1. Assessment Plan - Three Column

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

Narrative Reporting Year

2019-20

Contact Person: Meghan Chen
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Summary of Notable Achievements: FCLT's team of three classified professionals, 1.4 FTE DL faculty coordinators, and a cadre of Faculty Mentors supported the college's transition to 95% online instruction. Supported by IT, FCLT successfully implemented Canvas upgrades (e.g., Gradebook), and myriad new tools (e.g., Ally, Labster, Screencastomatic, Cidi Labs DesignPLUS, and Otter). Led by Michelle Newhart, the team built FOMAR and supported routine quality assurance programs, SPOT and SPOT re-certification. The team also supported the implementation of the Improving Online CTE Pathways grants: local POCR review, Mountie Student Hub, accessibility center in Canvas, and the creation of the student peer tech support program called Canvasadors.
Program Planning (Equity, Retention and Success): 2019-20 has been an unusually busy year already with a full to-do list in our plans. Then, the demand on the team rose exponentially when the pandemic hit. The team makes use of regular meeting times to connect and plan for short-term to-do items, with serving faculty training and support needs as our number one priority. Through accessibility course in Canvas and tools such as Ally and Cidi Labs, the team expanded faculty's capacity to create and deliver accessible content (videos, PDF). Through design tools and training programs that the team supports -- SPOT, SPOT re-certification, and FOMAR -- the team expanded the college's capacity to live out universal design principles in order to maximize access for all learners and to optimize equity and success among students. Through the Improving Online CTE Pathways grant, some 30 faculty members participated in the Equity and Culturally Responsive Teaching course commissioned just for Mt. SAC faculty. Their takeaways from the course will influence their courses, e.g., through an improved syllabus to make the online course welcoming, friendly, and humane for all learners.
External and Internal Conditions Analysis: The major conditions that impacted FCLT in 2019-20 include:

-The already-small unit already had a lot of work to do because of the college's participation in the CVC-OEI project and two one-year grants (Improving Online CTE Pathways grant), before COVID-19 hit.
-Due to COVID-19, instruction and services had to be moved to online modality very quickly in mid-March giving new meaning to the sayings, "the Ides of March" or "March Madness."
-As the college complied with the Governor's order to shelter-at-home on March 20, employees became very concerned and anxious about the college still staying open when lots of schools and colleges stopped F2F instruction throughout the state. This delay and lack of communication to employees caused great distress and anxiety to this team, an experience commonly shared among all LLR employees and indeed across the college. This impact is noted here because despite all of this tremendous stress, this team still delivered excellent support and service during that Temporary Remote Instruction 10-day period (3/20-3/31).
-CVC-OEI became a focal venue for the Chancellor's Office to deploy new tools and faculty PD and support for the entire system. That meant new tools were pushed out rapidly for implementation: Ally, Labster, Proctorio, etc. These tools were paid up to 12/31/2020, leaving colleges to wonder how to pay for the continued use of these tools in the middle of the fiscal year with a likely bleak fiscal year coming up. This is a huge problem for the college that undermines planning.
Critical Decisions Made by Unit: 1. Based on the lack of a systematic follow-through to set up workshops based on faculty preference, the team decided to end this pilot and concentrate on creating more perennial content and interactive asynchronous training programs timed with faculty preference.

2. The management of the Mountie Student Hub in Canvas is moved to the ASAC director for planning, oversight, and management so that this work can be removed from the FCLT to make more time for them to work on faculty-facing support. The ongoing development and uses of the Hub will rely on a cross-unit workgroup to be created with the guidance of the Guided Pathways leaders in 2020-21.

3. The team promptly recommended critically important tools to support the human resources of the team: Screencastomatic, Cidi Labs DesignPLUS, Otter, and VITAC, among others, which were all thoroughly researched and purchased in a time-sensitive manner. Without these tools, it would have been extremely difficult to pull off the quality, capacity, and helpfulness of FCLT training work for faculty.

