

1. Assessment Plan - Four Column



PIE - Library & Learning Resources: Faculty Center for Learning Technology Unit

Narrative Reporting Year

2018-19

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Program Planning Dialog: The FLCT team's monthly meetings focused on planning and implementation of faculty development in using educational technology including OEI funded tools. FCLT conducted process reviews on operational processes and organized its work per term: faculty training and support; publicity/communications with faculty; data gathering on our productivity; business process/protocol development; and collaboration with other units on efforts that affect teaching with technology.

The FCLT team also planned for the arrival of the new Instructional Designer (ID) and attendant impact on workflows, duties sharing/distinction between two ID, work assignments, and planning.

External Conditions, Trends, or Impacts: 1. Online Education Initiative (OEI) became the California Virtual Campus Online Education Initiative (CVC-OEI) as of Fall 2018. The new CVC-OEI has new activities (e.g., incorporate Student Equity in DE) and metrics for success (number of online courses, certificates, and degrees) as well as continuing activities (e.g., Canvas, Cranium Cafe, NetTutor, SmartMeasure online readiness, and @ONE training). Some major changes are:

-Colleges are required to have a local peer review (POCR) team of a minimum of 5 faculty members to "pre-screen" DL courses for alignment with the OEI rubric. This is for all courses that the College wishes to be in the OEI Course Exchange.

-CVC-OEI will stop funding VeriCite plagiarism check tool for the system as of June 30, 2019, and will discontinue subsidizing a state-wide buy of an alternative.

The OEI-subsidy totals \$400,000 per year (reflecting a 40% discount), but the retail price is \$666,667 per year. Workload impact: Each of these entails education and implementation of services as well as support, training and documentation.

2. Technology implementation comes with glitches and occasional disruptions (e.g., Banner-Canvas real-time integration disrupted cross-listing of courses) or , which require closer communication and collaboration between IT and FCLT teams. There's an acute need to develop a communication protocol to all users affected by any one of these major enterprise applications, particularly faculty and students.

3. CVC-OEI availed a grant opportunity for a OEI Online CTE Pathways one-year grant of up to \$500,000 for academic year 2019-20. Taking advantage of this opportunity added to and intensified the workload of the division dean and Distance Learning Faculty Coordinators because of the six-week timeline.

Internal Conditions, Trends, or Impacts : COMMENT ON HAVING INCREASED REASSIGNED TIME FOR DL FACULTY COORDINATORS (PUT IN DL PIE?)

1. Implementation of Canvas this year involved integrating new tools such as ReadSpeaker and UDOIT (self-help captioning). One major challenge remains the Banner-Canvas real-time integration as it affects cross-listing of course shells. The impact is multi-fold: faculty who use cross-listing had to regularly check their class rosters in Banner and Canvas; students who were dropped in Banner were not dropped in Canvas.

Canvas has functionalities for teaching, learning, communication with students, data gathering, and reporting that need to be explored further. The tool's power to support Guided Pathways by communicating with students through the Mountie Student Hub is tremendous; exploration, piloting, and study of this use of Canvas requires creating and managing work groups that include faculty, students, Student Services and Instruction reps, FCLT, and IT. One potential is how Canvas can support faculty tracking of outcomes through its Gradebook and how the reporting may facilitate institutional tracking of outcomes work. However, it is a huge resource challenge to provide support to more faculty than what the current staffing level can provide.

2. Some faculty who use video/media requested FCLT's support to integrate tools into Canvas. We piloted SoftChalk and considered PlayPosit as a pilot in the next year before deciding to put forward a request for institutional subscription for any tool.

3. FCLT hired a new Instructional Designer who started on May 13, and integrating this new resource into the unit's projects, workflow, and culture requires planning, ongoing dialogue, and unit members' input.

4. Mountie mail is based on Google/Gmail giving students access to Google tools, which are integrated into Canvas. However, professors do not have Mt. SAC Google accounts so they lack the same access to tools integrated in the LMS. This means faculty and students cannot use Google tools within their classroom, which is problematic because it means faculty and students are not able to use Google tools for teaching and learning and faculty are discovering this "wall" as they attempt to use Google tools for instruction.

6. The OEI tools (e.g., Canvas, Cranium Cafe, NetTutor, and Proctorio) present training needs for computer lab and library faculty and staff in the upcoming academic year. One key group that does not get any training now is computer labs staff. The content in the Mountie Student Hub may be shared with computer labs and Help Desk employees.

