1. Assessment Plan - Four Column

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

Narrative Reporting Year

2017-18

Contact Person: Meghan Chen
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Program Planning Dialog: The FLCT team's monthly meetings focused on planning and implementation of the learning management system and other OEI tools. Additionally, FCLT planned and implemented faculty development activities with other campus partners that also support educational technology. FCLT conducted process reviews on operational processes and organized its work per term: faculty trainining 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.

¯FCLT team's regular meetings focused on developing the following in 2017-18:
1) Creation and implementation of Canvas templates 60 days ahead of the start of each term. This work relies on cooperation of IT's Canvas team, with whom the operations members of FCLT (Instructional Designer and Learning Resources Computer Technician) have had bi-weekly meetings. Topics explored and problems resolved addressed communication protocol between the teams; site-wide vs. course shell level settings; Canvas blueprint; sub-accounts; and data analytics for Canvas users.
2) Support for other Online Education Initiative efforts such as embedding Vericite, Proctorio, and other tools.
3) Updating and streamlining DL business processes such as recording SPOT certification and using Banner to house that institutional date, particularly by preventing non-certified faculty from being scheduled to teach online or hybrid classes.
4) Complementing in-person workshops with a variety of ways for faculty to learn what's new (to them) in Canvas: leverage the MT. SAC Faculty Canvas Community with 442 active users.
External Conditions, Trends, or Impacts: 1. Online Education Initiative (OEI) implementation creates opportunities and pressures to make decisions regarding participation in various programs related to online teaching and learning, and use of software or tools that are subsidized through the state. 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 upgrades and changes (Canvas, Banner or Luminis portal) 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. Implementaion of OEI across the CA community college system created push and pull factors of greater cooperation and decisions about training, certifications that are currently only internal to the college: e.g., @ONE online teaching training meets local requirement (in lieu of SPOT).

4. Participation in the OEI Course Exchange increased workload for FCLT and Dean of LLR as the project leader for coordinating the college team with OEI, for monitoring the User Acceptance Testing, and for hand-holding each student through the Course Exchange in Spring 2018. Other teams also had an increase in workload due to this year's implementation: IT, Counseling, Admissions & Records, Financial Aid, division admin staff, among others.

Internal Conditions, Trends, or Impacts : 1. Implementation of Canvas in 2017-18, the first full academic year after migrating from Moodlerooms, experienced repeated site-wide disruptions that revealed inadequate communication between the IT Canvas Implementation team and our unit. These major disruptions occurred in each of the four terms of this academic year, which led to poor communication and confusion between the two teams and between us and the faculty. These problems also consumed a great deal of time and effort across the board because the business of teaching, learning, and support, by both units could not be carried out as planned. Additionally, one impact is our unit's credibility among the faculty: can they trust that our documentation and training have any integrity if these problems continued to disrupt faculty work and student learning?

Canvas has functionalities for teaching, learning, data gathering, and reporting that need to be explored further. 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. As the OEI grant ends December 2018, the college's continued participation requires the college's contribution in number of courses, sections, and seats in the new California Virtual Campus-Online Education Initiative (CVC-OEI), among other provisions. If we do not, then our college would be expected to pay for the tools/resources in full. Budget impact: the college will have to pay the $400,000 for all the tools we decide to keep. California's Community College Chancellor's office recommends reinvesting the savings in technology, programs, training, staff, or facilities that are devoted to online learning and teaching with technology.

3. Changes to AP4105 and proposed changes to training and refresher requirements for DL faculty may affect the amount of training opportunities needed, and inform the type, length and frequency of FCLT workshops and training.

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.

5. An influx of new faculty hires (full-time and part-time) presents training needs for the upcoming academic year. Examples: With 705 faculty users of Canvas, there are many more faculty who have yet to use the tool. While 400 faculty use VeriCite to detect plaigiarism, many more faculty do not yet know about the resource; Proctorio has seen a very low usage, so its promotion and usage need more staff time/support.

6. The OEI tools (e.g., Canvas, VeriCite, NetTutor, 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 students. Our unit and the Learning Assistance Center decided to create a prototype of a Canvas student hub as a proof of concept to convey how learning support centers can collaboratively create a resource "hub" for students. However, it is a huge resource challenge to provide the technical mock up, training and support for all learning support centers without additional staff.

7. Digital content created by faculty and licensed materials (ArtStore) need a high-capacity secure server. Faculty interest in creating videos and digital objects indicates an increasing demand for this server. Also, Canvas does not afford us unlimited storage.

