



SANTA ANA COLLEGE

Distance Education

Distance Education Strategic Plan (2022 – 2024)

Submitted March 2022

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The Distance Education department and Advisory Group respectfully submit the Distance Education Strategic Plan for review by Academic Senate. To that end, supporting documents are provided to assist in clarity of information. It is understood that this plan will be regularly reviewed and updated.

Executive Summary

The Distance Education ([Appendix Distance Education Title 5 Definition](#)) Strategic Plan establishes a collaborative and comprehensive plan that positions the college to improve technology-enhanced instruction and online learning for our students while supporting students and faculty in an effective manner. This plan considers the role and responsibilities of all stakeholders and provides a plan to support the continued advancement of Online Learning at Santa Ana College.

The Distance Education (DE) Strategic Plan is directly aligned with the Rancho Santiago Community College District (RSCCD) and Santa Ana College (SAC) Strategic Plans, Accrediting Commission for Community and Junior Colleges (ACCJC) standards as well as Santa Ana College student and faculty requirements.

Our [Tactical Timeline Plan](#) is based on enrollment, [identified growth areas](#), student success/retention and student/faculty surveys.

Program Learning Outcomes (PLOs)

A. Distance Education students will demonstrate knowledge of the successful online learner skill-set.

- All Online Degree Pathway students will demonstrate knowledge of the online readiness skill-set through a required completion of the SAC - Quest for Online Success Orientation.
- Distance Education students will be able to demonstrate knowledge of the online readiness skill-set when completion of the SAC - Quest for Online Success Orientation is required by the instructor.
 - Measurement: Successful completion of the SAC - Quest for Online Success Orientation

B. Distance Education students will experience engaging and dynamic online instruction.

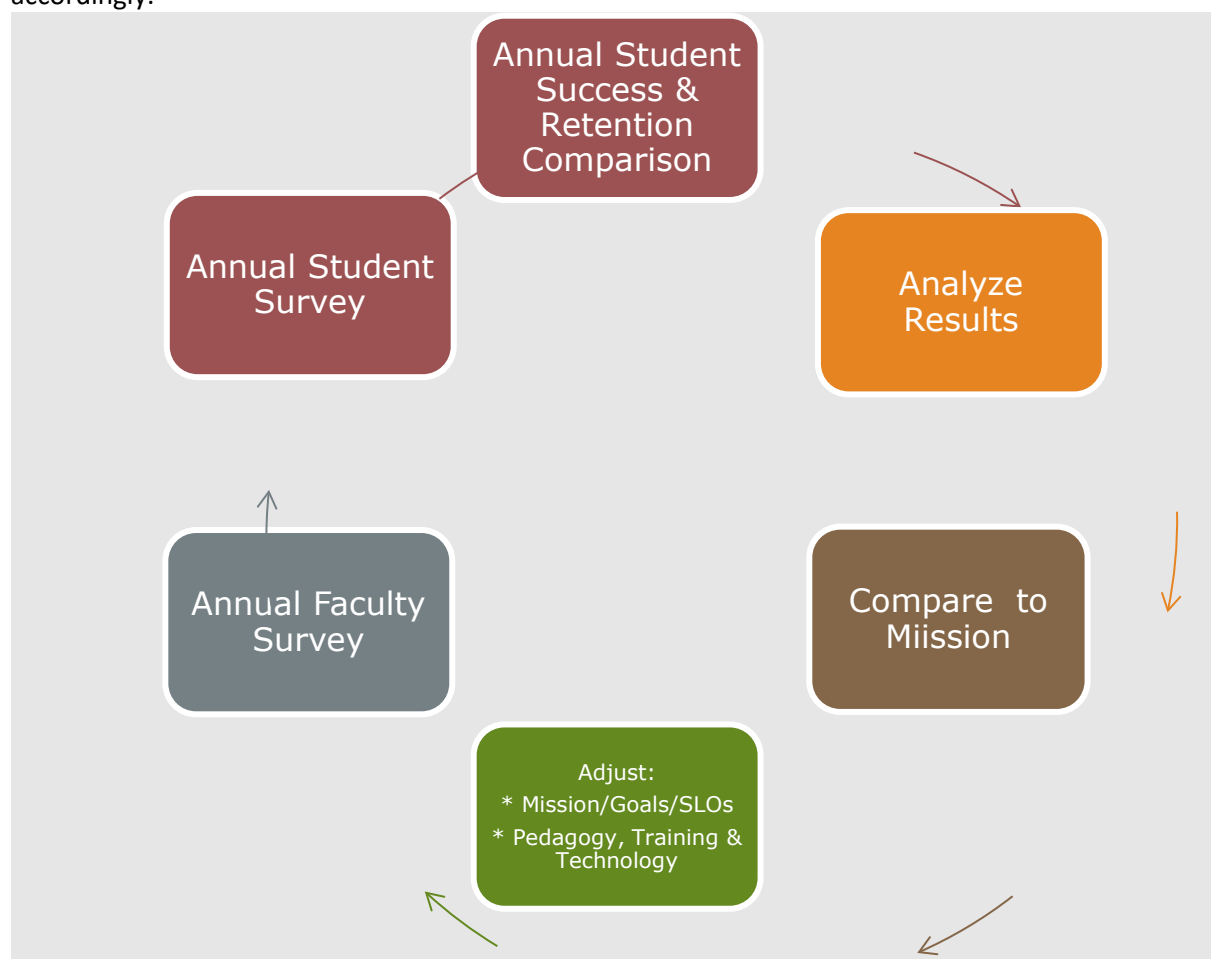
- Distance Education courses will have similar, or better, course retention/success rates than that of on-campus instruction.
 - Measurement: District Research/SAC reports – Distance Education and Traditional course comparisons
- Distance Education faculty will be required to complete and maintain the Online Teaching Certification requirements of the college.
 - Measurement: Successful completion of the Online Teaching Certification prior to online/hybrid instruction and on-going professional development
- Students utilize effective learning tools to assist them in completion of their coursework.
 - Measurement: DE Student survey results and District Research/SAC reports

Distance Education Background

Mission

Our mission in Distance Education at Santa Ana College is to provide our students and faculty with the highest quality distance education program that aligns with the college mission to inspire, transform and empower a diverse community of learners. We accomplish these missions by assuring that coursework for our students provides the depth and breadth of a quality post-secondary degree education while ensuring the use of leading-edge technology and excellence in teaching.

Our plan is based on continuous improvement: After administering our annual student and faculty surveys and pulling our student success and retention report comparisons, we analyze the results, go back to our mission and restructure our goals/objectives, SLO's, pedagogy approach, training for students and faculty and technology used. This method of data collection and analysis provides us with the necessary data to determine if we are meeting the needs of our students and faculty and to adjust accordingly.



DE Advisory Group

The Distance Education Advisory Group is an Academic Senate work group who provides advisement for the DE Department and faculty in the form of training and sharing of effective practices and communication with their respective divisions/departments. The advisement promotes effective practices towards assuring student success and retention. DE Advisory Group members are represented from all academic divisions. The DE Coordinator chairs the DE Advisory Group.

SAC Distance Education History

Santa Ana College has been constantly evolving its distance education offerings since its inception in 1978. We began with telecourses and are currently offering online, hybrid and virtual courses. However, while SAC college credit no longer offers telecourses/correspondence courses, our affiliated School of Continuing Education has recently renewed non-credit correspondence course offerings for selected populations.

Milestones

1978: Distance Learning started at Santa Ana College with Telecourses.

1999: Online courses first offered.

2005: Blackboard installed as the college Learning Management System (LMS).

2008: DE Addendum form used in Curriculum. A migration from Technology Mediated Instruction (TMI) form.

2012: The Distance Education Advisory Group formed as an Academic Senate work group.

2013: Academic Senate resolution (S13-01) approval for "[Santa Ana College Regular Effective Contact Policy](#)" and the "[Distance Education Instructor Certification Policy](#)".

2013: [Student Online Orientation for DE student](#) implemented.

2014: [Online Degree Pathway for Business Administration \(AS-T\)](#), [Major Preparation](#), and [Liberal Arts \(AA\)](#) offered.

2017: Transitioned from Blackboard to Canvas.

2017: Adopted CCC @ONE Online Teaching Certificate. SAC and SCC aligned certificates for districtwide online certification. (Summer 2017)

2018: Santa Ana College joined the Online Education Initiative (OEI) Consortia.

2018: [Online Degree Pathway for Psychology \(AA-T\)](#) offered.

2020: [Online Degree Pathway for Sociology \(AA-T\)](#) offered.

2020: Remote Instruction Certificate created for Emergency Remote Live instruction.

2021: [Online Degree Pathway for Communication Studies \(AA-T\)](#) offered.

2022: [Online Degree Pathway for Political Science \(AA-T\)](#) offered.

Historic

Enrollment in DE programs and courses at SAC has grown steadily over the last few years. With current state funding allocation improvements and student preference, our expectation is that we will continue to see an increase in enrollment and therefore sections offered. The necessity to offer remote and online courses in Spring 2020 due to the pandemic resulted in students gaining familiarity with required technology and experiencing the benefits of online learning. The challenges of switching to virtual learning brought to faculty by the pandemic were met with strong support by the DE Department along with skilled and caring SAC faculty. Instructional Continuity, virtual drop-in open lab hours and support were provided ([Appendix Pandemic Challenge and Response](#))

Recent

Prior to the pandemic in spring 2020, DE was experiencing an average online growth of 13.5% for spring and fall semesters, 40% for summer and 35.6% for spring intersession. During the pandemic, enrollment increased by an average of 59.3% for spring and fall semesters, 65.9% for summer and 42.5% for spring intersession. ([Appendix Enrollment](#))

Sections Offered

Four semesters prior to the pandemic, Spring 2018 through Fall 2019, enrollment and sections available were largely equivalent with an average section growth of 13.6% per semester, with a 13.5% enrollment increase. During the pandemic, online instruction sections increased by an average of 42.8%, with a 59.3% enrollment increase. ([Appendix Sections](#))

Growth Expectations

Pre-pandemic Online enrollment increased an average of 13.5% per semester, largely relative to the number of increased online sections. Post-pandemic, we expect a large percentage of students will continue to prefer online learning. The necessary Spring 2020-Spring 2022 remote and online instruction delivery of courses have familiarized students with required technology and benefits of online learning. We see online delivery as a continued preference based on enrollment data and student surveys. ([Appendix Student Survey](#))

Growth Areas

Hybrid Courses

- **Offering synchronous virtual meetings**, rather than on-campus meetings for disciplines where virtual can be successful.
- Both students and faculty find this modality to be beneficial and convenient. Anecdotally, hybrid faculty are finding that student attendance is improved with synchronous virtual offerings.

Online Courses

- **Expanding online General Education (GE) courses and non-GE courses.** Many CTE disciplines and courses ran successful online courses during the pandemic and have attracted “new” students. Both out-of-area students and those requiring flexible course offerings are choosing to take online courses at SAC.

Hyflex Courses

- OWL technology (360° camera, microphone and speaker) was used to teach a course of in-person and virtual synchronous students. It was a flexible offering that allowed for students to enroll in their preferred learning modality and for the course to make enrollment.
 - This type of asynchronous with synchronous classroom/virtual zoom offering will continue. **We are exploring improved technology for Artificial Intelligence cameras and microphones that will allow for improved remote student engagement.**
- **It is evident that the future “classroom” is one of student choice. The “classroom” on any given week could be in-person, virtual synchronous, or online asynchronous.** We will be exploring this growth area that will allow students to choose their learning modality within the course and will allow the college to offer courses, such as capstone courses, efficiently with sufficient enrollment.
 - This type of course will require a clearly defined apportionment and understanding of faculty workload.

Online Teaching Certification

- With continued online growth, continued online certification and training will be required. Our expectation is that we will have a larger number of faculty that will desire a high level of continued training for delivery of greater student engagement techniques and experience.
- **Faculty who completed the Remote Instruction Certification are continuing on in their training with enrollment in the Online Teaching Certification.**
- Continual updates to the SAC Online Teaching Certificate are made to align with the CVC-OEI @ONE curriculum, updates to the Course Design Rubric and technology engagements.

Technology Training

- **Continued training of new and advanced technologies**
 - Video creation
 - Interactive student pedagogy and applications
 - Accessibility
 - Current applications
- **Effective Practices in Classroom --> Online course migration**
- **CVC-OEI Quality Review Badging**

Staff

We are understaffed in DE to provide necessary support for both faculty and student requirements for DE. With the growth of DE and Canvas usage of faculty/students in in-person courses, it is imperative that we increase departmental support. We are unable to plan for oversight, coordination and support of technology changes for faculty course requirements as we are able to address only necessary day-to-day servicing of our faculty and students.

- **Actions: We continue to request additional needed staffing through SACTAC and Academic Affairs:**
 - **Instructional designer position**
 - **Accessibility support personnel**
 - **Student Support Services Program Specialist**

Distance Education Student Success and Retention

Reports are run annually for review of overall and individual course success and retention in Distance Education ([Appendix Success and Retention](#)). Overall student success is higher for online and hybrid courses than for in-person courses, retention rates for online and hybrid courses are higher than for in-person courses, and non-success or failure rates are lower for online and hybrid courses than for in-person courses.

- Overall average **Student Success** during the past four semesters is 67.2% (Online) and 76.5% (Hybrid) as compared to 66.9% (Lecture) for In-person delivery.
 - We strive to be equivalent or better in our online program. For our continual improvement, the following actions are planned.
 - **Action #1: Improve student expectations and preparation for online learning. ([Student Online Orientation and Student Canvas Training](#))**
 - **Action #2: Improve faculty training with active, engaging techniques learned in the [SAC Online Teaching Certification](#).**
 - **Action #3: Delve into the courses and faculty teaching hybrid modality to better understand higher success rates.**

- Overall **Student Non-Completion** is 19.8% (Online) and 10.4% (Hybrid) as compared to 20.2% (In-person). **Non-Success, or failure**, is 11.5% (Online), 9.9% (Hybrid) and 12.8% (In-person).
 - To improve our overall DE retention with lower non-completions, the following are planned actions.
 - **Action #1: Improve student expectations and preparation for online learning. ([Student Online Orientation and Student Canvas Training](#))**
 - **Action #2: Stress that online faculty develop strict and clear no-show policies. ([Beginning of Semester Checklist](#) & [DE Instructor Certification](#))**
 - **Action #3: Improve faculty training with active, engaging techniques learned in the [SAC Online Teaching Certification](#).**

Student and Faculty Surveys

Purpose: To gain an understanding of our students and faculty based on data and to obtain their teaching and learning requirements for departmental needs adjustment. The following results and actions are based on the last two student surveys ([Appendix Student Survey](#)).