7. Professional and Organizational Development (POD) is moving into POD Loft 6-264 once it is renovated to suit that unit's needs. Training room 261's renovation fate may be tied to that renovation; however, the lack of communication to FCLT about this project undermines the team's planning efforts.

8. FCLT's 2018-19 activities data will be instructive since last year's data were a baseline for the unit. We will use two years' data points to develop a data gathering plan based on our unit's goals which support the college's goals. Record keeping of FCLT's activities needs to be streamlined, in a database, and easier for analysis and use of results. Examples of this need: "helpdesk" support tickets answered by FCLT; workshop evaluation from faculty; assessment data.

9. FCLT remains a tiny but mighty unit despite the addition of a full-time instructional designer and a 40% reassigned time increase between two DL faculty coordinators. Additional workload increase comes from changes to the Faculty Agreement in SPOT re-certification (n = 160 faculty in 2019-20), DL faculty putting their courses through the OEI review process locally, and administrative support for faculty work related to DL and OEI keeps increasing. Coming up soon is the required manager review of new DL course shells for regular and effective contact that has a Canvas training and support implication. Moreover, the curriculum inventory system (WebCMS) upgrade to version 10.0 is delayed to the next year, which means currently manual processes continuously take up a lot of time and effort. For example, locally approved DL courses have to be manually tracked and posted on the DLC website; the number of SPOT approved faculty and number that needs SPOT re-certification are manually tracked.

10. Another potential workload increase comes from non-instructional units such as Human Resources and POD that want to use Canvas and FCLT's Instructional Designers to help create employees' mandatory trainings online, e.g., dealing with difficult students.

11. [Talk to the team about this one:] The direct manager of FCLT is a dean with FCLT as one of several major responsibilities including Distance Learning, CVC-OEI, OEI Online CTE Pathways Grant (if we get them), and myriad processes and workgroups related to those responsibilities. It means an insufficient amount of time for addressing infrastructural problems, working with other teams, problem solving, documentation, and outcomes assessment that should be part of the protocol for implementing educational technology. The year has shown this significant gap because of the convergence of implementing a huge project like the OEI pilot, growing Distance Learning, improving efficiencies to support all this work, and expanding educational technology support across Instruction Team (credit, noncredit, online, professional learning,

tutoring/SI).

Critical Decisions Made by Unit: 1. Based on very low faculty attendance/participation in in-person workshops, we decided to offer workshops on demand. This pilot involves faculty signing up for topics they are interested in, and FCLT would hold a workshop when 6 or more faculty sign up.

2. We launched Mountie Student Hub in Canvas in Winter 2019 as an opt-in model without explicitly promoting it to see if students would be interested. The Hub works like a student-friendly "portal" to four categories of support: how to use Canvas, support services, about the College, and how to learn online/DE. We saw 400 students opt in and got positive feedback about it. In Spring 2019, we informed faculty, and over 1,000 students opted in.

3. At Flex Day February 2019, we coordinated a Tech Fair with the Library, IT, ACCESS, for faculty, which informed more faculty about the areas that support them with technology use than the Fall 2018 Tech Fair that got 12 faculty. This was a highly successful approach to increase faculty awareness of FCLT's services that the team would like to repeat pending the Flex Day committee's approval.

4. Since our subscription for VeriCite plagiarism tool will end by 6/30/19, we recommended the College buys Unicheck because the tool integrates with Canvas and its "look and feel" functions resemble VeriCite. The Board of Trustees approved it on May 8.

5. CVC-OEI availed a grant opportunity for a OEI Online CTE Pathways one-year grant of up to \$500,000 for academic year 2019-20. The College submitted two proposals, each for \$250,000, and notifications on award status will be June 1.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: [REVIEW & REVISE BELOW]

Faculty Center for Learning Technology collaborated with Information Technology to successfully implement Canvas learning management system and other OEI tools: faculty users of these tools increased, thereby enhancing instruction and student learning.

Canvas use jumped, with very few reported problems:

-Spring 2018: 705 faculty (105% increase over last spring), 21,510 students (49% increase), 1,510 classes (107% increase) used Canvas.

-Spring 2017: 343 faculty (94 in Winter, a 2.6 times jump), 14,429 students, 729 classes used Canvas with very few reported problems.

By the numbers - FCLT contributions to advancing academic excellence:

Direct Help Responses: 203

Canvas Help Tickets Resolved: 53 (filtered from IT Help Desk)

Canvas Faculty Center: 442 participants

Faculty feedback on usefulness of FCLT workshops: 75% said "extremely useful" or "very useful".