8. This year was a baseline year for FCLT's activities. The FCLT PIE Report 2017-18 document marks the initial attempt to collect data. We will use this year to examine them and 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. Last but not least, this tiny but mighty unit is staffed by two full-time classified staff, the equivalent of one FTE reassigned faculty, and one full-time manager who is not 100% time dedicated to this unit's work. The two faculty members with partial reassigned time rotate off every two years, which means a regular disruption of the requisite knowledge base to sustain forward momentum. The fact that the manager has FCLT as one of several major responsibilities 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 really 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 faculty attendance/participation data throughout 2016-17 and early 2017, we decided to offer faculty support in spaces/time that saw higher usage. Although faculty survey feedback indicated a preference for in-person workshops during the semester, there were low sign-ups or no shows. Instead, we offered a range of options: concentrated two-day Canvas incentives in Winter and Summer sessions; self-paced online tutorials and guides; open lab/office hours during faculty preferred days/times; by appointment; by phone or email just-in-time help.

2. We conducted a business process map of the SPOT process for efficiency: i.e., there's no need for the Banner designation for getting a sandbox or for completion of mandatory LMS training. The task of recording completion of SPOT is assigned to LLR Admin Specialists instead of Instructional Designer who had inherited the task from her predecessor. Finally, we considered whether to use digital badges to denote SPOT completion for faculty rather than a paper certificate.

3. We collaborated with other partners who provide training to faculty so that the support to them is more coherent and organized. Examples: Tech Week with Language Learning Center; Flex Day presentation proposals on creating accessible digital content; Canvas support/help tickets with IT. We decided to keep working on the 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).

4. We collaborated with Professional & Organizational Development to consider space and equipment needs for professional learning activities. Just as our two units have been collaborating on training activities and space usage, we will continue to plan together for renovations to the new POD space 6-264 (POD Loft) and 6-261 as shared spaces to support professional learning campus-wide.
2016-17: Updates to space in 6-261 must address the outdated presentation equipment which constrains training when the room is primarily in support of training on technology.

5. Based on a survey on Student Awareness of DL and Online Support Services, we decided to share our educational technology training expertise with learning centers for students, such as the open lab in the Academic Support and Achievement Center (formerly, Learning Assistance Center). The goal is to create a parallel support space like the Mt. SAC Canvas Faculty Center virtual "hub" for students so that they have a one-stop place for all student support services including how to use commonly used educational technology tools.

6. Our proposal to participate in an OpenStax grant was unsuccessful, to our great disappointment. We decided to apply because of strong faculty support for OER and because we need a mechanism to operationalize this desire to adopt OER and alleviate the financial burden to students. Participation included a librarian, DL faculty coordinator, Associated Dean of LLR, among several others. We need a plan and workgroup to move the college forward on this need.
2016-17: Initial OER faculty survey had 79 responses with 90% expressing interest in learning more about using OER in classes. A review of other colleges and presentations at the Online Teaching Conference indicated that OER is often grouped with the unit that performs education technology training. How can we support this important area with strong faculty interest in our unit based on our current staffing, during a year when we are transitioning the LMS site?

7. Many aspects of the Unit's infrastructure require critical decision for timing, method, measures, and collection strategies for creating an evidence base on which to formulate unit activity planning for trainings and workshops. This includes leveraging student and faculty feedback on their information/training needs so that we can maximize our efforts to meet them. Part of this thinking triggered an examination of the job description of the Library & Learning Resources Computer Technician for its currency and appropriateness.

8. Collaborating with IT Canvas implementation team, we determined that a vetting protocol is necessary to respond to requests to integrate third-party apps into Canvas. Integrating such apps have the potential of affecting Canvas site-wide, requiring documentation/training/support, and costing the college money in subscription.

Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: 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 o 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 signup
Notable Achievements for Theme B: To Support Student Access and Success: 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 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

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Unit Goals	*Resources Needed*	*Where We Make an Impact: Closing the Loop on Goals and Plans*
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 numeric 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.] **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19 **Date Goal Entered (Optional):** 09/01/2016	**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. **Describe Plans & Activities Supported:** Full attention, time, and effort of FCLT staff and designated IT staff. **Lead:** Michelle Newhart and Hugo Aguilera **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Very few to zero faculty or student complaints about Canvas usage	**Reporting Year:** 2016-17 **% Completed:** 100 Smooth transition. (07/20/2017)

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	problems during the year-long migration process. **Documentation Attached?:** No **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. 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. **Lead:** Michelle Newhart **Planning Unit Priority:** High **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. **Documentation Attached?:** No	**Reporting Year:** 2017-18 **% Completed:** 75 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) **Reporting Year:** 2017-18 **% Completed:** 75 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: -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.) (06/01/2018) **Reporting Year:** 2016-17