Student Surveys

Results told us that students:

- Frequently use their smartphone to access their course
- Feel online and hybrid courses were more effective as compared to their remote instruction course experiences
- Feel online and hybrid courses allow them to complete their degree/certificate, to take more units to accelerate their degree and to be a full-time student
- Needed breaks during virtual synchronous instruction
- Requested Student Group Study areas
- Prefer consistency with faculty use of Canvas and of applications
- Appreciated faculty engagement but found some courses lacked needed engagement
- Services used most often are Counseling online chat (49%), Registration Services - Web Advisor/Self-Service (31%), Financial Aid Office online chat (31%), Bookstore online (26%), Proctorio (22%), Admissions Services online chat (20%), Learning Center online (18%), Library Online Resources (14%), Bookstore walk-in (13%), Transfer Center online chat (10%), Net Tutor (9%), Academic Computing Center online (8%), Math Center online (8%), Academic Computing Center walk-in appointment (6%).
 - Some students mentioned experiencing absence of personnel during chat times

Sample comments

- *I actually enjoyed online classes better than in person.*
- *I feel the professor spoke 99% of the time and read off PowerPoint presentation but was not as engaging*
- *Some online instructors are not providing effective teaching videos. Some are not participating for discussions. Some are not giving feedback for submissions.*
- *Videos from the professors explaining some of the topics and exercises we are learning about.*
- *More online classes available. Not all of the ones I need are available.*
- *Have consistency between the teachers and how they use Canvas.*

Main DE Tasks

- Determine and promote effective Student Study Group areas and non-Canvas alternatives if needed.
- Provide training for virtual synchronous coursework.
- Solidify ePortfolio/Portfolium application solution and training for faculty and students.
- Remind online faculty to use template for student consistency.
- Market Student Orientation training and Canvas training availability to students and faculty.
- Provide more training for basic and advanced instructor created videos.
- Assure faculty are aware of student mobile device usage. Canvas is mobile accessible.

Student Survey Questions Regarding	Major Findings	Actions
Technology Owned and Used	<ul style="list-style-type: none"> • 47.8% of students use/partially use a smartphone to access their course 	<ul style="list-style-type: none"> • Stress mobile device need w/faculty. Use Canvas.
Communication Methods Used	<ul style="list-style-type: none"> • Remote Instruction students did not want to be "talked at" the entire time and needed breaks 	<ul style="list-style-type: none"> • Offer Advanced Live Instruction training
Course Experience	<ul style="list-style-type: none"> • Students wanted to use applications the college provided, rather than using new/different tools • Need more consistency between courses 	<ul style="list-style-type: none"> • Offer more training on groups and creating groups for student study group areas in Canvas and Pronto usage
Suggested Course Improvements	<ul style="list-style-type: none"> • Students wanted a portfolio tool • Students needed to feel engaged 	<ul style="list-style-type: none"> • Determine portfolio app and offer training for faculty/students • Stress and offer increased training and hours for faculty video creation and captioning
Student Support Programs Used	<ul style="list-style-type: none"> • Some chat may not be monitored 	<ul style="list-style-type: none"> • Investigate Cranium Cafe outage/training • Continued virtual Student Services • Explore more presence on Canvas

Faculty Surveys

The following results and actions are based on the last faculty survey ([Appendix Faculty Survey](#)).

Results told us that Faculty: [single space list]

- Prefer self-paced training and virtual/zoom synchronous support and email
- Need an Instructional Designer and Accessibility support personnel
- Would like advanced video creation and captioning training
- Need advanced training in Effective Online Practices, Interactive student tools and course design
- Need reinforcement of current trainings – Group Projects, Pronto

Sample comments

- *I would love to learn how to edit and caption videos with ease. I feel it takes a lot of time.*
- *How to make *quality* videos*
- *OTC refresher course or easy-to-find resource guide summary of OTC.*
- *A huge thanks to SAC's DE staff for all the remote assistance and open labs provided throughout the remote instruction period. Our campus would have been in huge trouble without such support. Additional staffing support is needed for this department.*
- *The Open Labs have been a godsend. Thank you so, so much for all of the technical and emotional support. You all rock.*

Main DE Tasks

- Continue schedule for mainly virtual synchronous support.
- Improve communication with faculty via website and email.
- Bring back “SAC Lunch” discussions and training for focused topics.
- Implement usage of Pronto for online faculty practice.
- Meet great faculty need for Instructional Design and Accessibility Support Personnel.

Faculty Survey Questions Regarding	Major Findings	Actions
Training/Support Needs	<ul style="list-style-type: none"> • Virtual Support Preference • Faculty are not all aware of DE trainings and workshops • Increased Training on Advanced Topics is needed 	<ul style="list-style-type: none"> • Continue virtual office hours for synchronous support • Improve web and email communication • Work with SAC PIO/marketing on improved methods • Bring back SAC Lunch on focused topics
Suggested Applications	<ul style="list-style-type: none"> • Pronto • Canvas Groups 	<ul style="list-style-type: none"> • Incorporate Pronto in OTC Course Assignments • Train on Canvas Groups for Student Study Group usage
Instructional Design and Accessibility Needs	<ul style="list-style-type: none"> • Assistance in quality course design is needed • Accessibility remediation and training is needed 	<ul style="list-style-type: none"> • Hire a college Instructional Designer • Hire accessibility personnel for training and remediation.

Open Educational Resources and Zero Textbook Cost Courses

The Distance Education department has been a driving force behind Open Educational Resources (OER) and Zero Textbook Cost (ZTC) courses and degree pathways. We have been able to garner faculty interest through involved and caring faculty members and funding, largely through the following grants: Kaleidoscope Grant (2011), Kaleidoscope II Grant (2013), Subrecipient of the Gates Foundation Next Generation Learning Grant (2015), Achieving the Dream – OER Degree Initiative (2016), AB798 (2016), AB798 II, Bonus Funding (2018), Strong Workforce Program (2019, 2020), CA Zero Textbook Cost Degree Grant Phase II (2017), and Lumen Learning Adjunct Success (2021).

Our faculty help to assure SAC student success with course materials available for all students on day one. Access to course materials improves our student course retention and allows equity in our courses.

OER Degree Pathways

Santa Ana College currently offers two [OER Degree Pathways](#), assuring that students can complete **within two years with zero/low-cost materials**. All departments have agreed to offer sections for students to maintain this zero/lost cost option for students.

- Business Administration for Transfer (AS-T)
- Liberal Arts Associate Degree (AA)

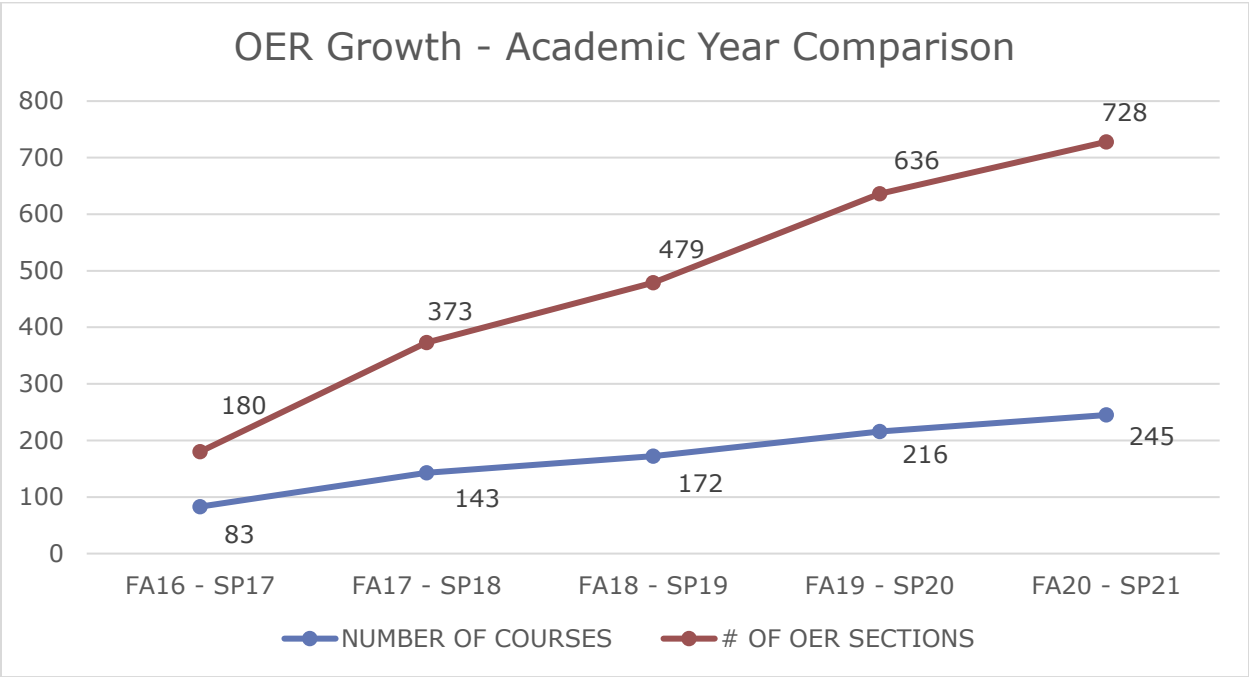
OER/ZTC Research Data

Success Rates

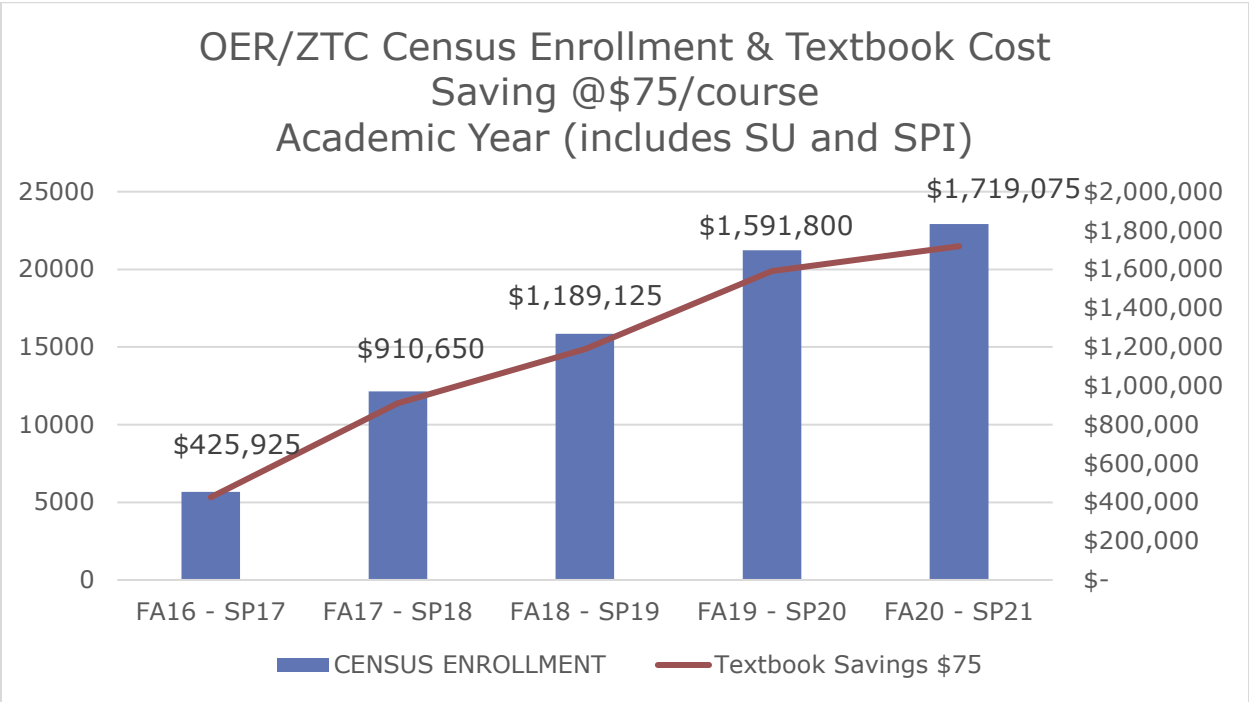
Over the past two academic years, Summer 2019 – Spring 2021, **success rates were 12% higher** overall for OER/ZTC courses. ([Appendix OER/ZTC Disaggregated Data](#))

OER/ZTC Growth and Cost Savings

OER/ZTC course and section offerings have grown 304% over the last four years and **increased 52% over the last two years, from FA18-SP19 to FA20-SP21**.



Textbook savings are normally estimated at \$100/course. However, at a lower estimate of \$75/course, **Santa Ana College students still saved \$1,719,075 in the last year and over the last five years, \$5,836,575.**



Faculty Usage

Further exploration of faculty usage shows the following for the period of Fall 2020 – Fall 2021:

Fall 2020 -Fall 2021	# Unique Sections	1,059
	# Unique Courses	353
	# Unique Faculty	209

During this period, Fall 2020 – Fall 2021:

- OER/ZTC courses were repeated and offered an average of three times.
- On average, one faculty member taught 5 sections of OER/ZTC.
- Each of the 209 faculty saved their students approximately \$11,775 in addition to improving their student's possibility of success and course completion.

