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor Name

David Reed

Date

10/06/2022

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested

Funding to support QOTL I and II

Item Description

Quality Online Teaching and Learning (QOTL) is the training we provide to faculty to ensure our online instruction meets a high quality standard for those just starting to teach online (QOTL I), and those who have the foundational skills and need an intermediate level of support and further exploration (QOTL II).

Status

Continued Request - Active

Type of Resource

Budget Augmentation

Cost

\$75,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Faculty preparation for online teaching helps to ensure that courses are designed well, are organized, and easy to access for students. QOTL also gives faculty an introduction to tools to make their courses accessible and engaging.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Faculty preparation for online teaching supports the development of courses that are designed well, are organized, and are easy to access for students. QOTL also gives faculty an introduction to tools to make their courses accessible.

Online Teaching & Learning - Goals and Resource Requests

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested

Budget support for Peer Online Course Review (POCR) Mentors, Reviewers, and Participants. This is the cost to provide compensation in fall, spring and summer for the groups of faculty who will serve in these respective roles.

Item Description

This funding will support the work of our POCR group to ensure that our online courses are high-quality and aligned with OEI and Equity standards. An extension of this work includes placement of our aligned courses into the CVC/OEI Exchange (course finder), which will be a tool for program stabilization and growth going forward. Our POCR efforts are also vital support for our QOTL 1 and QOTL 2 participants who need reviews and mentoring as they complete these trainings.

Status

Continued Request - Active

Type of Resource

Budget Augmentation

Cost

80,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Online courses aligned with the OEI rubric and Equity standards have a higher student completion percentage and lead to higher levels of online student persistence for marginalized and minoritized student populations.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This request supports our Latinx and AANAPISI students by ensuring they have high quality, equitable online courses available to them.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested

Funding for Skills in Multimodal Pedagogy and Learning (SIMPL) training.

Online Teaching & Learning - Goals and Resource Requests

Item Description

The SIMPL training introduces faculty to the new technology features in the recently upgraded multimodal classrooms and provides guidance and support for the development of new teaching methodologies and pedagogies. SMCCD Technology Professionals, Instructional Designers, Instructional Technologists, and DE Coordinators lead specific elements of this training. This training helps provides helpful tools for faculty to consider when thinking about redesigning their course for multimodal teaching and gives them the opportunity to engage in a community of practice with other faculty members who are teaching multimodal courses

Status

New Request - Active

Type of Resource

Budget Augmentation

Cost

\$60,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

An effective way to address equity gaps in hybrid and multimodal courses is to ensure that faculty teaching these courses have access to the support and resources they need to make these courses equitable, accessible, and engaging.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Our Latinx and AANAPISI students will be more successful in courses that are designed and taught in alignment with high impact teaching practices.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?