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
		% Completed: 100 Done (04/05/2018)
Improve quality of faculty technology use - Provide resources and workshops of multiple lengths and in multiple formats that train and support the professional development of faculty in designing effective learning experiences using educational technology. Goal 1, 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 -** Improve the on-campus facilities that serve as the faculty training center to include updated technology that adequately supports training in technology; modify space to better suit engagement for workshops and also support the secondary but critical use of the space for meetings and faculty professional development activities on campus. The space is currently not set up to support meetings well and is a sterile, industrial space. **Describe Plans & Activities Supported:** 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 **One-Time Funding Requested (if applicable):** 75000 **Type of Request:** Equipment - new, Facilities, Furniture, Technology Software Systems - new **Planning Unit Priority:** High **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	**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)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	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.	
	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. **Lead:** Michelle Newhart **Planning Unit Priority:** Medium **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).	**Reporting Year:** 2017-18 **% Completed:** 50 FCLT created 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. The overall feedback from 421 faculty users is positive: they find the resource helpful and just the right amount of communication with them (FCLT PIE Report 2017-18, pages 38-43) FCLT conducted a technology survey in 2016-17 anticipating that faculty use Google tools for teaching. As FCLT supported Moodlerooms in 2016-17 while preparing to migrate to Canvas in 2017-18, training faculty on Google tools was a lower priority since there was insufficient staffing to offer training on both. (06/04/2018) **Related Documents:** FCLT PIE REPORT 2017-18.docx
Serve as the primary resource for training support of LMS - Provide training, support, and resources to all faculty. as they transition from Moodlerooms to Canvas. Stay up to date on progress, timeline, and technical information about the Canvas implementation as if affects faculty; translate and provide that information to faculty. Goal 8, 10 **Status:** Active **Goal Year(s):** 2016-17 **Date Goal Entered (Optional):** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2017-18 **% Completed:** 100 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. (06/04/2018)

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Serve as the primary coordinating group for implementing OEI activities including the Course Exchange - 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. Goal 8, 10 **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19 **Date Goal Entered (Optional):** 09/01/2016	**In Progress -** Provide information, training, and support resources to faculty regarding the OEI funded tools, support, and training. Integrate resources form 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:** Instructional Designer or learning technology support specialist (the latter does not yet exist) **Lead:** Meghan Chen (as the OEI Single Point of Contact) **Type of Request:** Human Resources **Planning Unit Priority:** High **Documentation Attached?:** No	**Reporting Year:** 2016-17 **% Completed:** 50 FCLT provided 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. (06/04/2018)
	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:** 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	**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)

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
	existence of these tools. **Lead:** Meghan Chen (as OEI Single Point of Contact) **Planning Unit Priority:** High **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. **Documentation Attached?:** No	
Coordinate with student support of LMS - OLSC does not provide student support, but coordinates with those who inform students of LMS use and associated education technology to provide information to students that synchronizes with faculty information about these tools. OLSC educates faculty on how to provide students LMS orientation, training, and troubleshooting resources directly through courses. Goal 1 **Status:** Active **Goal Year(s):** 2016-17 **Date Goal Entered (Optional):** 09/01/2016	**Report directly on Goal**	**Reporting Year:** 2016-17 **% Completed:** 0 In 2016-17, FCLT was focused on migrating LMS from Moodlerooms to Canvas. There was insufficient time/resource to collaborate closely with learning centers/labs to deliver the student support for using Canvas. (06/04/2018)
Increase faculty awareness of Faculty Center for Learning Technology (FCLT) - Promote FCLT resources and services to faculty: instructional design services, professional development opportunities, and support for faculty in teaching with technology. Goal 10 **Status:** Active	**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.	**Reporting Year:** 2017-18 **% 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 to 442 from a couple of hundred in 2016-17.

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

Goal Year(s): 2016-17, 2017-18
Date Goal Entered (Optional): 09/01/2016
	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
	Describe Plans & Activities Supported: Promotional supplies, light refreshments
	Lead: Michelle Newhart
	Planning Unit Priority: High
	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.
	Documentation Attached?: No
		-FCLT Canvas webpage had 10 times the page views as the FCLT college webpage
		-FCLT Fall 2017 Open House had 17 faculty attendees.
		-Offered 28 workshops from Summer 2017 through Spring 2018; 223 faculty attended (duplicated count).
		-Offered 105 Open Lab/Office Hours (35 hrs Fall 2017; 70 hrs Spring 2018) on Wed & Thur afternoons based on faculty feedback. Offered "by appointment" services also: 24 faculty appointments were made/served. (06/04/2018)