Distance Education Tactical Timeline Plan

PLO/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>A1. Distance Education students will be able to demonstrate knowledge of the successful online learner skill-set.</p> <p>Rationale: Assure students are prepared for current online coursework and prepared for transfer level online learning.</p> <p>* Student survey SP21 indicated 43% of students completed both the SAC Quest for Online Success orientation and the Student Canvas Training.</p>	<p>A1: Update Orientation and Canvas Training</p>	<p>DE Coord, DE Serv. Spec, Instr Designer</p>	<p>a. Begin SP2022 Production FA2022</p>	<p>A1a. Student resources and tools reflect current status A1a. Student online learning tactics reflect current online learning methods</p>	<p>Instructional Designer or Faculty compensation</p>	<p>SAC Strategic Plan Theme I, Student Achievement: Diploma, Degree, Certificate, & Transfer Completion</p> <p>SAC Strategic Plan Theme I: Course Completion</p> <p>SAC Strategic Plan Theme IV, Innovation: Enhance opportunities for access to non-traditional instructional & student service delivery methods.</p>
	<p>a. Update SAC Quest for Online Success</p>	<p>Accessibility Expert</p>	<p>b. Begin SU2022, Production SP2023</p>	<p>A1b. Student tools and Canvas updates reflected in Canvas Training.</p>		
	<p>b. Update the SAC Student Canvas Training</p>		<p>c. Semesterly request of data</p>	<p>A1c. Improved student online training preparation.</p>		
	<p>c. Upon completion, assess student retention/success on a continual basis</p>		<p>d. Continue training course questions on SP Student survey</p>			
	<p>d. Survey students on changes implemented</p>					

PLO/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>A2. Distance Education students will be able to demonstrate knowledge of the successful online learner skill-set.</p> <p>Rationale: Assure students are prepared for current online coursework and prepared for transfer level online learning.</p> <p>* Student survey SP21 indicated 43% of students completed both the SAC Quest for Online Success orientation and the Student Canvas Training.</p>	<p>A2: Communicate importance of online learning preparation to students and faculty</p> <p>a. Consult with PIO on effective practices on student communication</p> <p>b. Need student awareness of: Quest for Success orientation, Student Canvas course, Canvas Support</p> <p>c. Communication Methods</p> <ul style="list-style-type: none"> • Guided Pathways involvement • Communication with Faculty to require/ advise Quest for Success • Counselor advisement • Social Media • ODP Student reminders 	<p>DE Coord</p> <p>DE Serv. Spec.</p> <p>DE ODP Lead</p> <p>DE ODP</p> <p>Counselor</p>	<p>a. Begin FA2021</p> <p>a. On-going Semesterly reminders</p>	<p>A2a. Increased online student training</p> <p>A2a. Increased student success and retention rates for online/hybrid courses</p>	<p>Research Data</p> <p>Pull/Analysis</p>	<p>SAC Strategic Plan Theme I, Student Achievement: Diploma, Degree, Certificate, & Transfer Completion</p> <p>SAC Strategic Plan Theme I: Course Completion</p>

PLO/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B1. Distance Education faculty will be required to complete and maintain the Online Teaching Certification requirements of the college.</p> <p>Rationale: Provide online faculty a support vehicle to: instruct students with engaging instruction, understand regular effective contact, deliver best practice techniques and discussion, and promote a high quality standard throughout the DE curriculum offering.</p>	<p>B1: Update to the Online Teaching Certificate, adopted @ONE certificate training, and all course prerequisites, Canvas Training, Video Creation, Accessibility and Live Online teaching (Updates to trainings is a continual process)</p> <p>a. Update OTC with latest @ONE updates</p> <p>b. Update Faculty Canvas Training</p> <p>c. Update Video Creation Training</p> <p>d. Update Accessibility Training</p> <p>e. Adopt/Publish Live Online Teaching course</p> <p>f. Survey faculty</p>	<p>DE Coord, DE Serv. Spec., Instr Designer, Accessibility Expert, Ed. Multi. Spec.</p>	a-e. Begin SP2021, a, c, d. Production FA2021	B1a-e. Improved faculty preparation for online/hybrid and in-person teaching.	<p>Instructional Designer or Faculty compensation</p> <p>OTC Facilitator</p> <p>Research Data Pull/Analysis</p>	<p>SAC Strategic Plan Theme I, Excellence in Teaching and Learning</p> <p>SAC Strategic Plan Theme II: Course Completion</p>
			b. Production FA2022	Improved student success and retention with improved/current application information.		
			e. Production SP2022	Increased adoption of technology and active learning techniques.		
			f. Continue training course questions on SP Faculty survey			

PLO/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B2. Distance Education courses will have similar, or better, course retention/success than that of in-person instruction.</p> <p>Rationale: Provide faculty support and training on SAC supported applications resulting in engaging instruction and high quality standards throughout the DE curriculum offering.</p> <p>* Faculty surveys show preference for virtual modality and self-paced training.</p>	<p>B2: Provide on-going virtual office hours, self-paced training, faculty updates</p> <p>a. Identify and communicate virtual office hours, by appointment (1:1), and email assistance.</p> <p>b. Continue development of self-paced training as needed, assuring in-person assistance as needed.</p> <p>c. Update faculty on upcoming DE Trainings and Canvas/app updates</p> <p>d. Survey faculty</p>	<p>DE Coord DE Serv. Spec.</p>	<p>a. Begin regular post-pandemic virtual office hours FA2021 and communicate support/training offerings</p> <p>b. on-going PD week and during semester offerings of self-paced and in-person workshops</p> <p>c. On-going weekly informational emails on training/software updates</p> <p>d. Continue support questions on SP Faculty survey</p>	<p>B2a. Quick quality responses to faculty -- > improved course quality and student retention/success.</p> <p>B2b/c. Improved quality courses and faculty implementation with faculty completing trainings in the modality that suits them.</p> <p>B2d. Required improvements from survey results for faculty support.</p>		<p>SAC Strategic Plan Theme I, Excellence in Teaching and Learning</p> <p>SAC Strategic Plan Theme I: Course Completion</p>

PLO/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B3. Distance Education courses will have similar, or better, course retention/success than that of in-person instruction.</p> <p>Rationale: Provide faculty support and training in online teaching pedagogy implementation. Resulting in engaging instruction and high quality standards throughout the DE curriculum offering.</p> <p>* Faculty surveys show faculty need/request for an Instructional Designer.</p>	<p>B3. Provide one-on-one training/support for faculty use of Canvas and online faculty implementation of online teaching pedagogy.</p>	DE Coord, Instr Designer, Dean AA	Hire ID in SP2022	<p>B3a. Improved universal design implementation and SLO alignment for all courses - > increased student comprehension and success/retention</p>	<p>Instr Designer</p> <p>SAC Research – Data Pull comparison of quality reviewed courses to non-reviewed online courses</p>	<p>SAC Strategic Plan Theme I, Student Achievement: Excellence in Teaching and Learning</p>
	<p>a. Instructional Design (1:1) time to assist faculty</p> <p>b. Instructional Design for faculty work for CVC-OEI quality course submissions</p>			<p>B3b. Increased number of SAC Quality Reviewed CVC-OEI courses - > High visibility on CVC-OEI site - > <i>Increased SAC enrollment</i></p>		<p>SAC Strategic Plan Theme IV, Innovation: Foster a culture of inquiry and innovation to enhance student success.</p> <p>SAC Strategic Plan Theme IV, Innovation: Enhance opportunities for access to non-traditional instructional & student service delivery methods.</p>

PLO/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B4. Distance Education courses will have similar, or better, course retention/success than that of in-person instruction.</p> <p>Rationale: Provide faculty support and training in online teaching pedagogy implementation. Resulting in engaging instruction and high quality standards throughout the DE curriculum offering.</p> <p>* Faculty surveys show faculty need for Accessibility support personnel.</p>	<p>B4. Provide local accessibility support for faculty for training and remediation of Canvas pages, video, audio, OER materials and all documents.</p> <p>a. Hire Accessibility Expert</p> <p>b. Accessibility support needed via drop-in office hours, email and ad-hoc remediation requests.</p> <p>c. Accessible course review for faculty CVC-OEI quality course submissions</p>	<p>DE Coord Accessibility Support personnel Educational Multimedia Support personnel Dean AA</p>	<p>Hire personnel in FA2021 and provide support</p>	<p>B4a/b. Improved accessibility for all courses -> decreased possibility of liability and increased student retention</p> <p>B4c. Greater number of courses being quality reviewed by CVC-OEI and faster local process in assuring accessible coursework/materials</p>	<p>Accessibility support personnel</p>	<p>SAC Strategic Plan Theme I: Course Completion</p> <p>SAC Strategic Plan Theme IV, Innovation: Enhance opportunities for access to non-traditional instructional & student service delivery methods.</p>

PLO/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference	
<p>B5. Distance Education courses will have similar, or better, course retention/success than that of our classroom instruction..</p> <p>Rationale: Students need at least equivalent access to student services for equivalency, student success and completion of their coursework.</p> <p>* Student surveys show many students are not aware of current offerings and brought up areas for improved focus.</p>	<p>B5: Assure all student services available to DE students</p>	<p>DE Coord, DE Serv. Spec.</p>	<p>Fall 2021 On-going</p>	<p>B5a-d. Student awareness of online student services</p>		<p>SAC Strategic Plan Theme I: Course Completion</p>	
	<p>a. Assure Student Services departments include DE alternatives on their website</p>				<p>B5e/f. Compliance with student service needs and assurance of DE student services - > Increased student retention/success</p>		<p>SAC Strategic Plan Theme IV, Innovation: Enhance opportunities for access to non-traditional instructional & student service delivery methods.</p>
	<p>b. Include Student Services on SAC Canvas menu</p>						
	<p>c. Continue to include Student Services available on the Canvas course template</p>						
	<p>d. Focus on student requests from student survey</p>						
	<p>e. Follow-up annually with each student service area on any changes/updates for DE students</p>						
	<p>f. Create SAC Student Hub on Canvas for Student Services</p>						

PLO/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B6. Distance Education courses will have similar, or better, course retention/success than that of our classroom instruction..</p> <p>Rationale: Students need to be provided with their learning modality of choice.</p> <p>* Student surveys show students use online classes to complete their degree and to accelerate their degree. They have a need for flexibility of learning modality.</p>	<p>B6. Offer needed student learning modalities</p>	DE Coord	<p>a. Work with Chairs/Deans to consider virtual hybrid option (FA21)</p>	<p>B6a. Improved student success and retention with increased attendance</p>	<p>SAC ITS Director</p> <p>Media Services</p>	<p>SAC Strategic Plan Theme I: Course Completion</p>
	<p>a. Increase the number of hybrid virtual synchronous sections</p>		<p>b. Work with Deans/Chairs/Faculty on training online faculty in non-GE disciplines and increased offerings (FA21)</p>	<p>B6b. Increased enrollment & degree/cert completion</p>	<p>Equipment Funds</p>	<p>SAC Strategic Plan Theme IV, Innovation: Enhance opportunities for access to non-traditional instructional & student service delivery methods.</p>
	<p>b. Increase online GE and non-GE course offerings</p>		<p>c. Identify and install AI technology (SU22-SU22)</p>	<p>B6c-d. Increased enrollment</p>	<p>Student Help Desk</p>	
	<p>c. Implement hyflex courses (asynchronous, classroom & virtual)</p>		<p>d. Define apportionment and faculty compensation for these merged modalities (SP22-FA22)</p>	<p>B6c-d. Increased offerings of difficult to fill courses</p>		
	<p>d. Implement hyflex future classroom of student modality choice (in-person, online, variable)</p>		<p>e. Work with student services and DE on enhanced student support for increased DE modalities</p>	<p>B6e. Increased student success and completion</p>		
<p>e. Enhance student support for increased modalities</p>						

* Timeline Matrix format from Mt. San Antonio College

Appendix

California Department of Education Distance Learning Definition

According to [CA Department of Education](#), [CCC](#), and [ACCJC](#), Distance Education is any instructional modality taught at a distance, with the exception of Correspondence Education (e.g. telecourses). This includes synchronous and asynchronous instruction.

Distance Education Title 5 Definition

§ 55200 “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously.

Technologies that may be used to offer distance education include:

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conference; or
- (4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

The definition of “distance education” does not include correspondence courses (Chapter 6 of Title 5 of the California Code of Regulations, proposed ratification spring 2022).

Enrollment

(SAC Research, February 4, 2022)

Online Asynchronous

Pre-pandemic semesters experienced an average growth of 13.5% for spring and fall semesters, 40% for summer and 35.7% for spring intersession. During the pandemic, enrollment increased for online synchronous by an average of 17.5% for fall semesters, 65.9% for summer and 42.5% for spring intersession.

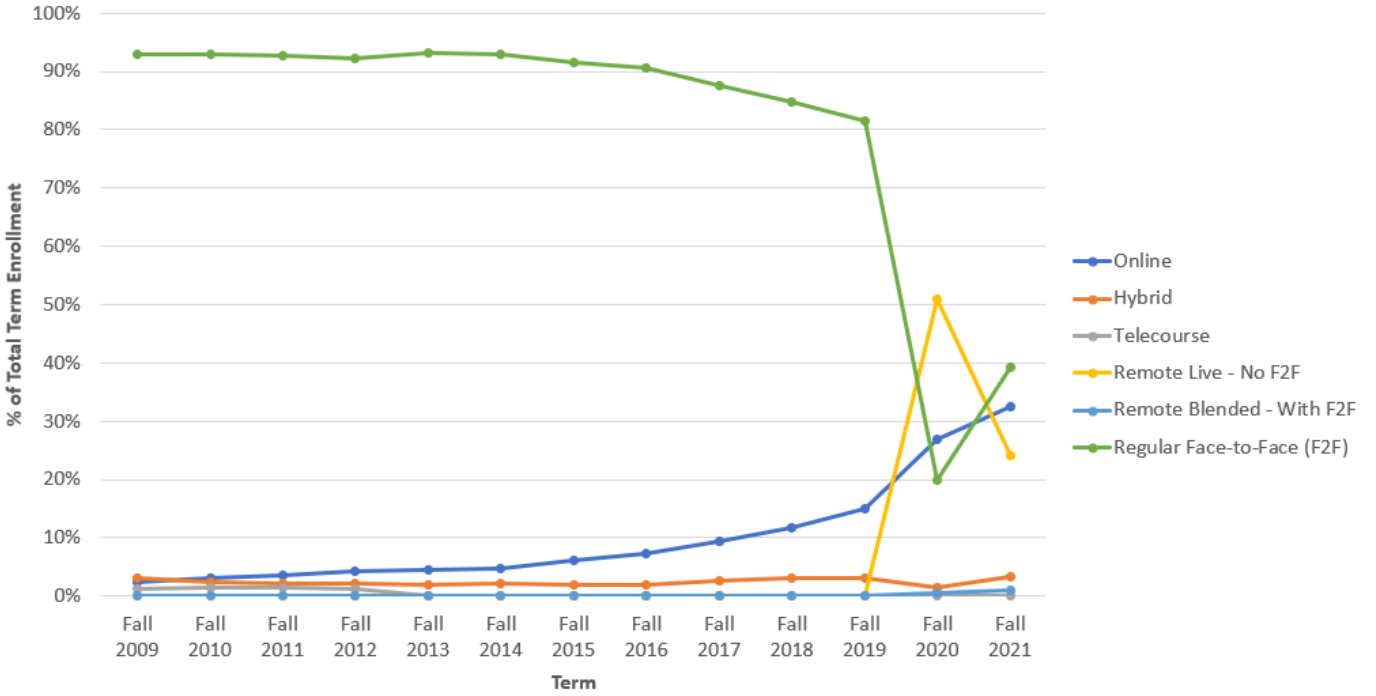
Fall and Spring Semesters

Four semesters, pre-COVID, Spring 2018 through Fall 2019 online had an average growth of 13.5% per semester. Demand for online delivery was already quite high. During the pandemic, both synchronous and asynchronous enrollment increased dramatically. Remote Live, synchronous coursework, increased at the start of the pandemic. However, Fall 2021 data shows preference for asynchronous over synchronous enrollment.