Faculty cited these top 4 things as useful in Canvas Faculty Center:

1) The module on Canvas basics

2) The info on resources to learn Canvas

3) The module on how to get help in Canvas

4) The office-hours sign-up

Notable Achievements for Theme B: To Support Student Access and Success: We rolled out the new captioning process by collaborating with Broadcast and Presentation Services and Access Centers so that faculty would know where to go for help with making their content accessible (an ongoing goal for 2018-19).

We piloted the Mountie Student Hub in Canvas as a soft launch in Winter and Spring 2019. The Hub is a student-friendly way to direct students to Canvas learning instructions and campus support services. The Winter launch had 400 students opt in; that number jumped to over 1,000 students in Spring. Early student feedback indicates highly favorable response to the Hub.

We publicized state-subsidized OEI student support resources (NetTutor and local online tutoring) via multiple modalities: tutoring website and student portal. One example is NetTutor, a 24/7 online tutoring service for all classes, not just distance learning. Together with lots of support resources on campus, OEI tools contributed to student success because they filled gaps the college does not have the resources to pay for, e.g., 24/7 online tutoring and VeriCite an online plagiarism detection tool.

NetTutor use jumped from last year's stats, with most students reporting they felt the resource helped them learned the material and they plan on using the resource again. Net Tutor stats from 7/1/17 to 5/10/18: (spring 2018 not yet over), showing significant increases over 2016-2017:

- 471 Mt. SAC students served (131% increase)
- 1,749 sessions (121% increase)
- 42,710 minutes (712 hours) (153% increase)

Net Tutor stats 2016-2017:

- 204 students served
- 793 sessions
- 16,866 minutes (281 hours)

VeriCite had 400 faculty users and 8,000 student submissions, which supported authentication/academic honesty particularly in DL classes and saved faculty and students time by having VeriCite integrated into Canvas.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: Our unit contributed to two grant proposals totaling \$500,000 to CVC-OEI Online CTE Pathways grant.

Our Unit hired a new Instructional Designer: a successful search is an accomplishment!

Our participation in OEI as a pilot college secured \$666,667 worth of all resources and tools without expending college funds for them. These resources include Canvas learning management system, VeriCite plagiarism detection, NetTutor online tutoring, ConexEd/Cranium Café online video counseling, Proctorio online proctoring, Online Learning Resource Readiness videos and SmartMeasure individual assessment report, and OEI course review/rubric/instructional design/accessibility support system.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: Collaborated with other campus partners to provide training and support for faculty:

-Information Technology team to implement Canvas learning management system, NetTutor, Quest Program for online learning readiness, Vericite (plagiarism detection), and Proctorio (online test proctoring).

-Professional and Organizational Development's Professional Learning Team to plan faculty development programs. One thematic strand is teaching with technology.

-Language Learning Center on Tech Week presentations; Access Center on Flex Day presentations and captioning workshops

-Access Center, Broadcast & Presentation Services, and IT on creating/supporting/storing captioned content

Contributors to the Report: Meghan Chen, Dean, Library & Learning Resources

Michelle Newhart, Instructional Designer

Eva Figueroa, Instructional Designer

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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Faculty Use of LMS - Increase the number of faculty using the learning management system (LMS) by 5% to engage students. This goal derives from the college's Strategic Plan, which places specific nermic goals on the growth of faculty use of the LMS [Need to check if this remains a priority in the next iteration of the Strategic Plan, which is being written in Fall 2017.] (Active)</p> <p>Status: Archive</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p> <p>Date Goal Entered (Optional): 09/01/2016</p> <p>Date Goal Archived/Inactivated (Optional): 05/24/2019</p>	<p>Report directly on Goal</p> <hr/> <p>Completed - Complete learning management systems migration by collaborating with IT and Canvas implementation teams; deliver self-paced and in-person training sessions for faculty; notify faculty, managers, and students about the upcoming termination of Moodlerooms and the full implementation of Canvas by the end of June 2017.</p> <p>Describe Plans & Activities Supported (Justification of Need): Full attention, time, and effort of FCLT staff and designated IT staff.</p> <p>Lead: Michelle Newhart and Hugo Aguilera</p> <p>What would success look like and how would you measure it?: Very few to zero faculty or student complaints about Canvas usage problems during the year-long migration process.</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p>Planning Unit Priority: Medium</p> <p>Documentation Attached?: No</p>	<p>Reporting Year: 2018-19</p> <p>% Completed: 100</p> <p>From 2017-18 (first full year of implementing Canvas) to 2018-19, the percentage of faculty using Canvas increased by 98%, far beyond the 5% target set in the Strategic Plan 2015-16. It makes sense to declare this goal met and write a new goal focused on increasing the number of faculty using Canvas. (05/24/2019)</p> <hr/> <p>Reporting Year: 2016-17</p> <p>% Completed: 100</p> <p>Smooth transition. (07/20/2017)</p>