Improve awareness and integration of FCLT with other campus entities - Improve awareness, coordination, and integration with other entities on campus and work together with other campus units on innovative and meaningful faculty professional development, informed education	**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	**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

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technology choices, and awareness of regulations to benefit faculty and students. Goal 14 **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19 **Date Goal Entered (Optional):** 09/01/2016	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. **Lead:** Michelle Newhart and Meghan Chen **Planning Unit Priority:** High **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). **Documentation Attached?:** No	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 **Planning Unit Priority:** High **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.	**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. 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

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
		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) |
| **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.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19
Date Goal Entered (Optional): 09/01/2016 | **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.
Describe Plans & Activities Supported: Software tools e.g., Camtasia
Lead: Michelle Newhart and Hugo Aguilera
Planning Unit Priority: Low
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 work.
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 **Planning Unit Priority:** High **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). **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 **Planning Unit Priority:** High **What would success look like and how would you measure it?:** All members of FCLT have a greater clarity about their primary roles and duties. **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	**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

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	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 **Planning Unit Priority:** High **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(s).	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)
Develop systems for the collection of data on faculty learning - Create a data collection plan to learn more about faculty needs for training and capture the results of training on faculty teaching practices and student success and retention. Feedback must be collected over time to capture these results. **Status:** Active **Goal Year(s):** 2016-17 **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:** None at this time **Lead:** Michelle Newhart and Meghan Chen **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Reduction of paper records, greater	**Reporting Year:** 2017-18 **% Completed:** 50 The FCLT PIE Report 2017-18 (raw data) shows the results of intentionally collecting data. This report also includes a Faculty Technology Survey that was conducted in Spring 2018, about two years since the previous one, and for which we had about 200-230 respondents. Faculty gave largely positive feedback on the range of Canvas training methods available to them, including self-paced/self-help resources on the FCLT webpage. (See the FCLT PIE Report 2017-18 for details). 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. (06/04/2018)

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	efficiency, remote access to data files and records, improved coordination among units that provide faculty development activities. **Documentation Attached?:** No **In Progress -** Track and maintain records and information about alternatives for meeting LMS training requirements. **Describe Plans & Activities Supported:** None at this time **Lead:** Michelle Newhart and Meghan Chen **Planning Unit Priority:** High **What would success look like and how would you measure it?:** FCLT website will have online description of process for how faculty may obtain acknowledgement for their completion of LMS user training from Mt. SAC. **Documentation Attached?:** No	**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. (06/04/2018)
Develolp training and support program supporting faculty adoption of OER resources - Spearhead and serve as the primary coordination unit for the use of Open Educational Resources (OER). Provide resources, training, and support for faculty who wish to explore OER use or seek help in transitioning courses to the use of OER materials. Track progress and success, relationship to student equity. **Status:** Active **Goal Year(s):** 2016-17 **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	**Reporting Year:** 2017-18 **% Completed:** 0 In 2016-17, there was no movement toward this goal despite two Academic Senate resolutions supporting development of OER at Mt. SAC. 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. (06/04/2018)

	database; (4) identify ways to communicate with students (e.g., via the schedule of classes) which classes use OER. **Describe Plans & Activities Supported:** 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 **One-Time Funding Requested (if applicable):** 15000 **Type of Request:** Technology Software Systems - new **Planning Unit Priority:** High **What would success look like and how would you measure it?:** Establishment of a work group to 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. **Documentation Attached?:** No	
Faculty requirements for training - Create and maintain LMS training program with clear requirements and boundaries. Track and maintain records and information about alternatives for meeting LMS training requirements. **Status:** Archive **Goal Year(s):** 2016-17	Report directly on Goal	**Reporting Year:** 2017-18 **% Completed:** 100 FCLT decided to remove the LMS training requirement as a prerequisite for faculty to get access to Canvas sandboxes. The rationale is that Canvas comes with wrap-around self-paced training via Canvas and Lynda.com, and a vibrant Canvas users' community. Additionally, Canvas is user friendly in ways that the previous two LMS have not been. The data used to confirm this is the right step forward is

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Date Goal Entered (Optional): 09/01/2016 **Date Goal Archived/Inactivated (Optional):** 06/05/2018	**Report directly on Goal**	that there has been no reports of catastrophic disruptions due to the lack of mandatory LMS training before granting faculty access to sandboxes. There has been so few incidents that one-on-one coaching is much more effective than categorically blocking users from accessing Canvas until faculty completes the training. (03/26/2018)