4. FCLT's Michelle Newhart built FOMAR using a SCORM file type so that the interactive learning modules could live within Cornerstone, the POD data system for all employees' professional learning. The decision to do so greatly streamlined the work of data tracking, reporting, and accountability for faculty participants. Without that seamless integration, all of the administrative tracking would have been done in pieces with various tools that still required manual processes. This decision also leads to lots of potential to build future SCORM-based interactive training modules by FCLT and POD to benefit all employees.

5. Led by FCLT, a cross-unit workgroup collaboratively researched, analyzed, and recommended an institutional solution for providing real-time captioning in all live-streamed college activities. The solution is a combination of Otter.ai and VITAC as a back-up resource to human captioners hired by the Deaf and Hard of Hearing Center. Led by the deans of ACCESS and Wellness Centers and Library & Learning Resources, the workgroup included reps from DL faculty coordinators, ACCESS Center/DHH, Broadcast and Presentation Services, FCLT, and IT Web and Portal Services and the Help Desk.

Contributors to the Report: Meghan Chen, Dean, Library & Learning Resources
Michelle Newhart, Instructional Designer
Eva Figueroa, Instructional Designer
Hugo Aguilera, Library & Learning Resources Computer Technician
Carol Impara, DL Faculty Coordinator
Catherine Mc Kee, Assistant DL Faculty Coordinator
Related Documents:
A Recommendation for Captioning Solutions 5-16-2020.pdf

Unit Goals	*Resources Needed*	*1. Where We Make an Impact: Closing the Loop on Goals and Resources*
Improve Faculty Use of and Confidence in Using 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):**	**Request - Full Funding Requested -** Funding for the renovation of Building 6: Measure GO, at least five years from 2020-21 before planning can begin. This goal is on hold until then but retained in our annual unit PIE. 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	**Reporting Year:** 2019-20 **% Completed:** 0 2019-20: any renovation of Building 6 is part of the Educational and Facilities Master Plan, after the new library building is constructed; therefore, this activity cannot be worked on for at least five years. 2018-19: 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

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09/01/2016	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 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	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. (07/07/2020)

to specific rooms or operational areas.
Planning Unit Priority: Medium
Total Funding Requested: TBD
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:
-Create perennial resources for faculty in the Commons
-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 & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Reporting Year: 2019-20
% Completed: 75
2019-20: FCLT offered the same methods and patterns of training/support for faculty (see description below under 2018-19 progress) based on faculty feedback and attendance patterns. The Canvas Faculty Center and Accessibility Center in Canvas were revamped for better organization and updated content to serve as a 24/7 resource for faculty. In Spring 2020, due to the pandemic, FCLT's communication and support for faculty during Temporary Remote Instruction played a vital role in transitioning 95% of all instruction online. Faculty feedback on FCLT's annual survey of faculty showed 80-90% of the respondents found FCLT's training and support to be positive, effective, and even indispensable [ATTACH PDF REPORT OF THE SURVEY RESULTS].

During this period, the need for additional resources for FCLT became acutely evident, according to the faculty feedback, DL coordinators, and the FCLT team. The tab for FCLT's three classified professionals' over-time compensation was $38,000 from March to May, plus impacts on their families when they worked over 100 hours of OT a month. FCLT worked with a group of Faculty Mentors who signed up to help fellow faculty members with Canvas and were paid with a one-time stipend. FCLT also researched, tested, and advised the purchases of several key tools in order to maximize this small team's capacity to serve all 1000+ faculty:
-Cidi Labs DesignPLUS: a dynamic design tool specifically for Canvas with auto-correct for inaccessible content (this tool replaced the rarely-used AccessibilityOz); this tool saves faculty time and frustration.
-Screencastomatic: a video tool to address making accessible video content, which was bought just in time to support the creation of FOMAR, a four-hour mandatory