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	<p>In Progress - 2016-17: Create clear routes and communication for faculty to reach the Canvas resources they need for training and support (24/7 support through Canvas, excellent free online support resources, etc.). Created Mt. SAC Canvas Faculty Community, an online user support community in which faculty can ask questions and get peer support.</p> <p>2017-18: Create a template for routes and communication for more Canvas tools and additional OEI teaching/learning tools, e.g., Vericite and Proctorio, both are plagiarism detection tools.</p> <p>Lead: Michelle Newhart</p> <p>What would success look like and how would you measure it?: Faculty will self-report their awareness of FCLT resources including how they can get started with using Canvas.</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p>Planning Unit Priority: Medium</p> <p>Documentation Attached?: No</p>	<p>Reporting Year: 2017-18</p> <p>% Completed: 100</p> <p>Canvas templates have been created and implemented each term so that resources are built into each template. Twice per year, FCLT provides Canvas Intensive training for faculty (in Winter and Summer) and in-person just in time help during Canvas office hours. FCLT gathered data on the impact of this support structure through a faculty survey. Results are in the attached FCLT PIE Report 2017-18:</p> <ul style="list-style-type: none"> -Dramatic increase in number of faculty, sections, and students using Canvas in just one year since migrating from Moodlerooms in Summer 2017 (p. 7) -FCLT Canvas website had 10 times more views than FCLT webpages [FCLT Canvas cite had 16,989 total views (15,083 unique views) vs. FCLT webpages with 1,550 views (1,233 unique views)] (pages 11-12) -Of 96 respondents, 38.5% said FCLT training workshops were "extremely useful," and 36.5% said "very useful." Three respondents or 3% said "slightly useful," and one person said "not at all useful." -Of 202 respondents, 45% joined the Mt. SAC Canvas Faculty Center, but 55% have not. (page 38. This can be a baseline data to start tracking for future years.) (07/01/2018)
		<p>Reporting Year: 2017-18</p> <p>% Completed: 75</p> <p>The number of faculty and sections using Canvas is higher than the number and sections of faculty using Moodlerooms in the LMS's first year (data needed). FCLT created the Mt. SAC Canvas Faculty Center to provide training and support resources 24/7. As of 5/31/18, 442 faculty have joined the virtual community, and faculty feedback is positive about what they get from it. (06/04/2018)</p>
		<p>Reporting Year: 2016-17</p> <p>% Completed: 100</p> <p>Done (04/05/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>Improve Faculty Use of Technology to Implement Pedagogical Goals - Provide resources and workshops of multiple lengths and in multiple formats that train and support faculty in designing effective learning experiences using educational technology. Identify gaps in educational technology tools. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 09/01/2016</p>	<p>In Progress - Improve the on-campus facilities 6-261 and within POD Loft 6-264 that serve as the faculty training center to include updated technology that adequately supports training in technology; modify 6-261 presenter console and control of user computers for more efficient deployment of technology. Old technology means each computer will have to had tools individually installed and files individually loaded. In 2018-19, it was decided that POD will move to POD Loft 264 from its current location rooms 144-148. 6-264 suite is to be renovated, and 6-261 should be included in those improvement plans. Describe Plans & Activities Supported (Justification of Need): Upgraded training room with "landscape" orientation to optimize participants' view of projected images, networked system with presenter console/controls, upgraded speaker system for clarity and volume of sound, new projection system with projector and screen. Lead: Meghan Chen in consultation with Lianne Greenlee What would success look like and how would you measure it?: No longer necessary for software or documents to be manually uploaded to each computer in the room; upgraded projection and speaker system such that a room with seating for 35 has the same optimal viewing and hearing of presenters regardless</p>	<p>Reporting Year: 2017-18 % Completed: 0 The renovation for 6-261 is on hold because (1) the need to scope the entire project, which will involve construction, electrical/data wiring, new computer and AV equipment, and furniture; and (2) the room's usage in the overall planning of professional learning in collaboration with Professional & Organizational Development. POD will be moving from 6-140 suites to upstairs 6-264, and the renovation of 264 will include plans for 261 due to purposes for both spaces. (06/04/2018)</p>

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of seating location; very few or no complaints from presenters who use the room.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Medium

In Progress - Create a greater line of communication with faculty and learn needs for course design and how to meet pedagogical goals through existing or new software and training, including different methods of delivery for training.