As data collection becomes more granular for various synchronous and asynchronous modalities in Spring 2022, we expect to see increased enrollment and offerings for a newly introduced modality, virtual hybrid, which utilizes both asynchronous and virtual synchronous modalities.

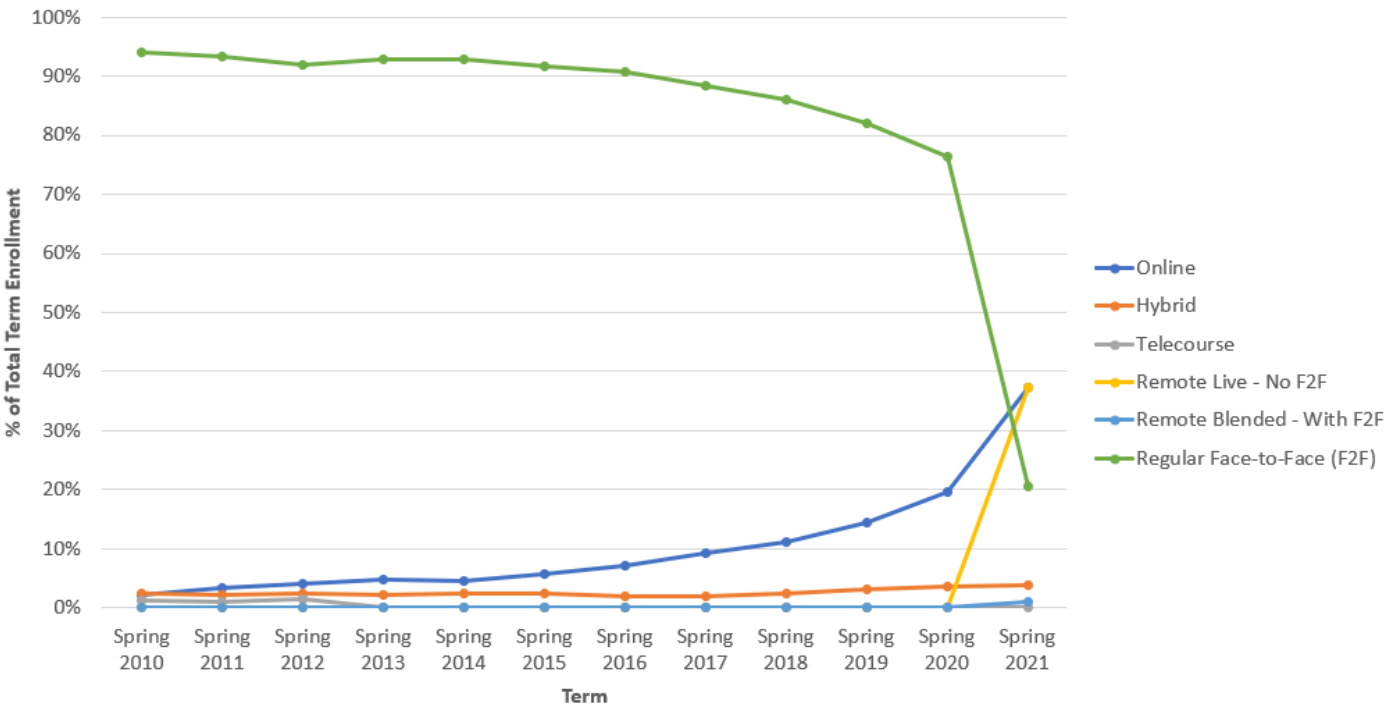
% of Total Fall End of Term Enrollments by Instructional Method

Does not include: FieldTrips, Work Exp and Indep Study



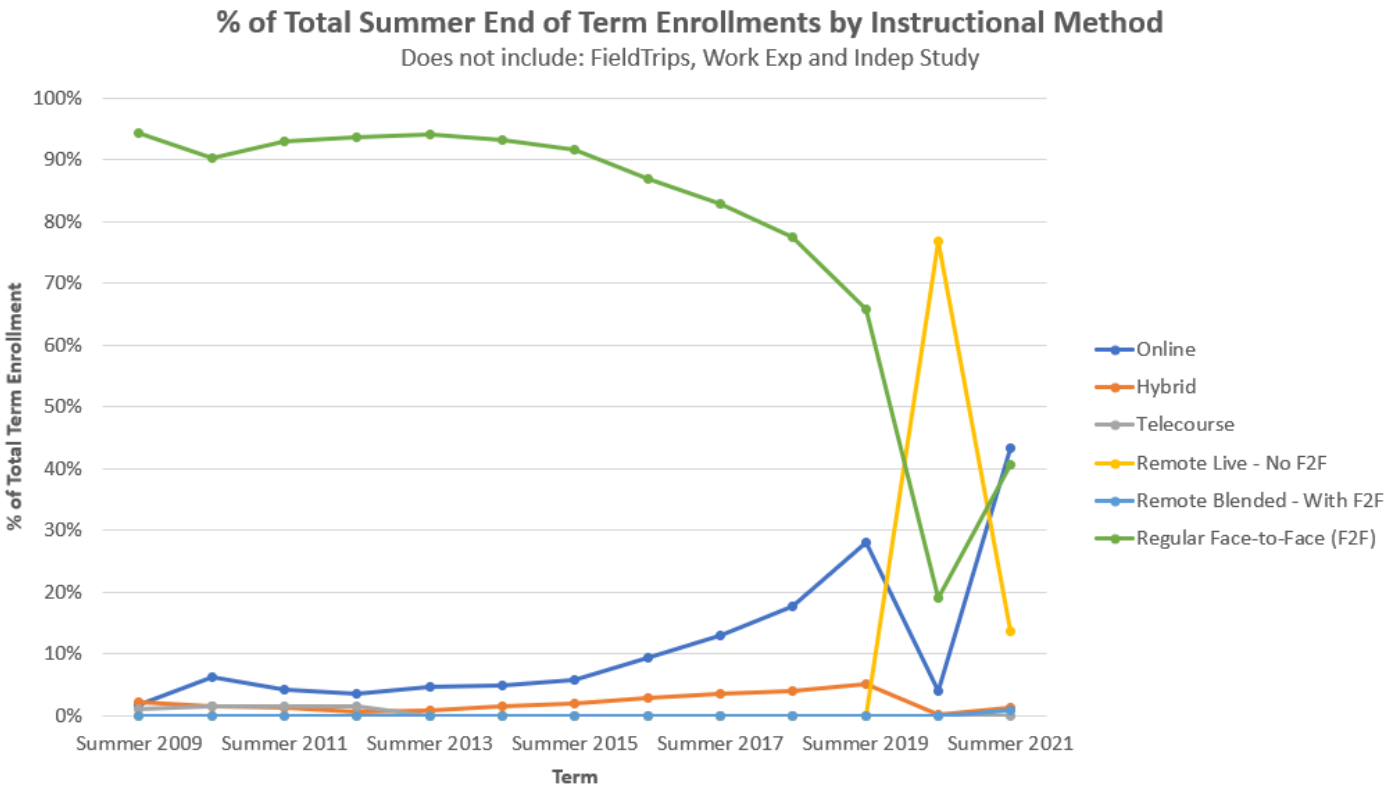
% of Total Spring End of Term Enrollments by Instructional Method

Does not include: FieldTrips, Work Exp and Indep Study



Summer Semesters

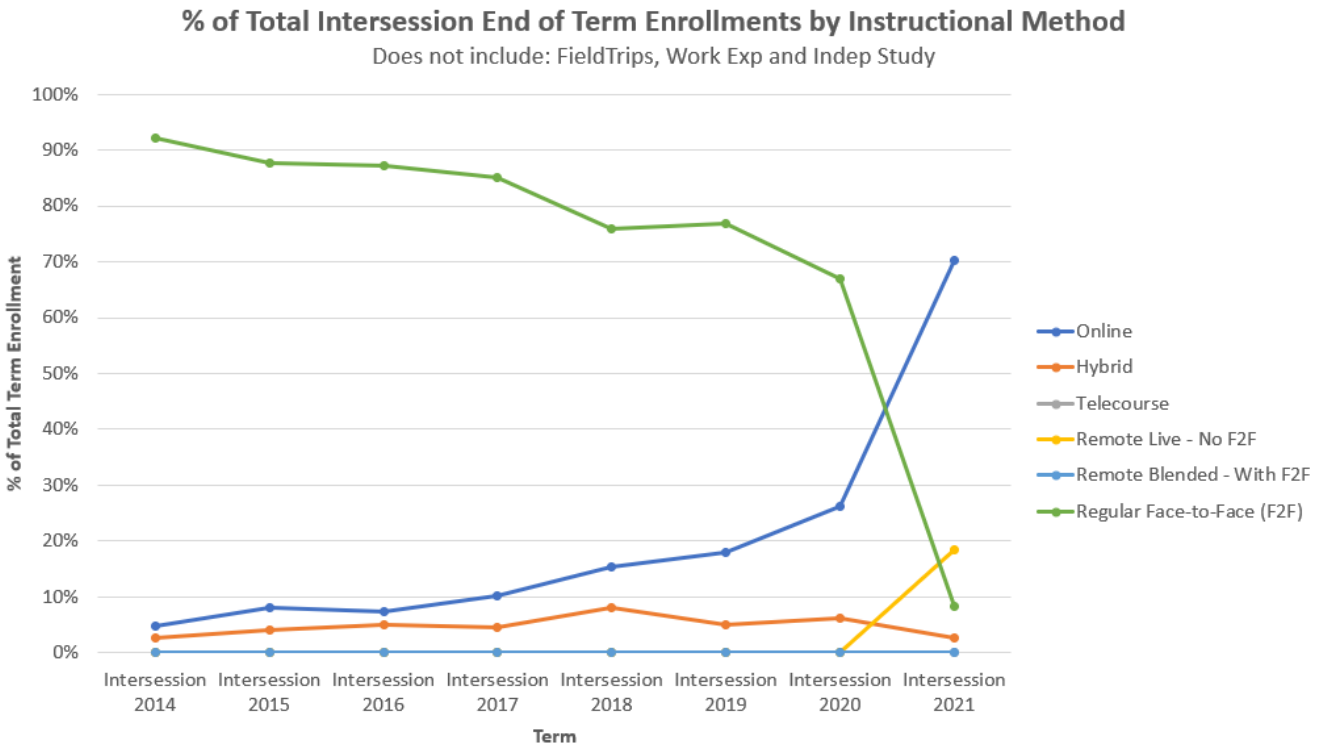
Two summers, pre-pandemic, Summer 2018 and 2019 had an average online growth of 40%. During the pandemic, a greater number of online synchronous courses were offered in 2020.



