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| Logo_MtSAC_Blk_Solid_big**Distance Learning Committee**  **2021-22** |

**PURPOSE:** The purpose of the Distance Learning Committee is to discuss, review, and evaluate distance learning modes of instruction, and recommend and promote best practices and new opportunities for distance learning and teaching.

**FUNCTION:** The Committee's functions are to:

* evaluate and recommend approval of Distance Learning Course Amendment Forms
* recommend policy and processes pertaining to distance learning
* evaluate and promote a variety of effective practices and standards for distance learning that foster student equity and success
* support sharing and collaboration among distance learning faculty by working with the Faculty Center for Learning Technology, Information Technology, Faculty Professional Development Council, and the Faculty Learning Activities Committee
* facilitate the development of an ongoing Distance Learning Plan
* coordinate with campus committees and other constituencies with regards to distance learning
* support accreditation processes

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| **X** | Matthew Dawood | **X** | Michael Dowdle |  | Luis Echeverria-Newberry | **X** | L.E. Foisia | **X** | Hong Guo |
| **X** | Mike Hood | **X** | Carol Impara, co-chair | **X** | Tammy Knott-Silva | **X** | Catherine McKee | **X** | Stacie Nakamatsu |
| **X** | Michelle Newhart | **X** | Romelia Salinas, co-chair |  | Eric Turner | **X** | Sandra Weatherilt | X | Student Rep:  Carlos Romero |