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Planning Unit Priority: Medium **Total Funding Requested:** TBD	training for all faculty who did not complete SPOT in order to teach online classes in Summer 2020 and beyond. 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." (07/07/2020) **Related Documents:** FCLT PIE REPORT 2017-18.docx
	Request - Full Funding Requested - 2019-20: actual cost was $18,000 due to increased usage than originally estimated. This is an ongoing cost that needs District funding. Original quote: $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.	**Reporting Year:** 2019-20 **% Completed:** 100 This requested was funded in 2019-20, and it was so well used as to exceed the original amount by $2,000. An ongoing need, funding for this tool needs to be budgeted to reflect the actual use, which cost $18,000. This resource needs an ongoing commitment from District resources as it supports authentication of students and academic honesty. (07/07/2020)

	*Lead: Meghan Chen	
	What would success look like and how would you measure it?: The tool was used in excess of original estimation, which indicated it was meeting a need. It has had very few if any reported problems for faculty users.	
	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 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: High	
	One-Time Funding Requested (if applicable): 18000	
	Total Funding Requested: 18000	
	Request - Full Funding Requested - A multi-year contract for Cidi Labs DesignPLUS, a dynamic design and accessibility tool designed for within-Canvas use. This tool is initially funded through the Improving Online CTE Pathways grant, which ends on 12/31/2020. The quote for a three-year contract was $28,000. The one-year price we paid was $13,000.	
	*Describe Plans & Activities Supported (Justification of Need):	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Cidi Labs DesignPLUS expands the tiny-but-mighty FCLT team's capacity to help faculty improve the use of technology to implement their pedagogical goals and to expand student equity and success. The approximately 100 faculty members who saw its demo and attended training sessions gave enthusiastic endorsement of the tool being supported beyond its initial one-year subscription. The chief benefits are design templates for faculty to use one page or whole sections to organize their course content, the dynamic one-click features that enable routine tasks to be automated (e.g., assignment due dates, quizzes, exams), and automated corrections to inaccessible digital objects and documents. ***Lead:** Michelle Newhart and Eva Figueroa **What would success look like and how would you measure it?:** Faculty feedback on the "promises" of Cidi Labs DesignPLUS will be 90%+ positive. Faculty desire for this resource to be supported on a multi-year contract to save the college time and money. **Type of Request:** 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.	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Planning Unit Priority: Urgent **Total Funding Requested:** $28,000	
Serve as the primary resource for training support of LMS and other online learning technology - Provide training (multiple methods based on faculty input), consultation support, and resources to all faculty to use Canvas effectively to meet pedagogical goals, to engage students, and to save faculty and students time. Examples of resources include user guides/student user guides, templates, pages in the Commons, and "plug and play" resources for faculty to choose from. 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	**Report directly on Goal**	**Reporting Year:** 2019-20 **% Completed:** 75 2019-20: FCLT continues to be the primary source for training support of faculty on using Canvas including all the upgrades of the tool, e.g., new Gradebook and an upcoming new augmentation called Canvas Studio paid-for by CVC-OEI for two years starting 2020-21. The FCLT team has had a goal of using a newsletter or blog to inform faculty about perennial resources and new resources, but the team was hampered by the insufficient support for fully implementing tools the college already paid for, e.g., Microsoft 365's Teams, Sharepoint. Another huge disruption was COVID-19, which greatly underscored the need for more efficient and effective ways of sharing tools, resources, and updates with faculty than outmoded communication means such as email blasts or portal messages. 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. (07/07/2020)
Serve as the Primary Technical Consulting and Support Team for Implementing CVC-OEI Activities - Along with the transition to Canvas, the FCLT unit will coordinate to	**In Progress -** Director of Distance Learning and Educational Technology (M-17 range). ***Describe Plans & Activities Supported (Justification of Need):**	**Reporting Year:** 2019-20 **% Completed:** 75 2019-20: CVC-OEI began its next five-year cycle, and the college stands to benefit from the project for another five years.