Spring Interessions

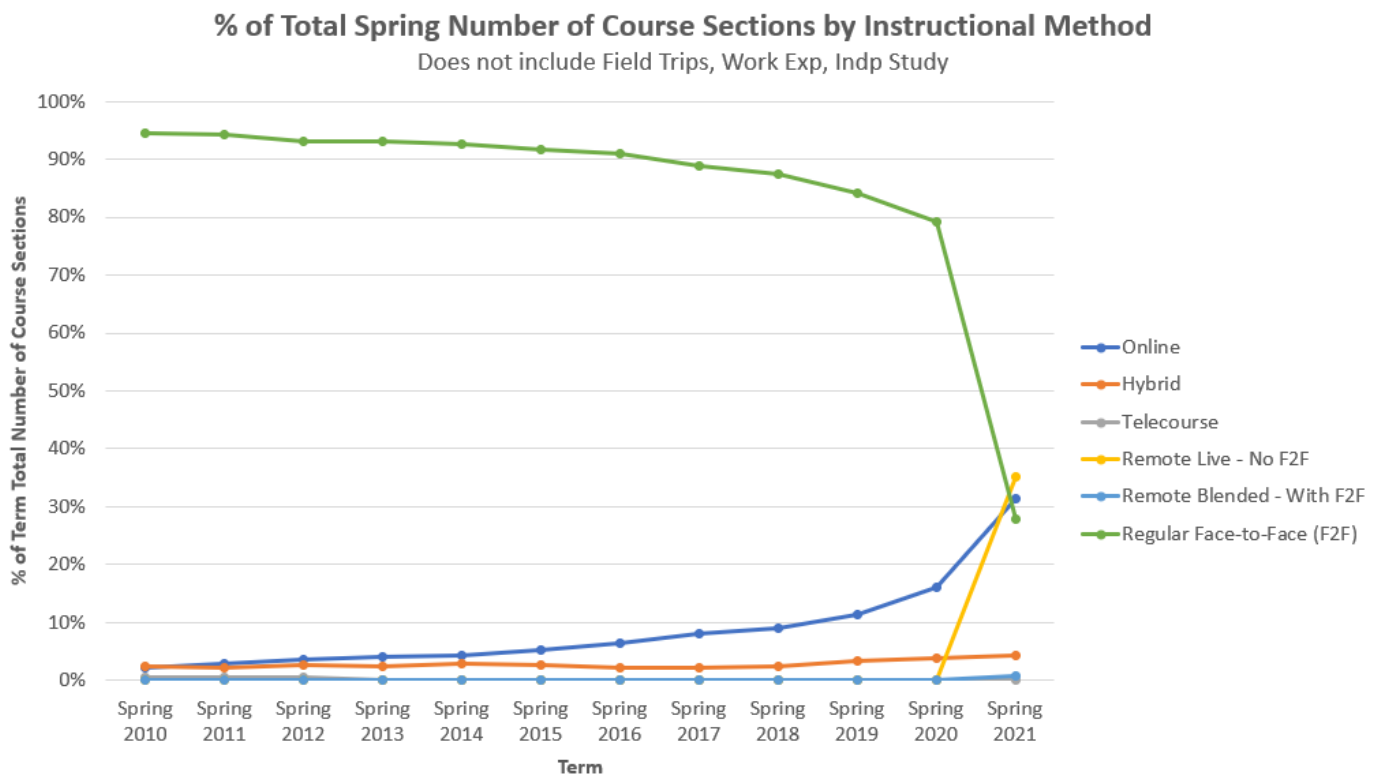
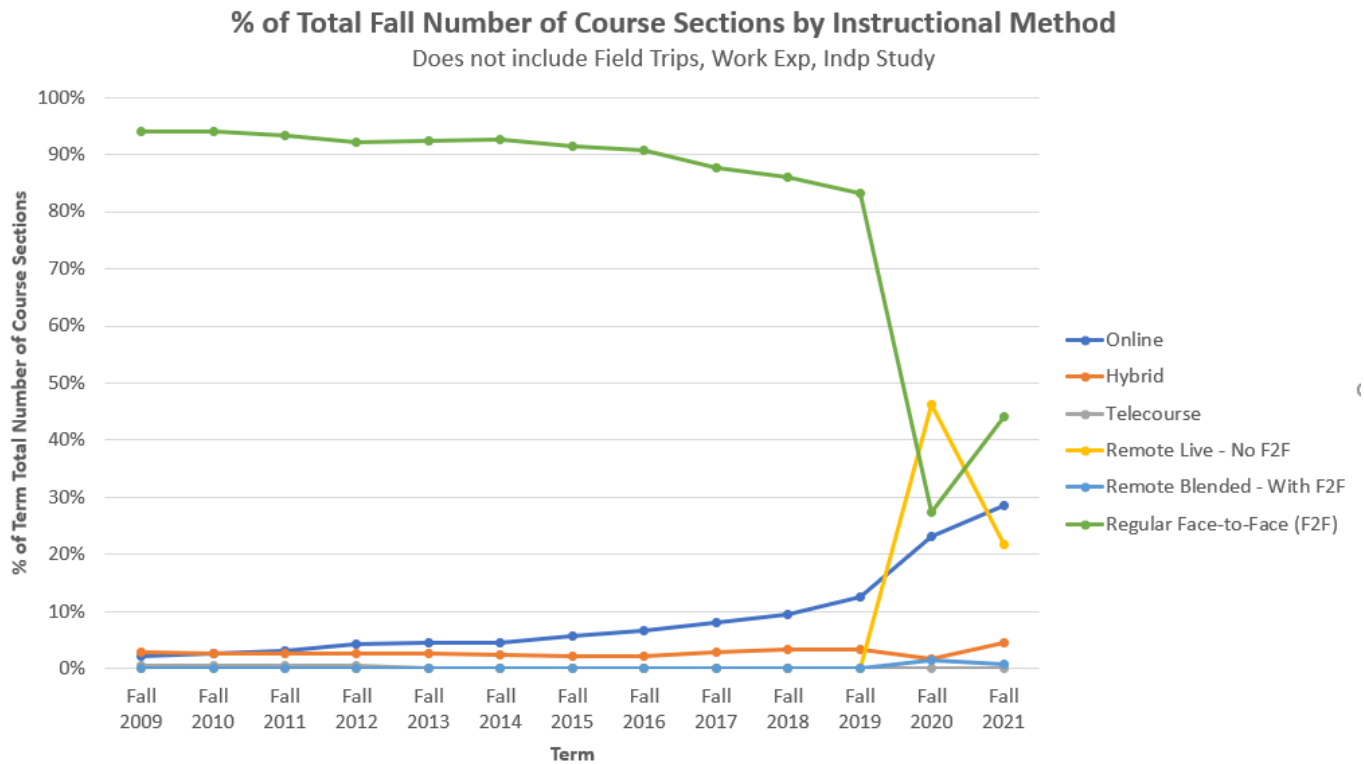
Three spring interessions, pre-pandemic, SPI 2018, 2019 and 2020, had an average online growth of 35.6%. During the pandemic, there were greater online enrollment/offerrings for both asynchronous and synchronous modalities.

Term	Online Enrollment	% Change from Prior SPI
SP Interession 2018	984	8.7%
SP Interession 2019	1688	71.5%
SP Interession 2020	2142	26.9%
SP Interession 2021	3053	42.5%



Sections Offered

Four semesters, pre-pandemic, Spring 2018 through Fall 2019, enrollment and sections available were largely equivalent with an average section growth of 13.6% per semester, and a 13.5% enrollment increase. During the pandemic, online synchronous instruction and asynchronous offerings increased with synchronous offerings decreasing by 20% in the second pandemic fall semester.



Distance Education Student Survey – Spring 2021

Executive Summary

15.6% of all SAC students responded to our survey for the academic year 2020-2021 (3,227 of 20,668 students that provide emails). 78.5% took a Remote Instruction course. 73.9% took an Online or Hybrid course. **Though 78.81% of respondents rated their Online/Hybrid courses to be more effective or effective as compared to their Remote Instruction courses, 70.7% would take another Remote Instruction course.**

59% of respondents used only a laptop or desktop, 9.6% used only a smart phone, and 47.8% of students frequently used a smart phone to access their course.

Respondent modality

78.5% took a Remote Instruction or Remote Blended course.

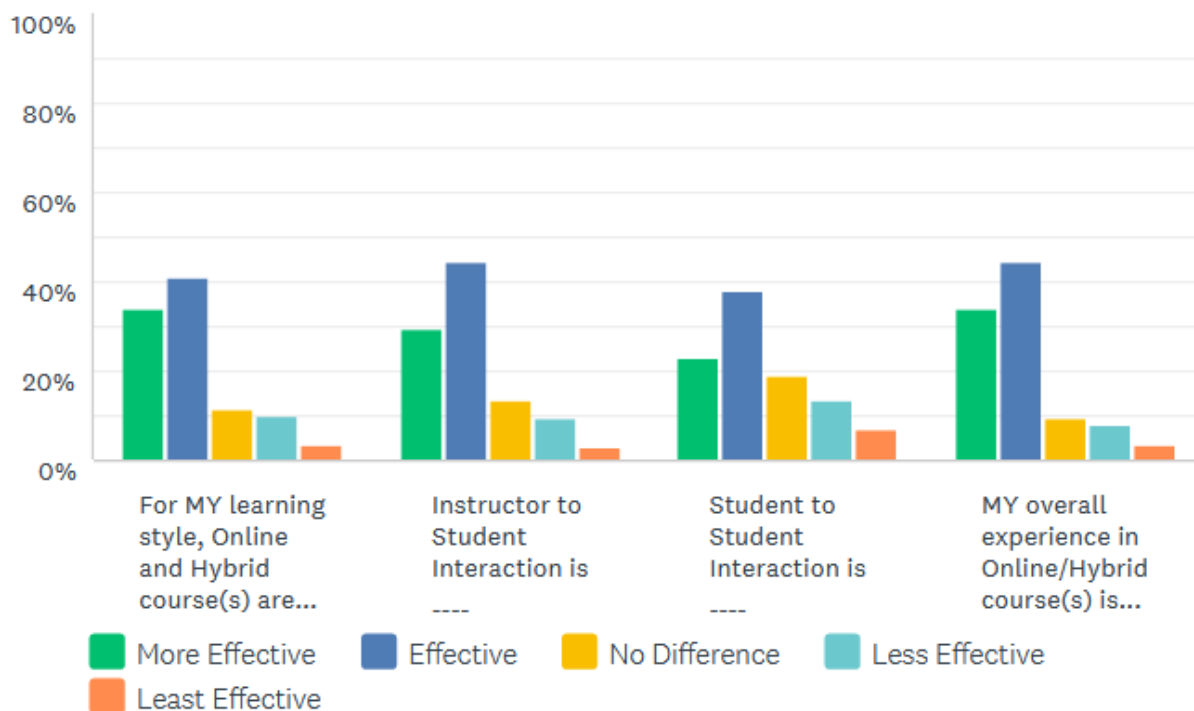
73.9% took an Online or Hybrid course.

Many took courses from both modalities.

Communication tool usage was similar between online/hybrid and remote instruction using: Canvas messages, email with instructor, text, Pronto and Canvas groups. There was a 5% higher usage of Canvas Discussion Boards in Online/Hybrid courses.

Student comparison of Online/Hybrid to Remote/Remote Blended Instruction course experience found Online/Hybrid to be More Effective or Effective. 78.81% rated that their Overall Experience in Online and Hybrid courses to be More Effective or Effective in Comparison.

Compare your ONLINE or HYBRID course(s) to your Remote Instruction/Remote Blended course(s) EXPERIENCE for the following criteria:



Student Services

Most utilized services are Counseling online chat (49%), Registration Services - Web Advisor/Self-Service (31%), Financial Aid Office online chat (31%), Bookstore online (26%), Proctorio (22%), Admissions Services online chat (20%), Learning Center online (18%), Library Online Resources (14%), Bookstore walk-in (13%), Transfer Center online chat (10%), Net Tutor (9%), Academic Computing Center online (8%), Math Center online (8%), Academic Computing Center walk-in appointment (6%).

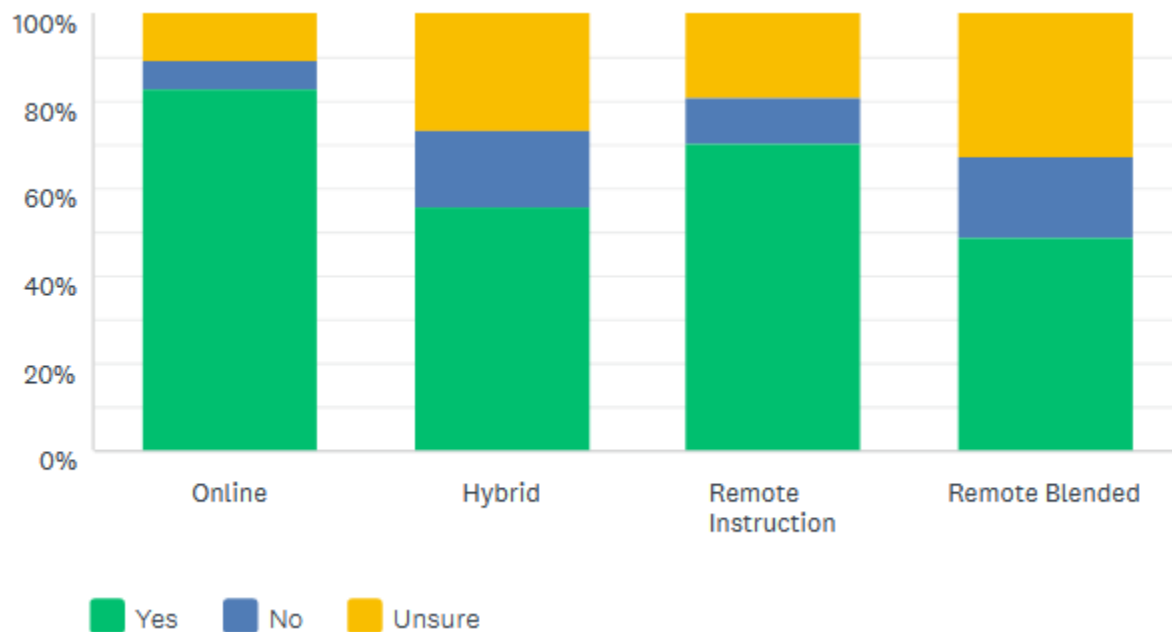
Overall

83% of respondents would take another Online course at SAC.

56.2% would take another Hybrid course at SAC.

70.7% would take another Remote Instruction course at SAC.

48.9% would take another Remote Blended course at SAC.



Students said that Online and Hybrid courses allow me:
 To complete my degree/certificate/transfer program (58.4%)
 To take more units and accelerate my degree (53.98%)
 To be a full-time student (46.15%)
 To take a course that was not available elsewhere (28.13%)

Representative Student Comments

I have had a hard time with remote learning.
Bring on more online classes. I love it!
I felt lucky to have found SAC. Online instruction helped me a lot!! Online changed my life. I attended school again after a 4 year hiatus. I love it
I actually enjoyed online classes better than in person.
I would personally say that so far my instructors have done amazing.

Survey Facts/Findings

In addition to the executive summary information, the following is provided for more detail and depth.

Access and Devices

- **94.5% access the Internet for their course at home most often;** 2% from work, .5% from Campus and 1% from a free Wi-Fi/Hotspot. This is similar to 2019 survey results.
- Laptops and smartphones were used most frequently, followed by desktops and tablets.

Communication

- **Communication Tools, rated very effective or effective, had similar results.** Zoom usage was higher for Remote Instruction, and Discussion Boards were higher for Online/Hybrid.

Communication Tool	Remote Instruction Very Effective/Effective	Online/Hybrid Very Effective/Effective
Canvas Messages	89%	88%
Email with Instructor	87%	88%
Zoom	86%	72%
Pronto	45%	43%
Canvas Discussion Boards	73%	78%
Canvas Chat or Groups	55%	58%
Text with Instructor	47%	49%

- **Response timeframes of Remote and Online/Hybrid instructors for student questions were similar, with the majority receiving response within 24 hours,** followed by 48 hours. Within 24 Hours (Remote 64%, Online/Hybrid 68%), Within 48 Hours (28%, 25%) Within 72 Hours (6%, 5%)

Student Experience

- Responses for Remote and Online/Hybrid Instructors were mostly similar.