Guest: Katie Datko, Ed Estes, Kelly Rivera

## **AGENDA – April 12, 2022**

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| **AGENDA ITEM** | **DISCUSSION/COMMENTS** |
| Approval of DLC minutes: assign themes  March 22, 2022 | Approved |
| Reports: |  |
| Educational Design Committee (EDC) /Curriculum and Instruction Council (C&I) (Carol) | DLC minutes of November 9, 2021, November 23, 2021, December 14, 2021, February 22, 2022 accepted. |
| Information Technology Advisory Committee (ITAC) Report |  |
| Faculty Learning Activities Committee (FLAC) Report (Catherine) | Has not met yet. |
| Faculty Center for Learning Technology (FCLT) Report (Michelle) | 1. SPOT Recertification – moved to 5/13 to allow for more time to promote workshops. Topics:    1. Regs Update    2. eIntegrity    3. Humanizing    4. Accessibility 2. [Online Teaching Conference](https://onlineteachingconference.org/) 6/29-7/1. 3. [Educause Annual Meeting](https://events.educause.edu/eli/annual-meeting/2022)    1. In person 6/8-6/10 in San Diego    2. Virtual 6/15-6/16 4. FCLT Annual Survey will be sent out this week. Keep eye out and encourage faculty to participate!   IIA, IIIC |
| Student Report | Please see student report (end of document) for April 12. |
| **DL Amendment Forms** |  |
| LATN 1H  LATN 2H LING 4  MENT 70L | Approved  Approved with minor edit week 3  Not recommended for approval – check topics with faculty  Approved with hours revision  IB9, IIA, IIIC |
| **Discussion** |  |
| SPOT and SPEQ Update | 782 faculty are currently SPOT certified  Number of faculty enrolled in SPOT: 524  SPEQ (SPOT Equivalency) is open and was announced in SPOT only on March 31. Two faculty submitted, and one appears almost ready for her course to be checked. The reviewers will use this course to norm reviews. Thanks to Michelle for the heavy lifting in getting the SPEQ process started.  SPOT submission deadlines:   * April 15 for summer 2022, and there is a flurry of resulting activity right now, including submissions. * May 1 for fall 2022   ***Carol and Catherine will design an all-faculty listserv email to share with faculty.***  IIA, IIIC, III14A |
| SPOT Recertification Request | Strategies for Developing eIntegrity  One of the most pressing concerns for faculty currently teaching online is how to create an environment conducive to attaining student learning outcomes and success while also maintaining integrity of content and assessments. This workshop will do a deep dive into *why* students may participate in various forms of unauthorized collaboration and *how* faculty can reframe the ways in which students engage in the course content to encourage deeper levels of critical thinking and collaboration through task and assessment design. (1 hour) **Workshop Outcomes:**  1. Define eDishonesty. 2. Identify the factors involved in academic eDishonesty. 3. Discuss and compile strategies that encourage critical thinking and collaboration in the online classroom. 4. Reflect on your course design to determine areas where you can apply workshop strategies and ideas.   ***Approved for SPOT recertification***  Note: Academic Senate Plenary passed Mt. SAC’s resolution on academic integrity! Congrats Kelly!  IIA, IIIC, III14A |
| Accreditation Processes | Accreditation prep is now going in full force! The DLC will be an essential component of preparing for the upcoming accreditation visit in Spring 2023.  **Accreditation Team Input**   * See ACCJC Guidelines (*Guide to Institutional Self-Evaluation* in the OneDrive folder; pertinent information below). * There will need to be some kind of internal audit before the Accreditation Team Visit. * Faculty have strongly registered that the process used in the last accreditation cycle did not follow shared governance procedures. * There are a variety of audits we can implement, including Canvas-centric audits***. Katie and FCLT will suggest options.*** * Katie and Carol met with the DE Coordinator of Citrus to go over her experience. They chose a random sample from a large pool of volunteer courses. * Accreditation team met with Senate President to make plans. See next section. * ACCJC presentation on what other community colleges have done can be a starting point (Community College RSI in the One Drive folder) * Accreditation team considerations/thoughts:   + There seems to be a gap after SPOT certification. Focus on RSI is an important step in maintaining good student outcomes.   + Last cycle’s flurry of action was viewed as uncollegial and potentially punitive. Ideally, Mt. SAC will construct a *sustainable* process that can benefit faculty and students in online education.   + Peer-to-peer mentoring/coaching has numerous benefits down the line. Support, connection, and inspiration are just a few of the positives that can result from a well-designed process that garners faculty buy-in.   + Incorporating incentives would attract more faculty.   **Accreditation Team Timeline**   * Spring 2022: Internal audit; communications; **planning process; update AP** * Summer 2022: Plan for Fall 2022 implementation; communications; seek funding; outreach to department chairs and divisions * Fall 2022: **Approval of AP**; training; process rollout * Winter 2023: Training; process * Spring 2023: Accreditation visit   IB9, IIA |
| Academic Senate Direction Under Consideration | Exec will consider directing DLC to do the following to support the transition from REC to RSI at the upcoming Thursday Senate Exec meeting. The following is on the agenda.   1. Review and update REC Rubric previously passed by Senate to address RSI (*regular and substantive interaction****)*** 2. Update AP 4105, and 3. Develop process for RSI review 4. Make recommendations for supporting DL faculty in the transition from REC (regular and effective contact) to RSI (regular and substantive interactive). [RSI compliance is the legal federal requirement that distinguishes the status of courses between distance education and correspondence courses.]   **Brainstorming**  **Rubric**  I like the idea of a rubric.  Use in Recertification process?  Create Flex day presentation to debut rubric  Don’t add another [formal] evaluation using the rubric  **Peer review**  It helps to see other faculty courses.  Have faculty do a self-evaluation.  Self-evals are done at other colleges (PCC, MSJC) and work really well. It allows outreach to faculty individually and it isn't overwhelming in terms of review/workload. Check out MSJC self-eval  Citrus does robust RSI eval but can be anxiety inducing  **Survey**  Should we send a survey to faculty to determine RSI and accessibility needs?  FCLT now working on annual survey  **Communication**  Let people know about accreditation – that will be important information  Lack of recognition or understanding of what RSI is in some faculty  Reach out to department chairs because faculty will read emails from their chairs.  Present to division meetings.  IB9, IIA, IIIA14 |

**Appendix E: Distance Education Review Guidelines**

The Commission Policy on Distance Education and on Correspondence Education (in compliance with federal regulation 34 CFR § 602.3) specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. In an effort to provide direction to colleges and peer review teams concerning the review of distance education courses as part of a comprehensive review, ACCJC has developed the following guidelines for the review of distance education courses. The guidelines below are suggested activities intended to promote consistency (1) in the way that institutions prepare for the peer review team, and (2) in the way that peer review teams observe distance education, especially online classes. Guidelines for Institutions