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
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 Distance Learning, IT and POD to ensure that communication, coordination, and integration of tools and training are completed. **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 09/01/2016	As the operations team to the college's DL program and to implement tools/activities of CVC-OEI project, which are numerous, this expansive project needs the administrative support of a director. This project involves Instruction, Student Services, IT, ACCESS, Marketing by building up the college's capacity to offer fully online courses and online programs in the Course Exchange, to increase student equity and success in online classes, and to expand the quality of DL courses and online services for students. To meet our college's commitment to CVC-OEI in exchange for state-funded resources at the retail price tag of $666,000 per year, the work has landed on a small team of classified and faculty members and a dean with major responsibilities of an instructional division. As a point of reference, IT has multiple directors, assistant directors, and managers for project/systems/tools implementation. An example: Director, Information Technology Project Implementation-Fiscal Integration (M-17); another, a director for DE and tech support at Mount San Jacinto College. -Collaborate with all campus units affected by the grant activities -Develop project management plans, solicit faculty input, create feedback loops to ensure effective implementation	-The college is expected to sign a new participation agreement, which would require the college to offer 20% of all classes through the CVC ExCEL course exchange by 2023; that means all these classes will have to be reviewed for alignment with the CVC quality rubric. -FCLT Instructional Designers participated in the college's creation of a local Peer Online Course Review (POCR) team. -New tools rolled out to support TRI and ongoing DE: Blackboard Ally for accessibility of content; Labster for science labs; Proctorio licensing extended to 12/31/2020; and Canvas Studio was in the works for 2020-21. -Additional state funds to DECT captioning grant for all real-time instructional activities for Section 504 (only in cases where students with documented disabilities). -Worked on Phase 1 of the course exchange ExCEL; work on Phase 2 had to be paused due to the pandemic. (07/07/2020) **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)

-Represent the college to CVC Consortium and act as liaison between CVC and the college implementation team
-Offer training activities including semi-annual Canvas Intensives, Can-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, Eva Figueroa, and Hugo Aguilera
What would success look like and how would you measure it?: Success is evidenced by the following:
-the college meets its commitment to the Consortium Agreement
-faculty adoption and positive feedback on the tools provided through CVC-OEI
-faculty participation in the POCR process
-the increases in fully online courses aligned to the quality rubric; in fully online certificates and degrees; in courses offered through the Course Exchange
-student feedback on their DL experience and use of online support services
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
Total Funding Requested: 188500

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	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 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	**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)
Coordinate support for student use of LMS and online learning technology - Organize, coordinate,	Report directly on Goal	**Reporting Year:** 2019-20 **% Completed:** 75 2019-20: the enrollment of all credit and noncredit students

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
and disseminate learning support resources for students using the LMS and related technology. As the student-facing counter part to FCLT, this support system includes leveraging existing staff in the Academic Support and Achievement Center (ASAC) whose role is to help student use technology and managing the student peers as Canvasadors. For every faculty-facing guide/training developed by FCLT there should be a student-facing guide/training developed by ASAC. The student-facing guides will be shared with faculty. Better coordinating student support services and integration with instruction 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	**Report directly on Goal**	in the Mountie Student Hub was a huge achievement. Similarly, the transition of the creation, maintenance, and messaging of student-facing ed tech resources from FCLT to ASAC is a significant milestone on this goal because it means the FCLT has more time for faculty-facing work. Some details about the progress made this year: -Mountie Student Hub in Canvas: IT programmers enrolled 52,000 credit and noncredit students into the Hub in Spring 2020 during the pandemic-driven TRI. While enrolling all students int the Hub has been a goal of FCLT and IT Canvas teams, the volume and timing were a surprise. Due to the astute foresight by Hugo Aguilera, LLR Computer Technician, this action did not shut down Canvas because the Hub is housed in a Canvas sub-account, which mean containment of any adverse impact, of which there was a huge potential for a devastating halt to all instruction in Canvas. The challenge now is how to make use of the Hub's powerful reach to students because all of them are in Canvas for their classes. This will require a cross-team workgroup under the umbrella of Guided Pathways. -A innovative student peer Canvas support program called Canvasadors was created through the Improving Online CTE Pathways grant. This group of seven students were selected from 100+ applications with faculty recommendation, and the peer support they created and pushed out have been really impactful especially as the college transitioned to fully online classes in Spring, Summer, and likely Fall 2020. -The Academic Support and Achievement Center (ASAC) Computer Learning Lab team will assume oversight for the Canvasadors and the program's integration with the Learning Lab team's renewed focus on providing technology user support to students. -The ASAC Tutorial Services team will assume some oversight for the Canvas Student Hub together with FCLT Instructional Designers ostensibly to ensure consistency of information about Canvas and to ensure faculty know about