Describe Plans & Activities Supported (Justification of Need): In team discussion:

- Workshops on demand model
- FCLT newsletter or blog (monthly, quarterly?)
- A "tech at Mt. SAC" workshop series (POD model)
- Instructional Designers' support in SPOT certification and re-certification and faculty course alignment with OEI rubric

Lead: Michelle Newhart and Eva Figueroa

What would success look like and how would you measure it?: FCLT will show that each year's training activities are derived from the team's analysis of faculty feedback results (from surveys, focus groups, or other forms of input such as from POD's annual needs survey of all employees).

Type of Request: PROFESSIONAL &

Reporting Year: 2018-19

% Completed: 75

In 2018-19, FCLT continued the Mt. SAC Canvas Faculty Center, semi-annual Canvas Intensive training, online self-help training/documentation, office hours by appointment, and phone/email responses to requests for help. We added Access-A-Thon sessions and Workshops On Demand as new ways of providing support to faculty. Preliminary results from the annual faculty survey show highly positive feedback: 82% (or 84 respondents) said they used what they learned in an FLCT workshop or event when teaching classes. Additionally, 82% (121 respondents) said FCLT services are "Indispensable" or "very important." (06/28/2018)

Related Documents:
[FCLT PIE REPORT 2017-18.docx](#)

Unit Goals

Resources Needed

Where We Make an Impact: Closing the Loop on Goals and Plans

ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Medium

Request - Full Funding Requested -

\$16,000 Annual subscription for Unicheck, an anti-plagiarism tool, at \$2 per student. In 2018-19, 8,000 students used VeriCite, an OEI subsidized tool which will expire on 6/30/2019.

Describe Plans & Activities

Supported (Justification of Need):

Having a plagiarism detection tool supports the college's core value of integrity. In 2018-19, 400 faculty members used VeriCite in their classes, which shows faculty do use the tool. Since OEI will no longer pay for a tool, the college will have to pay for it.

Lead: Meghan Chen

What would success look like and how would you measure it?: A

smooth user transition from VeriCite to Unicheck; faculty will report very few problems; usage level will be at least 400 faculty members and 8,000 students; FCLT staff will report very few problems working with the vendor to trouble-shoot.

Type of Request: INSTRUCTIONAL

SUPPORT PROGRAM FUNDING

(INSTRUCTIONAL EQUIPMENT):

Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program,

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equal or over \$500.
Planning Unit Priority: High
Documentation Attached?: Yes
One-Time Funding Requested (if applicable): 16000

<p>Serve as the primary resource for training support of LMS - Provide training, support, and resources to all faculty to use Canvas. Stay up to date on progress, timeline, and technical information about the Canvas implementation as it affects faculty; translate and provide that information to faculty through multiple communication methods including Canvas Faculty Center, newsletter or blog, and others. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19 % Completed: 75 FCLT is the primary source for training support of LMS. FCLT works with IT on an ongoing basis to keep current on Canvas implementation and upgrades. In Spring 2019, as a snapshot, the number of faculty who published courses in Canvas was 788. In Spring 2018, that number was 705 but it is possible that the Spring 2019 group includes new adopters as well as the same users as last spring. We do know that the number of classes that were published in Canvas grew by 16% (from 1,510 classes Spring 2018 to 1,758 classes in Spring 2019). NOTE: because this is a perennial goal for FCLT, progress will always move towards an increase in the number of faculty adopters of Canvas. The College does not have a policy that requires all faculty to use its LMS. (06/27/2019)</p>
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<p>Serve as the Primary Coordinating Group for Implementing CVC-OEI Activities - Along with the transition to Canvas, the FCLT unit will coordinate to provide information and resources to faculty regarding the technology, tools, training opportunities and other pertinent information about OEI. The FCLT will coordinate with other entities on campus such as IT and POD to ensure that communication, coordination, and integration of tools and trainings are completed. Status: Active Goal Year(s): 2016-17, 2017-18,</p>	<p>In Progress - Provide information, training, and support resources to faculty regarding the OEI funded tools, support, and training. Integrate resources from OEI including training resources and state-subsidized online readiness, test proctoring, and tutoring services. Develop in-house resources that support training in different formats and provide resources through website. Describe Plans & Activities Supported (Justification of Need): - Offer training activities including semi-annual Canvas Intensives, Can-</p>	<p>Reporting Year: 2018-19 % Completed: 75 FCLT continues to provide information, training, and support for OEI tools including Canvas, NetTutor, VeriCite, and Proctorio. The tools were integrated into Canvas templates for faculty and student use. In 2018-19, FCLT increased the number of faculty and students who used Canvas compared to last year. There are other OEI tools that require FCLT staff support time and effort for wider adoption: Cranium Cafe for online counseling; Proctorio for online test proctoring; NameCoach for student name pronunciation. The team needed more staffing support and welcomed our second Instructional Designer. (06/27/2019)</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 09/01/2016</p>	<p>Innovate virtual and blended conference, self-help anytime online learning resources for all OEI tools, weekly FCLT office hours, Access-A-Thons, workshops on demand -Create and publicize self-help anytime online resources: Canvas Faculty Center, digital learning objects Lead: Michelle Newhart and Eva Figueroa What would success look like and how would you measure it?: Success is evidenced by the increase in faculty adoption of Canvas and user feedback data. Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. Planning Unit Priority: Medium Documentation Attached?: No In Progress - Get the college ready to go live in the statewide Course Exchange by leading the local OEI implementation team through a long list of to-do items across teams, including IT, Admissions and Records, Financial Aid, Counseling, Disabled Students Programs & Services, Instruction Office, Marketing, Library, and tutoring centers. Describe Plans & Activities Supported (Justification of Need): One more staff member, at least, to help implement the OEI-subsidized teaching and learning tools meaningfully and not just messages</p>	<p>Reporting Year: 2016-17 % Completed: 75 Four faculty submitted 7 courses to be aligned with OEI course rubric. These faculty members consistently used their OEI designated CRNs to add OEI resources for their students (all Mt. SAC students in 2016-17). Three faculty and six sections were prepared to be offered in the Course Exchange Fall 2017 although it got delayed to Spring 2018. (06/04/2018)</p>