* The college should inform distance education faculty that the peer review team will “observe” a randomly selected cadre of distance education classes from the semester prior to the comprehensive review.
* The college should work with the team chair to provide a random sample of fully online distance education courses to observe. This sample should constitute 5% (not to exceed a maximum of 50) of the total number of distance education sections that were offered during the semester immediately preceding the semester of the comprehensive review.
* The college will provide peer reviewers with access to archived distance education classes from the semester immediately preceding the semester of the comprehensive review, affording them the opportunity to observe “regular and substantive” interaction through a full semester, quarter, or shortened term. Review of archived classes also ensures that the reviewers’ presence in the online class will not interfere with instruction or course design.
* The college should inform the peer review team of instructions for access to the randomly selected classes.
* In accordance with the Commission Policy on Public Disclosure and Confidentiality in the Accreditation Process, the college should expect that the peer review team will maintain confidentiality of student and instructor information. Guidelines for Peer Reviewers
* The team chair will appoint one or two team members to observe distance education classes.
* Peer reviewers should conduct their review of the random selection of courses provided by the college as part of their review of the ISER and evidence prior to the comprehensive review.
* Peer reviewers should evaluate the courses using the institution’s own definitions and expectations for regular and substantive interaction. Appendix E 106
* Considering the sensitive nature of such observations and acting in accordance with the Commission Policy on Public Disclosure and Confidentiality in the Accreditation Process, the peer reviewers will maintain confidentiality throughout the observations and report writing.
* Peer reviewers should triangulate their findings by confirming their observations through interviews with faculty and students who participate in distance education, and with managers or administrators who oversee distance education, and by using those interviews to uncover the root of deficiencies that they may have found in their observations.
* In keeping with federal policy § 602.17(g), peer reviewers should be able to ensure that effective student verification processes are being employed; that student privacy is protected; and that, if there are any additional charges for these services, the college has written policies that students will be notified of such charges at the time of registration or enrollment.

**Spring 2022 semester dates – 8 meetings –** as needed **(finals week, summer are possible)**

**DLC Meetings - 2nd and 4th Tuesdays at 1:15 – 2:45 PM online via Zoom**

DLC website: https://www.mtsac.edu/dlc/

DLC listserv: [dlc@mtsac.edu](mailto:dlc@mtsac.edu)

# **DLC Accreditation Themes:**

* IB9. Assuring Academic Quality and Institutional Effectiveness Academic Quality – Engages in continuous, broad based, systematic evaluation and planning
* IIA. Instructional Programs – Uses delivery modes, including DL, in support of equity
* IIB. Library and Learning Support Services – Provides library and other learning support services to support educational programs, including DL
* IIC. Student Support Services – Evaluates and demonstrates that student support services support student learning in various modes, including DL
* IIIC. Technology Resources – Provides support in the use of technology
* IIIA14. Human Resources – Provides all personnel with appropriate opportunities for continued professional development.

**Distance Learning Committee: Student Report**

**April 12th**

# Students / Educators of Distinction

* If you recognize any of the recipients, please congratulate them.
* If you’re interested in attending the ceremony on May 14, tickets can be purchased beginning April 18 through May 2 for $20 each in the Student Life Office (cash/checks only)

# First Peoples – Native Center

* Through the tireless work of Dr. Borella and the support of the Student Equity Committee, the first ever Native American Center will be opening soon!
* Dr. Audrey also did approve this request along with some funding to hire a Professional Expert.
* If you would like more information, please click on the link on the chat.
* Please let anyone you think that may be interested know of this open position.
* https://bit.ly/FPNCmtsac

# Scholarships

* April 18th is the deadline to submit the general application.
* Each year, Mt. SAC has over $400,000 worth of scholarships to give out to our students.

# Pizza with our President: Dr. Scroggins

* Pizza with our President will be at May 10th – 1:00 – 2:00 pm
* Student can sign up via our A.S website
* There are a few spots left
* https://www.signupgenius.com/go/20F0D4FA8AE2FA13-pizza

**Mt. SAC’s Got Talent**

* Will be on May 18th at noon via Zoom. Log in, and watch your fellow students perform and watch guest judges’ commentary and reactions to the performances.
* Audience members will vote for 1st, 2nd, and 3rd place recipients.
* Audience members will also receive a spirit pack via mail or pick up.
* 1st Place: $300 Prize Package
* 2nd Place: $200 Prize Package
* 3rd Place: $100 Prize Package
* More information on the A.S Website **Jammin’ With The Justices!**
* Come meet, hang out, and learn more about student court, the Judicial branch of associated Students.
* Wednesday, April 13 at 1:00 pm
* Students will meet via Zoom

# Associated Students Court

* A.S is looking for associated justices during the 2022-2023 academic year
* Applications are due May 9, 2022
* You can apply through the A.S website

**Kelly –**

I spoke with An Ha, our Student Services Senator and she connected me with John, who is another senator.

• He is involved with their website, so I will meet with him to talk about maybe including something on their website to survey students on their online experiences.