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Report directly on Goal	the content for students and messaging to students. (07/07/2020)
		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)

Increase faculty awareness of Faculty Center for Learning Technology (FCLT) - Promote FCLT resources and services to faculty: instructional design services, professional development opportunities, asynchronous self-paced guides, and support for faculty in teaching with technology. Goal 10
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Date Goal Entered (Optional): 09/01/2016
	In Progress - 1) FCLT Fall Open House with demo stations showcasing resources and tools; follow-up with faculty on attendance sheet.
	2) Present/be part of the program for faculty development: e.g., New Faculty Seminar, POD professional learning certificates, Flex Day.
	3) Resource Integration and development for self-paced learning and documentation:
	       Creation of website artifacts for transition to Canvas
	       Creation of Preflight check for accreditation (online classes)
	       Creation of Canvas courses: Getting to Know Canvas, Proctorio (anti-plagiarism tool) Handbook
	4) Outreach: Messaging to faculty via the portal and FCLT webpages, visiting departments and divisions
		Reporting Year: 2019-20
		% Completed: 75
		2019-20: due to the pandemic, and mandatory transition to online instruction, FCLT became a well-known resource to faculty. FCLT's resources, services, and support were pivotal to the college's transition to all-online instruction. In addition to training and support on technology tools, FCLT (led by Michelle Newhart with assist by the team and POD) build the four-hour mandatory training called Fully Online by Mutual Agreement Readiness (FOMAR) under tremendous pressure for delivery in time for faculty to teach summer classes online. FCLT also rolled out a number of new tools to support instructional and accreditation goals, e.g., accessibility (including real-time captioning), academic honesty (e.g., Proctorio, Unicheck), and regular and effective contact (FOMAR, SPOT, and Cidi Labs DesignPLUS).
		
		The team continues to plan and implement faculty development sessions during optimal times according to faculty feedback, e.g., summer rollout of key tools to save faculty time, e.g., Cidi Labs; early August for course design for Fall 2020. (07/07/2020)

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	*Describe Plans & Activities Supported (Justification of Need): Promotional supplies, light refreshments ***Lead:** Michelle Newhart **What would success look like and how would you measure it?:** Faculty use of FCLT resources will increase by 5% from year to year as measured by one or more of these: attendance at workshops or events; sign-ups in Mt. SAC Canvas Faculty Center (online support community); clicks on self-paced resources on FCLT webpage; and/or department/division visits by FCLT. **Planning Unit Priority:** High	**Reporting Year:** 2018-19 **% Completed:** 50 Created, delivered, and collected data on myriad methods for increasing faculty awareness of FCLT (see FCLT PIE Report 2017-18 for details). Examples of outreach produced: -Faculty joined the Mt. SAC Canvas Faculty Center increased from 442 in 2016-17 to over 550 in 2018-19. -FCLT Canvas webpage had 12 times the page views as the FCLT college webpage -FCLT joined multi-unit Tech Fair in Fall 2018, and 12 faculty attended. FCLT and other units were invited to reprise during Spring 2019 Flex Day in the Library, which saw three times the number of faculty who attended the Tech Fair. Being invited to do it again at the Fall Flex Day is itself indication of progress. -Other than semi-annual Canvas Intensive training sessions across two days, FCLT workshops have not been well attended. Decided to try an on-demand approach by having faculty sign up for desired training topics and holding a workshop when 6 or more registrants sign up. No topic has reached that threshold in 6 months. Faculty Survey June 2019 - results showed that the vast majority of respondents (n=190) were aware of FCLT. Though just under 200 respondents, the respondents represented every instructional division, many departments, full-time/part-time status, teaching F2F or DL classes, and number of years worked at Mt. SAC from fewer than 1 year to 20 years ore more. (06/04/2019)
Improve awareness and integration of FCLT with other campus entities - Improve awareness, coordination, and integration with other entities on campus: Distance Learning, Academic Senate/Flex Day, ACCESS, IT, POD, BPS, etc. Work collaboratively with other campus units on innovative and meaningful faculty professional	**In Progress -** Faculty Outreach - Improve streamlining of online teaching/learning resources and 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	**Reporting Year:** 2019-20 **% Completed:** 75 2019-20: FCLT provided consistent, regular, and extraordinary outreach and support to all faculty especially during Spring 2020. Additionally, The team has had to learn new tools quickly, create user guides (text, video, graphics), update FCLT webpages, create and deliver training sessions, and answer faculty questions via email and phone calls. (07/07/2020)