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to faculty about the existence of these tools.
Lead: Meghan Chen (as OEI Single Point of Contact)
What would success look like and how would you measure it?: The registration process starting mid-January 2018 to first day of classes Spring 2018 will be as efficient and problem-free as possible as reported by participating faculty, students, OEI staff, and local Mt. SAC staff.
Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: Medium
Documentation Attached?: No

<p>Coordinate with student support of LMS - FCLT coordinates with other units and personnel (e.g., computer lab staff) that inform students on LMS use and associated education technology tools. FCLT is a faculty-focused unit whose work ultimately impacts students. Better coordinating student support services is a Guided Pathways goal. Goal 1 Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Date Goal Entered (Optional): 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2018-19 % Completed: 0 In 2018-19, FCLT's survey of students (n = 2,000 respondents) showed that a vast majority of students emailed their professors for help on using Canvas and that only 3 % of the respondents used the Canvas self-help resources within the Canvas community. Since a very low percentage of students take only online classes at Mt. SAC, this points to students accessing computer labs on campus, which means the labs and employees there may need to become even more of a training site for students to learn to use Canvas. Addressing this gap requires training to be provided to computer lab employees across different divisions. (06/27/2019)</p>
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<p>Improve awareness and integration of FCLT with other campus entities - Improve awareness, coordination,</p>	<p>In Progress - Faculty Outreach - Improve streamlining of online teaching/learning resources and</p>	<p>Reporting Year: 2017-18 % Completed: 50 This goal feels very similar to "Increase Faculty Awareness</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
<p>and integration with other entities on campus and work together with other campus units on innovative and meaningful faculty professional development, informed education technology choices, and awareness of regulations to benefit faculty and students. Goal 14</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>outreach by revising web pages and preparing strategic outreach to faculty including development of a faculty communication timeline based on the academic year schedule and providing just-in-time training opportunities to meet faculty needs. Align existing and new online resources to student success initiatives and college plans.</p> <p>Lead: Michelle Newhart and Meghan Chen</p> <p>What would success look like and how would you measure it?: Newly hired faculty will know about FCLT and will use at least one resource provided by FCLT (e.g., workshops, self-paced resources on FCLT website).</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p>Planning Unit Priority: Medium</p> <p>Documentation Attached?: No</p> <p>In Progress - Build clearer relations with IT/POD, and the new Teaching and Learning Center. It is important that course design and technology professional development is not divorced from other forms of professional development for faculty.</p> <p>Lead: Meghan Chen, Michelle Newhart</p> <p>What would success look like and how would you measure it?: Faculty will report fewer instances of</p>	<p>of FCLT resources". Please see analysis of progress under that goal.</p> <p>We may need to retire this goal and add a new goal to develop a faculty communication timeline based on the academic year schedule; this is also to identify just-in-time training opportunities. (06/04/2018)</p> <p>Reporting Year: 2017-18</p> <p>% Completed: 50</p> <p>FCLT has drafted a teaching with technology certificate to be a part of "stackable" professional learning certificates under development in Faculty Professional Learning Team. The momentum for these types of certificate program seems to have stalled pending decisions about how/when to move forward.</p> <p>FCLT has been collaborating with IT's Canvas implementation team regularly to roll-out each term's Canvas template, plan scheduled upgrades, vet apps requested by faculty, and explore Canvas functionality that</p>