Responses	Remote Strongly Agree/ Agree	Online/Hybrid Strongly Agree/ Agree
Providing adequate grading feedback	93%	95%
Providing grading feedback in a timely manner	92%	94%
Actively participates in discussions	92%	91%
Uses multimedia	96%	95%
Provides clear assignment instructions	92%	94%
Students felt engaged in their course	86%	89%
Students felt satisfied with their course	89%	91%

Remote Instruction or Remote Blended Student Respondents

- Students wanted more breaks during class sessions
- Students expressed a need for virtual group study areas
- Faculty need to check Canvas messages regularly.
 - *I used the Canvas message board and it took someone 2 weeks to even notice I had asked a question.*
- Engagement of students
 - *I feel the professor spoke 99% of the time and read off PowerPoint presentation but was not as engaging*
 - *definitely more interaction with the students.*
- Use Canvas or Canvas integrated apps
 - *too many 3rd party apps make it a little difficult to navigate assignments.*
- *Nothing, it's way better than expected.*

Online or Hybrid Student Respondents

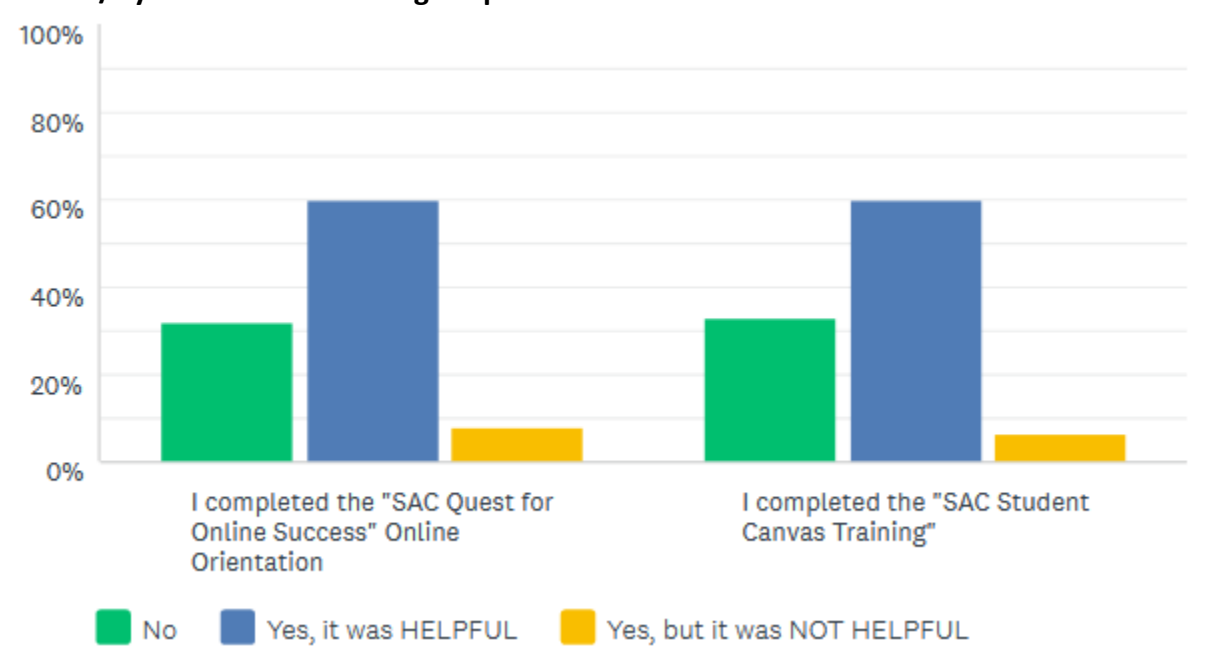
- *I like the online courses because with my work schedule plus family responsibilities. I had very little time and enthusiasm to go to the campus. This is really helpful and saves me 2 to 3 hours in the day compared to in-campus study. I just wish I had started this sooner.*
- *Let's me work more*
- *Be in my own environment and I didn't have to deal with traffic and parking at the site.*
- *Without online courses I would not be able to attend school at all.*
- *Work at my designated pace*
- *No need for child care is a big plus*
- *Feel more comfortable because I have a bit of social anxiety and this way it's all just on a screen.*

What could be done to improve your ONLINE or HYBRID experience?

- *Most instructors have good student interaction through discussion posts and/or recorded video presentations. Unfortunately **some instructors have no interaction.** When an instructor has no interaction, it feels as if you are teaching yourself with no involvement from the instructor. I appreciate the instructors you take time to make their own video presentations, even if they are short.*
- *Professors interact with students regarding assignment feedback to all students in general, instead of individual. **Professors should evaluate each of us, not generalize.***
- ***Pronto and zoom works great,** encourage instructors to use them*
- ***Some online instructors are not providing effective teaching videos.** Some are **not participating for discussions.** Some are **not giving feedback for submissions.***
- *More one on one experience with instructor*
- ***Videos from the professors explaining some of the topics** and exercises we are learning about.*
- ***More online classes available.** Not all of the ones I need are available.*
- ***My hybrid experience has been fun. I enjoy it***
- *Have **consistency between the teachers and how they use Canvas.***
- ***Thank you** so much for all you do, SAC!*

- *it has been very important for me because in a short time I learned many things, I have taken English courses in the classroom but I was not making progress, and **online I learned much more.***
- *It has given me the opportunity to **continue my education***
- *I'm very surprise how in this time, the online learning was a great experience. **Online classes have changed my life.***
- ***By SAC being one of the first colleges providing full online courses/certificates/associate degrees, has become a life saver!***
- *it was a roller-coaster but in the end it was worth it and **really found myself in this college***

Online/Hybrid Student Training Responses



- Approximately 10% more students completed both the Orientation and Training and found them to be helpful, as compared to our prior survey in 2019.
- Student comments
 - *I have learned a lot from SAC student Canvas training and SAC- Quest for online success. I access Canvas every day. I set up my study schedule for complete my work in class by the due date. I keep in touch with my professors and classmates throughout the courses of my studies.*
 - *Student comments were largely positive.*

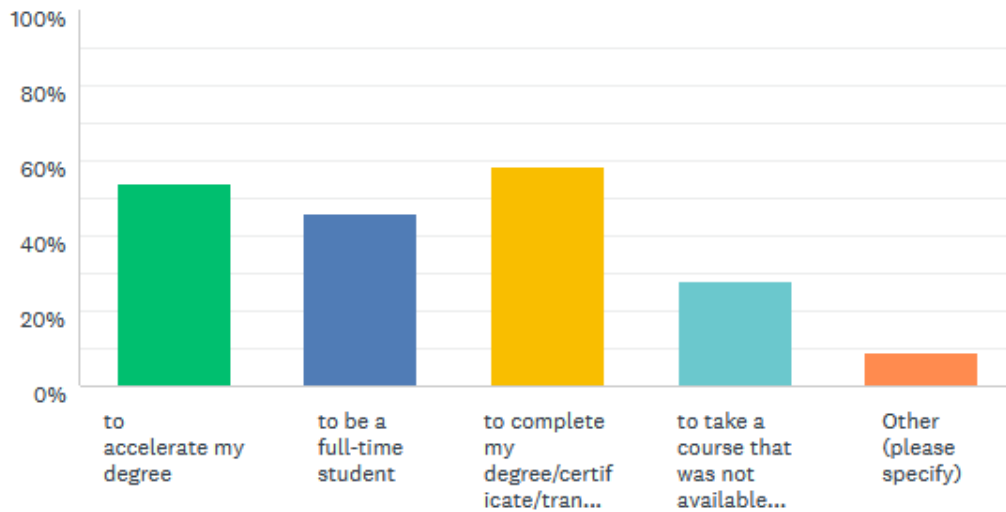
Student Support Programs/Services

- The **Student Support Programs/Services** most utilized are Counseling online chat (49%), Registration Services - WebAdvisor/Self-Service (31%), Financial Aid Office online chat (31%), Bookstore online (26%), Proctorio (22%), Admissions Services online chat (20%), Learning Center online (18%), Library Online Resources (14%), Bookstore walk-in (13%), Transfer Center online chat (10%), NetTutor (9%), Academic Computing Center online (8%), Math Center online (8%), Academic Computing Center walk-in appointment (6%).

- Student comments regarding “additional support programs/services would you like to see available online?”
 - *I thanks the help you gave during last year with food*
 - *Mental health*
 - *Help for homeless students. Wifi Hotspot loan program.*
 - *more availability for online counselors*
 - *a place to make friends*

Why Online Classes?

The ONLINE or HYBRID courses offered at Santa Ana College allow me:
(Select all that apply)

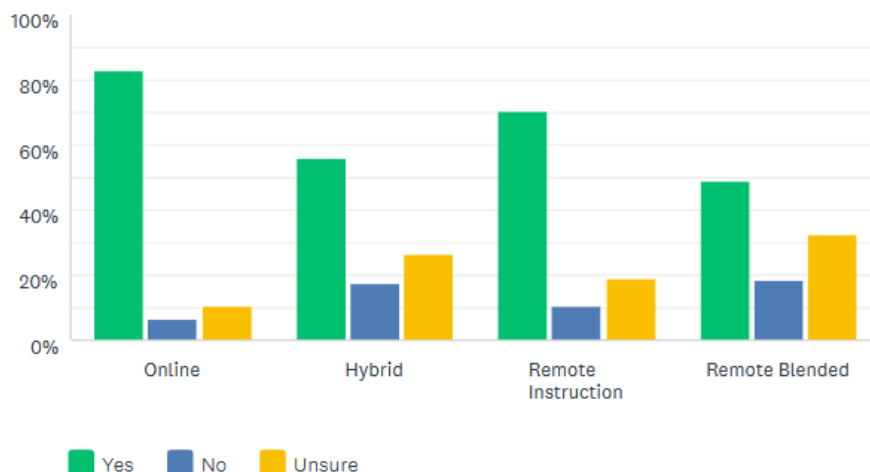


- **To complete my degree/certificate/transfer program (58%)**
- **To take more units and accelerate my degree (54%)**
- **To be a full-time student (46%)**
- **To take a course that was not available elsewhere (28%)**

Continued Instructional Modality

- **Students would take another Online (83%) Hybrid (56%), Remote Instruction (71%), or Remote Blended (49%) course at Santa Ana College.**

I would take another _____ course at Santa Ana College



Selected Additional Student Comments

- *I chose SAC over other colleges because counselors, professors and admission responds to email and queries whether it be via Cranium Cafe or email, in a prompt manner despite being on lockdown orders when planning a new educational path in 2020.*
- *Of all other colleges I've attended (Palomar/Mira Costa/IVC), I've really enjoyed SAC much more and feel I have much more direction! :)*
- *Open up study spaces for students to access free wifi and quiet rooms/areas to take exams.*
- *I'm still unsure about returning to campus and having classes face to face.*
- *Part of me wants to go back on campus, another part wants to keep remote instruction through Zoom. I can't overemphasize how much time has been saved from commuting. Thank you.*
- *Using proctorio is an invasion of privacy. I don't feel comfortable and it has affected my grades.*
- *The reason I chose SAC over OCC was because it was easier to reach counseling, admission and Professors and received prompt responses to my questions.*
- *Please keep online only classes. It would be my only way to continue my education*
- *Keeping EVERYTHING on Canvas. Some instructors used discord and it would be better to keep it all on Canvas*
- *The online experience has been outstanding, in how fast the school and professors were able to adjust to everything. Though online learning asks for a lot more self-discipline, it really still is a lot like an in person experience.*
- *I am not sure, personally I have to physically be in a class to learn better and i am not doing well remotely*
- *Plas keep this, it has help me immensely to take time to rewatch lecture and do the work.*
- *Offer more courses in a hybrid or online setting. Offer core curriculum courses in a hybrid or online setting. Thank you SAC I appreciate everything the faculty does for their students! It's great to know that are educational endeavors are supported here at SAC! Thanks again.*
- *I feel very good in my online classes, I understand the teachers more.*
- *I reallllyyy appreciate the fact that online learning is an option, whether its blended or fully online it helps tremendously. It makes having a full-time job while studying at SAC something feasible, and manageable .*
- *I LOVE THEM! Because of the classes being online I was blessed in finishing earlier than programed. I pray more are offered so single working moms like me are actually able to go to school and get additional education for a better career life.*
- *Personally, the whole remote instruction experience has really been convenient for me. By convenient, I mean that I did not have to take the bus all the way to school which was a stressful experience in the past for me and was very time consuming in general. I really like that I can just be home and wait until my class starts. Also, I have a night class currently and having it remote really helps because I probably would not have taken it if it were in person. I hope remote continues to next semester but for certain classes. Their are some classes where you really need to be in person for like Math or maybe science. I would say classes that people have been struggling with the most due to it being taught by remote instruction should be in person or hybrid.*

Distance Education Faculty Survey – Spring 2021

Executive Summary

373 faculty of 890 SAC and SCE faculty, **42%**, responded to our Spring 2021 survey. Survey responses were requested for the past academic year, Summer 2020 through Spring 2021 semesters. **Faculty preferred Online Self-Paced Training (64%)** to On-Campus face-to-face (17%) and Zoom (14%). **DE Support comments were decidedly positive with preference for DE Staff assistance via: Email (86.9%), Virtual/Online (Open Labs) (77.5%),** In-person labs (52.5%) and Phone (21.9%).

Teaching Assignment of respondents

- 72.4% teach at Santa Ana College
- 24.9% teach at the School of Continuing Education
- 2.7% teach at Both SAC and SCE

Course Modality

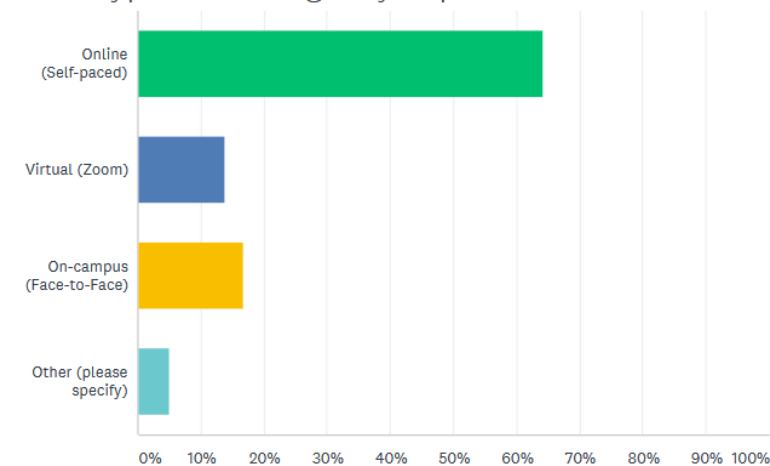
Faculty respondent selection of modality taught (select as many that apply)

Modality	Santa Ana College	School of Continuing Education	SAC & SCE
Online	54.4%	19.4%	45.3%
Hybrid	13.0%	16.1%	13.9%
Remote Instruction or Remote Blended	64.1%	82.8%	68.9%
On-Campus	11.9%	5.4%	10.7%

Faculty Training

- **Training Completion:** Accessibility, self-Paced (82%), Canvas Faculty Training, self-paced (81%), Remote Instruction Certificate (62%), Online Teaching Certificate, Facilitated (59%), Video Creation Training, self-paced (57%), Demonstrated Accessibility Training (course with document review (46%), SAC Virtual Conferencing Training, self-paced (36.9%), PD Week Canvas workshops (34%)
- **Training Preference:** Online, self-paced (64%), Virtual, zoom (14%), On-campus, face-to-face (17%)

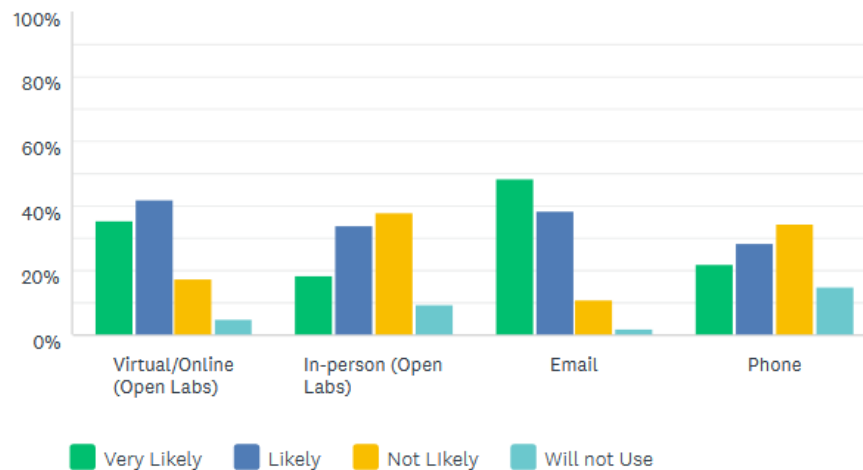
What type of training do you prefer?



