

**Educational Planning Committee**  
**Report for Academic Year 2016-2017**  
**Student Access 3.2**

Please keep the report to a maximum of 2 pages for each objective.

1. EMP Recommendation and Objective (Include narrative from 2015-2018 strategic plan)

**EMP Recommendation Student Access 3:** Support distance education and effective use of instructional technology.

**Objective SA3.2:** Faculty members are trained in best practices for instructional technology use.

2. What actions have been taken toward achieving the objective? Please describe. (reference action steps when relevant).

**Action Step 2.1:** Evaluate all DE courses against ACCJC's Guide to Evaluating Distance Education and Correspondence Education and the Course Design Rubric for the Online Education Initiative (OEI).

- The OEI rubric has been sent to all DE faculty. One-on-one meetings with faculty are held regularly to identify areas in their courses that need improvement to be in ACCJC and ADA compliance using a shortened version of the OEI rubric as a checklist.
- The rubric continues to be the focus of course development through the migration to Canvas.
- The adoption of the OEI rubric and best practices were integrated into the revised [AP 4105 Distance Education](#). The revised policy was approved September 20, 2016.
- The 2016-2019 DE plan has been vetted by DEC and the Academic Senate and is expected to be approved by College Council and the Board in April, 2017.
- All new DE faculty are now required to take the OESP course through @one which focuses on the online teaching standards outlined in the OEI rubric. Current DE faculty are also encouraged to take the course. Cost is covered by the DE program. So far, at least five faculty have completed the OESP course or are currently enrolled. In the next academic year, two faculty are planning to take the course as part of an IR&D and sabbatical.

**Action Step 2.2:** Provide faculty ongoing training on best practices in online learning, current trends in technology for online and onsite instruction, and increasing student engagement.

- [Fall 2016](#) Flex activities included a mandatory DE faculty meeting as well as workshops on Moodle, Universal Design & Digital Media, and Preparing Moodle courses for Canvas migration. All workshops included best practices in course design, engaging all learners, and accessibility.
- Faculty Canvas Mentor initiative began in October 2016. A call was sent out for faculty interested in becoming Canvas leads to the college. Faculty receive a stipend for participating. There are 12 faculty members currently teaching in Canvas during the Spring 2017 pilot. Their experience will guide college faculty through the migration.
- [Spring 2017](#) Flex activities included mandatory meetings for DE faculty and Canvas mentors in addition to the Preparing Moodle Courses for Canvas

- Migration workshop.
- [Weekly Canvas training](#) workshops began for all faculty in February, 2017. Additional information on free training through @one has also been provided.

**Action Step 2.3:** Prepare students to use Moodle with an online student orientation, hands-on workshops and updating and improving the DE website FAQs.

The new DE website launched at the end of February, 2017. The updated website includes information about Canvas and Moodle FAQs. In Summer 2017, we will pilot the Online Learner Readiness product called Quest that includes a diagnostic assessment using the [SmarterMeasure](#), multimedia tutorials, quizzes and supplemental resources such as FAQs and Canvas resources.

3. Are you on track to achieve this objective? What evidence supports your judgment of progress made toward this objective?

Yes. These action steps are ongoing to continue meeting the objective.

**Performance Indicator SA3.2:** All Distance Education courses meet a minimum score of 3 (Accomplished) based on the statewide Course Design Rubric for the Online Education Initiative (OEI).

This is a continual quality improvement effort and some strategies include faculty doing an informal self-evaluation of their online and hybrid courses. In Spring of 2018, after faculty have completed their course migration to Canvas, a Flex session will be conducted to facilitate a guided self-evaluation of their courses using the OEI rubric.

In the Canvas faculty training workshops that are currently being offered by the instructional technologist for transitioning Moodle courses to Canvas, the OEI rubric is used as the model for best practices in content development

4. Have you achieved this objective? Yes  No  If not, why not?

This work is ongoing and to successfully meet the objective requires a pedagogical shift in how to teach, engage, and assess students through technology.

Rating by Educational Planning Committee

*Activity:*

Red= No Progress

Yellow= Progress Being Made

Green= Complete

*Objective Met:* Yes \_\_\_\_\_ No \_\_\_\_\_