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	<p>confusion as faculty look for resources to help them: e.g., where to get instructional materials captioned; where to start for teaching with Canvas; what are the differences between Canvas and Course Studio.</p> <p>Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.</p> <p>Planning Unit Priority: Medium</p>	<p>benefit the faculty/students/college, e.g., Blue Print and sub-accounts. The use of Microsoft 360 Teams (collaborative/project management space) and bi-weekly meetings enabled the joint-teams, affectionately called "CATT" provide the two teams with means to communicate and problem-solve together.</p> <p>FCLT has also collaborated with other partners such as Language Learning Center on its annual Tech Week presentations for faculty to explore new educational technology; Broadcast and Presentation Services on AV equipment training in BCT; Access Centers (formerly DSPS) on ensuring accessible digital content.</p> <p>These are important steps forward, but there is still room to address a lack of coordination among all entities that provide training to faculty on educational technology. (06/04/2018)</p>
<p>Assess and improve the internal structure and coordination of FCLT unit - Improve the clarity within the unit of the roles and goals. Engage in unit planning and infrastructure improvements, including the setting of immediate, midterm, and long term goals and the creation of AUOs.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19</p> <p>Date Goal Entered (Optional): 09/01/2016</p>	<p>In Progress - The unit needs to identify tools and supplies that the team members need in order to do their work: e.g., a video creating software (not part of Adobe Learning Suite), licenses such as Basecamp 3 for greater efficiency and communication on each major project, infographic tools for better publicity, reporting, and marketing materials.</p> <p>Describe Plans & Activities Supported (Justification of Need): Software tools e.g., Camtasia</p> <p>Lead: Michelle Newhart and Hugo Aguilera</p> <p>What would success look like and how would you measure it?: Members of FCLT self-report that use of specific tools, e.g., Basecamp 3, helps improve efficiency of the team's</p>	

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work.

Planning Unit Priority: Low

Documentation Attached?: No

In Progress - Create robust methods for tracking FCLT's outcomes data for its activities, e.g., instructional design appointments, training sessions, self-paced training materials, etc. Explore Canvas data collecting functionality as it relates to student learning outcomes (derived from the Gradebook feature).

Lead: Michelle Newhart and Meghan Chen

What would success look like and how would you measure it?: Faculty surveyed will report 70% or higher satisfaction with FCLT's resources and services (e.g., via an annual or semi-annual survey).

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: Medium

In Progress - Development of infrastructure (calendar, procedures, archival location and processes) as well as clarification of roles between FCLT staff (DL faculty coordinators and FCLT classified staff) is needed to produce effective training for faculty.

Lead: Michelle Newhart and Meghan Chen

What would success look like and how would you measure it?: All

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members of FCLT have a greater clarity about their primary roles and duties.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Medium

Documentation Attached?: No

In Progress - Track activities and services supported by the FCLT team to justify request for positions. An increase to current staffing level is necessary to support implementation of OEI tools, and the local implementation team for the Course Exchange. It is also crucial to build collaborative professional development activities with Professional and Organizational Development and create systematic data gathering and evidence building for the next accreditation self-study report. The current staffing level does not allow all necessary functions to be adequately supported and developed. Specifically the addition of a full-time staff position that supports a combination of unit goals in instructional design and Open Education Resources (OER).