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
development, informed education technology choices, and awareness of regulations to benefit faculty and students. Goal 14 **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 **Date Goal Entered (Optional):** 09/01/2016	training opportunities to meet faculty needs. Align existing and new online resources to student success initiatives and college plans. ***Lead:** Michelle Newhart and Meghan Chen **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). **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	**Reporting Year:** 2017-18 **% Completed:** 50 This goal feels very similar to "Increase Faculty Awareness of FCLT resources". Please see analysis of progress under that goal. 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)
	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. ***Lead:** Meghan Chen, Michelle Newhart **What would success look like and how would you measure it?:** Faculty will report fewer instances of 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. **Type of Request:** PROFESSIONAL &	**Reporting Year:** 2017-18 **% Completed:** 50 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. 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 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.

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. **Planning Unit Priority:** Medium	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. 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)
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).	**Reporting Year:** 2019-20 **% Completed:** 25 2019-20: FCLT collects faculty feedback via the annual faculty survey of FCLT resources and services. From the results, the team uses data to inform planning of activities and resources for faculty based on their feedback. It takes additional resources involving Research and Institutional Effectiveness (RIE) to help address sub-goals #2 "capture the results of training on faculty teaching practices" beyond faculty self-report and sub-goal #3 "identify any relationship of training to student retention and success. [Could this be a Title V grant activity?]. There is no written plan, just feedback surveys as the team could fold into their daily work, which has been voluminous, fast, and furious especially in Spring 2020. The need for a written data collection plan is acute: to include faculty feedback on SPOT, SPOT re-certification, Faculty Mentors during TRI, and FOMAR, and perennial static guides for planning and effectiveness. As addressed under another goal about mining data out of Canvas, it is untenable without a data mining tool such as Kaltura to "pry open" the data box and to help make sense of data contained within. (07/07/2020) **Reporting Year:** 2018-19 **% Completed:** 75 Faculty and student surveys June 2019 raw results show the

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	Planning Unit Priority: Medium	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. ***Describe Plans & Activities Supported (Justification of Need):** (1) Annual survey of all faculty using Qualtrics survey tool for easy deployment of survey, collection of results, visualization of results, production of reports; (2) Included in the annual survey of all faculty but could organize additional ways of finding out results	**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 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.

| | of training on teaching practices;
(3) Have not done anything to identify any relationship of training to student retention and success - this suggests a research project.
(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.
*Lead: Michelle Newhart and Meghan Chen
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.
(2) Find out results of training on teaching practices to see what faculty put into effect.
(3) Identify any relationships between participation in training and student retention and success, but we are unsure how we would approach this research project.
(4) Unpack, explore, and understand Canvas' user data bank for 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 | (06/04/2018) |

materials in an instructional program, equal or over $500.
Planning Unit Priority: Medium

Support faculty adoption of OER resources - By collaborating with the Library, inform faculty who wish to explore OER the process and support for their creation or adoption of OER materials; support faculty by sharing instructional design expertise in how to integrate OER into their course shells in the LMS. The Online CTE Pathways grant Track 1 has OER as a major activity and budget to incentivize faculty creation/adoption of OER in 2019-20. This activity is led by the LIbrary and will be included in the Library Instruction PIE.
Status: Archive
Goal Year(s): 2016-17, 2019-20
Date Goal Entered (Optional): 09/01/2016