DE Staff Assistance Method Preference

Faculty preferred DE Staff assistance using the following methods as Very Likely and Likely: Email (86.9%), Virtual/Online (Open Labs) (77.5%), In-person labs (52.5%) and Phone (21.9%).

How likely are you to use the following assistance methods from DE staff:



Instructional Designer

Faculty were asked, “How likely are you to use an Instructional Designer for:”

ID Skills	% Very Likely & Likely
Implementing needed technology tools	62.7%
Course Reorganization	52.4%
Assessment/Activity Suggestions	59.4%
SLO Alignment of course/unit/assessments	54.8%
Classroom to Online Course migration	54.2%
OEI Course Alignment	52.1%
Accessibility Questions and Assistance	64.2%

**Note: It is unlikely that the majority of faculty would have a working understanding of how the ID role could assist them in quality course design, for all modalities.*

Accessibility Assistance

Faculty were asked, “How likely are you to use accessibility assistance for:”

Accessibility Skills	% Very Likely & Likely
Documents (MS Word, PDF, PowerPoint, MS Excel, Google Docs)	90.1%
Media (Video and Audio captioning, image alternate text)	88.6%
Canvas Pages	87.5%

Representative Faculty Comments

- *Great job supporting all of us, especially throughout the last year! The staff is knowledgeable, friendly, and never gets annoyed with my random questions.*
- *The Open Labs have been a godsend. Thank you so, so much for all of the technical and emotional support. You all rock.*

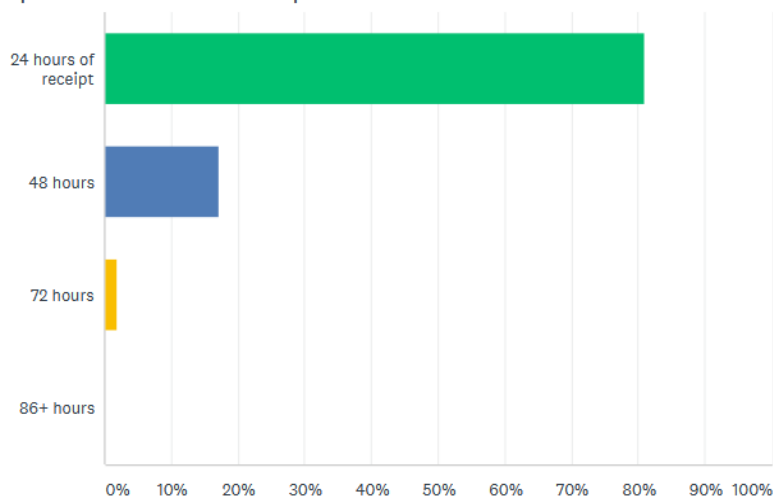
Survey Facts/Findings

In addition to the executive summary information, the following is provided for more detail and depth.

Communication Question Response Time

81% of faculty responded that they respond to students within 24 hours.

I generally respond to student questions within:

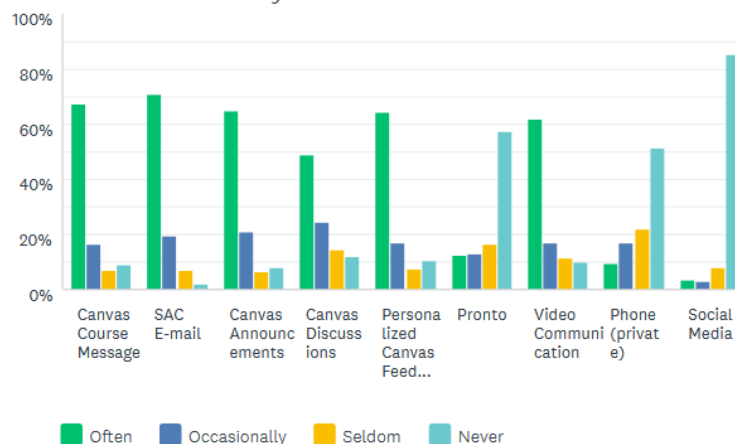


Recent Student Survey data showed student perception was: Within 24 Hours (Remote 64%, Online/Hybrid 68%), Within 48 Hours (28%, 25%) Within 72 Hours (6%, 5%)

Communication Methods Used

Faculty used SAC E-mail (71%), Canvas Course Messages (67%), Canvas Announcements (65%), Personalized Canvas Feedback (65%), Video Communication (62%), Canvas Discussions (49%), Pronto (13%), Phone (9%), Social Media (3%), Other comments (Remind, WhatsApp, Teams, Slack, Google Voice message/text, padlet, work email, text message)

Please indicate the frequency with which you use each of the following methods to communicate with your students.



Application Usage

Application	Frequently/Moderately/ A Little	Planning to Use
NameCoach	8.49%	13.11%
Proctorio	19.93%	8.17%
Pronto	40.45%	9.39%

Respondus	5.32%	8.97%
Screencast-o-matic (basic)	47.26%	7.07%
Screencast-o-matic (pro)	23.74%	10.37%
YouTube	80.82%	2.83%
3C Media	9.58%	9.25%
Otter.ai	7.35%	10.49%

Additional Instructional Technical Training Requests (representative)

- *Many of the current applications were mentioned, with many mentions of **Pronto, NameCoach, 3C Media, Otter.ai and Screencast-o-matic.***
- *I would love to learn how to **edit and caption videos** with ease. I feel it takes a lot of time.*
- *How to **create nice videos.** Not from the technical and practical perspectives; I already did that training. I would like to learn how to make the videos more effective.*
- ***accessibility** such as captioning, accessible documents (do's and dont's or lessons learned, etc.)*
- *i think you guys have approached training in a variety of ways and I have taken advantage of every opportunity when I can- **I have seen other colleges and we are doing much better***
- *More on how to evaluate websites for accessibility*
- *Group projects in canvas*
- ***How to make *quality* videos,** how to set up online tutoring that isn't offered through NetTutor, ideas for activities that can be conducted through Zoom.*
- *Portfolios*

Software Application Requests (representative)

- ***A Scanner app.** Students use different app, trying to find a free one. It takes a learning curve for some how to use it. They all use it for submitting assignments*
- *Quizlet, Nearpod, Canva*
- *Canva*
- *CidiLabs*
- *Voicethread*
- *Camtasia for video interaction*
- *Kaltura – for videos that students can manipulate*
- *Finale Notation Software for the music dept ^_^*
- *Grammarly*
- *Screencast o matic pro for free...*
- *Go react or something similar to **Studio** for students. I would like for students to create presentations and record themselves and screens directly on Canvas and not have to go through outside channels.*

Instructional Designer

An Instructional Designer assists faculty in utilizing technology tools for engaged learning, aligning course and unit SLO's, suggesting best practice methods of moving classroom course materials and assessments to the online modality and overall course preparation for all course modalities.

Faculty were asked, "How likely are you to use an Instructional Designer for:"

ID Skills	% Very Likely & Likely
Implementing needed technology tools	62.7%
Course Reorganization	52.4%
Assessment/Activity Suggestions	59.4%
SLO Alignment of course/unit/assessments	54.8%
Classroom to Online Course migration	54.2%
OEI Course Alignment	52.1%
Accessibility Questions and Assistance	64.2%

**Note: It is unlikely that the majority of faculty would have a working understanding of how the ID role could assist them in quality course design, for all modalities.*

Accessibility Assistance

All course materials must be accessible to students for possible visual, auditory, and physical impairments, as well as students with information processing differences. Course accessibility provides equitable access for all your students.

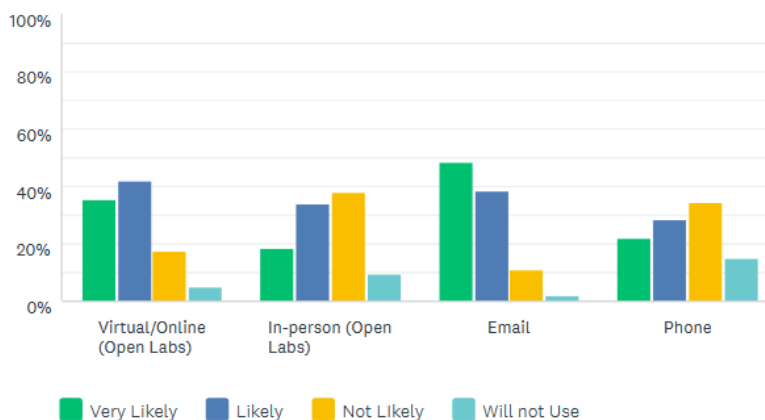
Faculty were asked, "How likely are you to use accessibility assistance for:"

Accessibility Skills	% Very Likely & Likely
Documents (MS Word, PDF, PowerPoint, MS Excel, Google Docs)	90.1%
Media (Video and Audio captioning, image alternate text)	88.6%
Canvas Pages	87.5%

DE Staff Assistance Preferences

Faculty preferred DE Staff assistance using the following methods as Very Likely and Likely: Email (86.9%), Virtual/Online (Open Labs) (77.5%), In-person labs (52.5%) and Phone (21.9%).

How likely are you to use the following assistance methods from DE staff:



Additional Comments regarding Distance Education (representative)

SAC Faculty representative comments

- *A huge thanks to SAC's DE staff for all the remote assistance and open labs provided throughout the remote instruction period. Our campus would have been in huge trouble without such support. Additional staffing support is needed for this department.*
- *Brilliant team! Always supportive and responsive!*

- *Great job supporting all of us, especially throughout the last year! The staff is knowledgeable, friendly, and never gets annoyed with my random questions. :)*
- *The Open Labs have been a godsend. Thank you so, so much for all of the technical and emotional support. You all rock.*
- *DE deserved to win an award this year. That's because we all know that they are understaffed and walking on water to make SAC online successful and popular. SAC needs to support DE with an "experienced" instructional designer. It would help faculty so much.*
- *Please hire another live person to help relieve Tammy and Jimmy.*

Open Educational Resources/Zero Textbook Cost (OER/ZTC)

Disaggregated Data

OER and ZTC Overall Course Outcomes Disaggregated by Demographics and Other Variables (SAC Research May 7, 2021).

Success = grades A, B, C, and P

Non-Success = grades D, F, and NP

Non-Complete = grades I, W, EW, and MW

Overall course outcomes that reference total counts for that group < 10 are *italicized*.

At the bottom of the table, weighted average course outcomes and counts per OER and ZTC Status group are shown. The darker the green, the better the course outcome; the darker the red, the worse the course outcome.

Overall, OER and ZTC success rates are higher for all subgroup areas of age, enrollment status, FT/PT status, gender and racial groups.

OER/ZTC Success Rates

Subgroup	Disaggregation	OER Success (%)	ZTC Success (%)	OER & ZTC Success (%)	Not OER or ZTC Success (%)
Age Group	19 and under	65%	76%	72%	60%
Age Group	20 to 25	70%	79%	75%	67%
Age Group	26 to 29	77%	85%	81%	73%
Age Group	30 to 39	81%	84%	85%	77%
Age Group	40 to 49	85%	86%	85%	78%
Age Group	50 and older	83%	88%	85%	76%
Age Group	Decline to State/Unenrolled	14%	24%	31%	7%
Enrollment Status	Continuing Student	72%	81%	78%	68%
Enrollment Status	First-Time Student	57%	67%	66%	53%
Enrollment Status	K-12	90%	93%	88%	88%
Enrollment Status	Other	14%	25%	31%	8%
Enrollment Status	Returning Student	75%	83%	76%	70%
Enrollment Status	Transfer Student	73%	79%	79%	69%
FT/PT Status	Full-Time	70%	80%	76%	66%
FT/PT Status	Part-Time	58%	72%	68%	55%
Gender	Female	64%	76%	72%	62%
Gender	Male	62%	72%	68%	56%
Gender	Other/Unknown	70%	91%	75%	59%
Racial Group	American Indian/Alaska Native	60%	67%	67%	50%
Racial Group	Asian	82%	86%	86%	79%
Racial Group	Black/African American	53%	53%	63%	53%
Racial Group	Filipino	80%	74%	82%	72%
Racial Group	Hawaiian / Pacific Islander	75%	25%	59%	57%
Racial Group	Latinx	59%	72%	68%	56%
Racial Group	MultiRace	60%	81%	70%	63%
Racial Group	White/Caucasian	67%	78%	78%	68%
Racial Group	Other/Not Reported	74%	74%	75%	63%
Weighted Average:		63%	74%	71%	59%

OER/ZTC Non-Success Rates

At the bottom of the table, weighted average course outcomes and counts per OER and ZTC Status group are shown. The darker the green, the better the course outcome; the darker the red, the worse the course outcome.

Overall, OER and ZTC non-success rates are lower for all subgroup areas of age, enrollment status, FT/PT status, gender and racial groups.