Lead: Meghan Chen and Michelle Newhart

What would success look like and how would you measure it?: High rank in the staff approval process: instruction team, Cabinet, and president's approval of new position

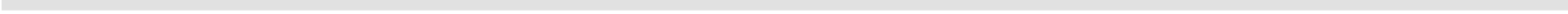
Reporting Year: 2016-17

% Completed: 0

Throughout the implementation of OEI activities in 2016-17, specifically, Canvas, NetTutor, Vericite, Proctorio, and Course Exchange, the need for more staff is evident. Reasons abound: need to build infrastructure and procedures to implement these tools; plan calendar and tasks; track data to capture productivity; plan assessments for effectiveness; coordinate with IT and other areas; create and deploy messages in multiple venues to faculty, administrators, and staff. Within FCLT team, writing separate PIEs for Distance Learning and FCLT helped to clarify roles between faculty coordinators for DL (total 1.0 FTE) and FCLT classified staff (total 2.0 FTE). These two areas are led by one division dean with other major areas of responsibilities, which limits the time she has to do the level of detailed coordination work of a FCLT unit manager or coordinator. (08/01/2017)

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(s).
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Medium



Collection and use of data on faculty learning - Develop a data collection and usage plan to (1) learn more about faculty needs for training; (2) capture the results of training on faculty teaching practices; (3) identify any relationship of training to student retention and success; and (4) explore actionable data out of the LMS to better support teaching, learning, and outcomes assessment.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Date Goal Entered (Optional): 09/01/2016

In Progress - Develop data collection plan including faculty needs assessment for training and data gathering methods. Examples of in-progress activities: faculty survey on Google tools use and LMS question Fall 2016; Canvas training sessions evaluations (POD form).
 Schedule quarterly unit meetings on data analysis and findings to inform planning and actions.
Describe Plans & Activities Supported (Justification of Need): None at this time
Lead: Michelle Newhart and Meghan Chen
What would success look like and how would you measure it?: Reduction of paper records, greater efficiency, remote access to data files and records, improved coordination among units that provide faculty development activities.
Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).
Planning Unit Priority: Medium
Documentation Attached?: No

Reporting Year: 2018-19
% Completed: 75
 Faculty and student surveys June 2019 raw results show the following:
 -A majority of faculty respondents find FCLT training and services "indispensable" and "important."
 -A majority of faculty respondents said they used something they learned with FCLT in their teaching in the past year.
 -A major theme of student responses indicated using Canvas as a school work organizational and time management tool can be influential in helping students make progress in their classes.
 We will take time to analyze the reports out of these surveys to meet each of the four sub-areas of this goal. The last goal is complex and requires first some clarity on the type of questions we want answers out of data analytics from Canvas before entertaining any ideas about buying a tool to mine data out of Canvas.
 We still need to institute the quarterly unit meetings to analyze data and determine how to devote personnel resources to carrying out unit goals in 2018-19. We also need to choose what data to continue collecting and how to slice/dice the data for unit goals and activities since human resources are finite. (06/27/2019)
Related Documents:
[Faculty Survey Results June 2019.pdf](#)
[Student Survey Results June 2019.pdf](#)

In Progress - Track and maintain records and information about alternatives for meeting LMS training requirements.

Reporting Year: 2017-18
% Completed: 100
 This goal is obsolete as of 2017-18 because we have made an institutional decision (DLC, FCLT, IT) to remove this

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	<p>Describe Plans & Activities Supported (Justification of Need):</p> <p>(1) Annual survey of all faculty using Qualtrics survey tool for easy deployment of survey, collection of results, visualization of results, production of reports;</p> <p>(2) Included in the annual survey of all faculty but could organize additional ways of finding out results of training on teaching practices;</p> <p>(3) Have not done anything to identify any relationship of training to student retention and success - this suggests a research project.</p> <p>(4) Canvas logs usage data, and exploring that data bank can inform improvements in our training, advocate for improvements to the tool with Instructure (the company), and support faculty's outcomes assessment efforts.</p> <p>Lead: Michelle Newhart and Meghan Chen</p> <p>What would success look like and how would you measure it?: (1) We have annual survey results and use them to inform activities planning for the upcoming year. We just sent out this year's survey to all faculty.</p> <p>(2) Find out results of training on teaching practices to see what faculty put into effect.</p> <p>(3) Identify any relationships between participation in training and student retention and success, but we are unsure how we would approach this research project.</p> <p>(4) Unpack, explore, and understand Canvas' user data bank for</p>	<p>formerly mandatory training requirement. Instead of making faculty complete 4 hours of mandatory in-person training before issuing them Canvas course shells, we made Canvas training available 24/7 in a range of methods: in-person workshops, Canvas videos, self-paced training documentation and videos, by appointment, phone calls, emails, and open lab hours by sign-ups. Each faculty member gets 5 Canvas course shells each term, and these are automatically "pushed out" from Banner using each CRN. It is up to the faculty members to use them.</p> <p>(06/04/2018)</p>

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implications on training, tool improvement, and student learning outcomes.

Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

Planning Unit Priority: Medium

Documentation Attached?: No