In Progress - Student access to free textbooks and learning materials is an equity issue. The plan is to work with faculty and other departments such as the Library, the bookstore to create a robust Open Educational Resource (OER) program that supports faculty and addresses student equity goals. This means (1) identifying available OER materials (e.g., Open Stax, Top Hat, and library databases); (2) using data from faculty interest survey in 2016-17 to organize a work group and to map out a plan; (3) identify discipline areas and faculty who are already using OER and create a local database; (4) identify ways to communicate with students (e.g., via the schedule of classes) which classes use OER.
*Describe Plans & Activities Supported (Justification of Need): A software that curates instructional materials from library collections and existing OER during the project's first year to help kick-off this plan. Thereafter, having a designated librarian such as the Online Learning Librarian to be the curator and connector to library resources would suffice.
*Lead: Michelle Newhart
What would success look like and how would you measure it?: Establishment of a work group to

Reporting Year: 2018-19
% Completed: 0
In 2018-19, Associate Dean Romelia Salinas organized an OER work group that includes librarians and teaching faculty and should include an FCLT Instructional Designer. The new Online CTE Pathways Grant Track 1 includes a major activity and budget for faculty developers to create more OER materials. The OER goal and the role of increasing OER will be led by the Library; FCLT's goal on OER will evolve to a role of collaboration with the Library (pointing to the process to create and use OER in their courses), sharing instructional design expertise, and sharing OER resources with faculty.

As a point of reference: Spring 2019 saw 98 classes that used OER, a 10% increase from 89 sections in Winter 2019. The Online CTE Pathways grant will boost those numbers in one year.

In 2017-18, a new state law requires all CCC to publish by CRN the classes that use OER. A proposal to participate in OpenStax's $20,000 grant to establish a local faculty-led committee and a mechanism for helping faculty adopt OEI failed the selection process.

In 2016-17, there was no movement toward this goal despite two Academic Senate resolutions supporting development of OER at Mt. SAC. (06/27/2019)

	create a process for this OER project; creation of a list of faculty and classes that use OER; communication with students about classes that use OER; outreach to faculty to develop more classes that use OER. **Planning Unit Priority:** High **One-Time Funding Requested (if applicable):** 15000	
Increase Faculty Use of LMS - Increase the number of faculty using the learning management system (LMS) by 50% each year based on the previous year's numbers. 2019-20: this goal is a duplication of a similarly but better stated goal to include meeting faculty's pedagogical goals and increasing faculty confidence in using educational technology. Therefore, this goal is archived for institutional memory. **Status:** Archive **Goal Year(s):** 2019-20, 2020-21 **Date Goal Entered (Optional):** 05/24/2019	**Report directly on Goal**	**Reporting Year:** 2019-20 **% Completed:** 100 2019-10: due to the pandemic, 100% of all faculty, credit and noncredit, have had to learn Canvas in order to deliver online instruction and to supervise academic support centers (e.g., tutoring labs). (07/07/2020) **Reporting Year:** 2018-19 **% Completed:** 50 The percentage of Canvas course shells activated by semester increased: Spring 2017: 19% Spring 2018: 35% Spring 2019: 41% The number of Canvas course shells activated by semester increased across two terms: February 2018: 4,434 February 2019: 7,746 (06/04/2019) **Related Documents:** Canvas Course Shells Data 6-2017 through 4-2019.docx
Develop, sustain, and make use of the Mountie Student Hub in Canvas - The Mountie Student Hub in Canvas is the hub of student support resources for all students. As all students are automatically enrolled in that Hub, it is a huge opportunity to organize the resources for easy discovery and to use the Hub to strategically message		

students. The potential for this Hub is significant, and to carefully manage this Hub requires a cross-team workgroup under the Guided Pathways committee and Distance Learning Committee's guidance and support. The ops unit for sustaining the Hub is the Academic Support and Achievement Center (ASAC) team in collaboration with FCLT to ensure consistency of information about technology resources.

Status: Active

Goal Year(s): 2019-20, 2020-21, 2021-22

Date Goal Entered (Optional): 07/07/2020