Subgroup	Disaggregation	OER Non-Success (%)	ZTC Non-Success (%)	OER & ZTC Non-Success (%)	Non-Success (%)
Age Group	19 and under	17%	14%	16%	21%
Age Group	20 to 25	17%	11%	14%	17%
Age Group	26 to 29	12%	7%	11%	14%
Age Group	30 to 39	9%	8%	8%	11%
Age Group	40 to 49	10%	8%	8%	10%
Age Group	50 and older	10%	6%	8%	14%
Age Group	Decline to State/Un	2%	3%	3%	1%
Enrollment Status	Continuing Student	14%	10%	12%	15%
Enrollment Status	First-Time Student	23%	19%	21%	26%
Enrollment Status	K-12	8%	5%	6%	8%
Enrollment Status	Other	2%	3%	3%	2%
Enrollment Status	Returning Student	15%	7%	14%	18%
Enrollment Status	Transfer Student	18%	12%	13%	18%
FT/PT Status	Full-Time	15%	11%	15%	18%
FT/PT Status	Part-Time	13%	9%	11%	14%
Gender	Female	13%	9%	11%	15%
Gender	Male	15%	11%	14%	17%
Gender	Other/Unknown	15%	0%	9%	19%
Racial Group	American Indian/Al	0%	17%	14%	21%
Racial Group	Asian	6%	5%	4%	8%
Racial Group	Black/African Ame	17%	12%	15%	20%
Racial Group	Filipino	5%	5%	6%	8%
Racial Group	Hawaiian / Pacific	0%	0%	21%	21%
Racial Group	Latinx	16%	11%	14%	17%
Racial Group	MultiRace	16%	10%	10%	13%
Racial Group	White/Caucasian	10%	6%	9%	10%
Racial Group	Other/Not Report	10%	17%	11%	15%
Weighted Average:		14%	10%	12%	16%

OER/ZTC Non-Complete Rates

At the bottom of the table, weighted average course outcomes and counts per OER and ZTC Status group are shown. The darker the green, the better the course outcome; the darker the red, the worse the course outcome.

Overall, OER and ZTC non-complete rates are lower all subgroup areas of age, enrollment status, FT/PT status, gender and racial groups.

Subgroup	Disaggregation	OER Non-Complete (%)	ZTC Non-Complete (%)	OER & ZTC Non-Complete (%)	Not OER or ZTC Non-Complete (%)
Age Group	19 and under	18%	10%	11%	18%
Age Group	20 to 25	13%	10%	11%	17%
Age Group	26 to 29	11%	8%	9%	13%
Age Group	30 to 39	10%	8%	7%	13%
Age Group	40 to 49	5%	6%	7%	12%
Age Group	50 and older	7%	6%	7%	10%
Age Group	Decline to State/Unenrolled	84%	73%	67%	91%
Enrollment Status	Continuing Student	14%	9%	10%	17%
Enrollment Status	First-Time Student	20%	14%	13%	21%
Enrollment Status	K-12	3%	1%	6%	4%
Enrollment Status	Other	84%	72%	66%	91%
Enrollment Status	Returning Student	10%	10%	10%	13%
Enrollment Status	Transfer Student	10%	9%	8%	13%
FT/PT Status	Full-Time	14%	9%	10%	16%
FT/PT Status	Part-Time	29%	19%	21%	31%
Gender	Female	24%	15%	16%	23%
Gender	Male	23%	17%	18%	27%
Gender	Other/Unknown	15%	9%	15%	22%
Racial Group	American Indian/Alaska Native	40%	17%	19%	29%
Racial Group	Asian	12%	8%	10%	14%
Racial Group	Black/African American	30%	35%	21%	27%
Racial Group	Filipino	15%	21%	12%	20%
Racial Group	Hawaiian / Pacific Islander	25%	75%	20%	22%
Racial Group	Latinx	25%	17%	18%	27%
Racial Group	MultiRace	24%	8%	19%	24%
Racial Group	White/Caucasian	23%	16%	14%	22%
Racial Group	Other/Not Reported	16%	9%	14%	22%
Weighted Average:		23%	16%	17%	25%

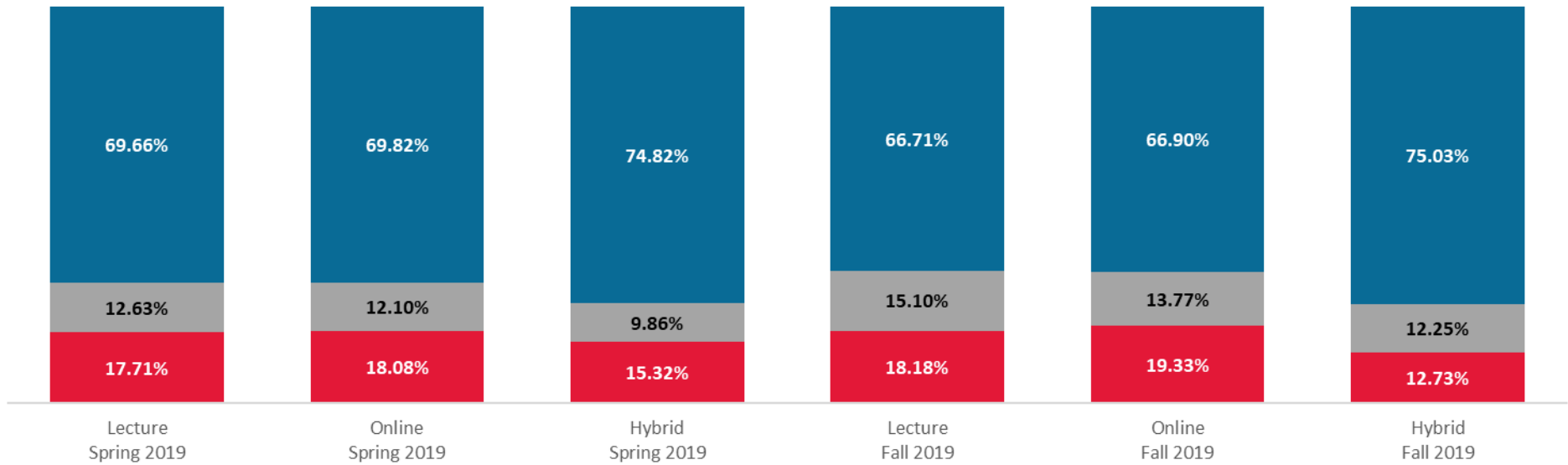
Success and Retention Rates

SAC Research data

Two Semesters, pre-pandemic

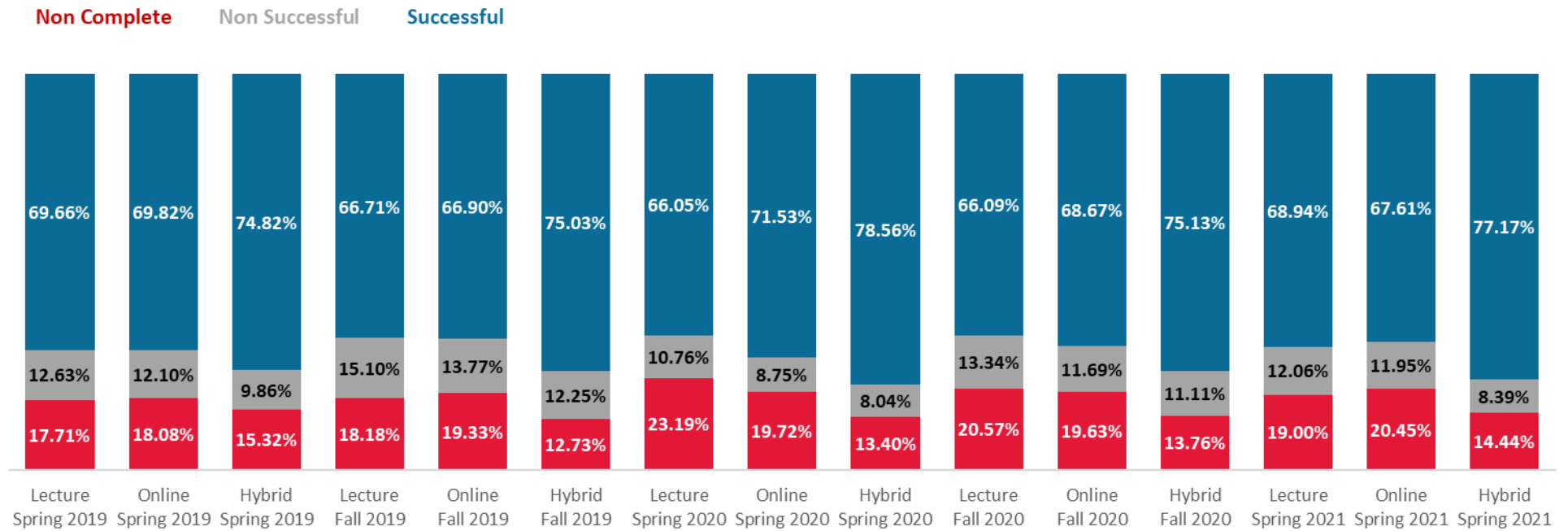
Success rates are higher for online and hybrid courses during the Spring and Fall 2019 semesters.

Non Complete **Non Successful** **Successful**



Spring 2019 – Spring 2021 semesters
 Two semesters pre-pandemic, three semesters in pandemic

Success rates continued to be higher for online and hybrid courses during the pandemic in the Spring and Fall 2020 semesters. Success rates for Lecture and Online were similar in the Spring 2021 semester, with Hybrid courses having the greatest success rates.



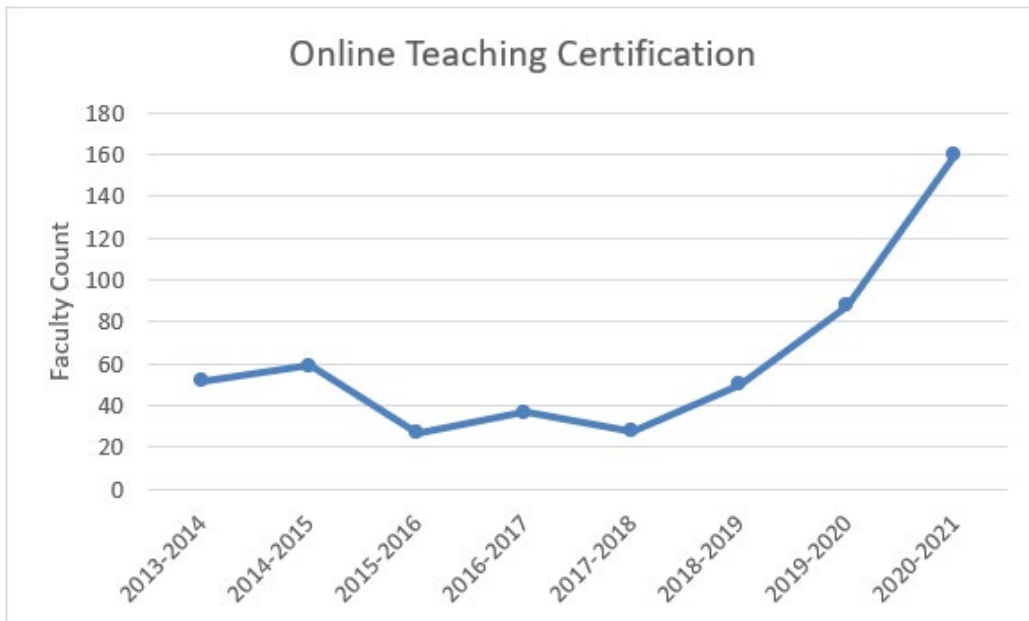
Pandemic Challenge and Response

- **Districtwide 3-day class cancelation period, 3/13/20 – 3/17/20, for Remote Instruction Preparation**
 - In-person workshops and open labs were held to prepare faculty for Canvas and Zoom usage
 - DE staff ran a designated Canvas Workshop room and an Open Lab room.
 - 30 faculty volunteers helped to man the rooms and answer questions in addition to the many faculty who assisted their colleagues within their own departments and divisions.
 - Instructional Continuity information was posted and distributed
 - Canvas and online application information in areas of ConferZoom, Pronto, Microsoft 365, NetTutor, Proctorio, Screencast-o-matic
 - Requirements for teaching remotely covered Accessibility guidance, FERPA rationale for Canvas gradebook usage, and Title V requirements regarding student contact
 - Webcams and Headsets were distributed.
- **Continued Support and Certifications**
 - Virtual Office Hours
 - Distance Education “Office Hours” were held during daily working hours
 - Accessibility “Office Hours” were held four days a week
 - Video training/questions held twice a week by Educational Multimedia Support
 - Virtual Workshops and Professional Development Week Offerings
 - Training: Canvas Basics, Assignments & Gradebook, Rubrics/Outcomes, Group Work in Canvas, Attendance in Canvas, Screencast-o-matic, Pronto, Proctorio, Turnitin
 - Workshops: Discussion Boards – Preparing Your Traditional Course for Online Instructional Continuity, Discussion Boards – Keeping it Interesting, Examining Proctorio and Its Alternatives, Captioning – Don’t Pull Your Hair Out
 - Curriculum Pandemic Updates
 - Emergency Blanket DE Addendums were submitted to the CCC
 - An emergency DE Addendum, Fully Online with Mutual Agreement (FOMA), and template form were created for curriculum usage
 - Self-Paced Course Trainings Added
 - Demonstrated Accessibility Badge
 - Virtual Conferencing Workshop
 - Student Equity: OER/ZTC Training Course
 - Accessibility
 - Clerical hours were added for assistance with training and remediation of all documents, multimedia, and Canvas pages
 - Accessibility expertise was contracted for immediate advanced skills required for DE clerical and faculty assistance
 - Faculty volunteers
 - 66 faculty volunteered to be Faculty Canvas Mentors for any colleague questions. They were always available by discipline and listed on the DE website.
 - Remote Instruction Certification (RIC)
 - 305 faculty were trained for Remote Instruction between Spring 2020-Spring 2021
 - 30 hours of training were required for Remote Instruction Certification. Areas of training were: Canvas, Accessibility, Virtual Conferencing and demonstrated use of Canvas, Canvas grading for FERPA compliance,

Student-to-student and Instructor-to-student regular and substantive interaction.

- Faculty Canvas Mentors reviewed each faculty Remote Instruction Certificate course submission.
- Online Teaching Certification (OTC)
 - Increased number of Online Teaching Certification section offerings
 - 220 faculty were trained for Online Teaching Certification between Spring 2020 – Spring 2021(176 Credit faculty, 44 Non-Credit faculty).
 - SAC’s adoption of @ONE Online Teaching Certification requires 120 hours of training for SAC online teaching.

Academic Year	Online Teaching Certification
2013-2014	52
2014-2015	59
2015-2016	27
2016-2017	37
2017-2018	28
2018-2019	50
2019-2020	88
2020-2021	158



Instructional Continuity Immediate Instructions

Kushida, Cherylee

From: Kushida, Cherylee
Sent: Sunday, March 15, 2020 11:06 AM
To: # SAC Faculty; # SAC Part Time Faculty
Cc: Campos, Ana; Cardenas, Susana; Castillo, Norma; Dahl, Kayla; Gibson, Susan; Grijalva, Terry; Montoya, Anna; Mora, Francisco; Pleitez, Roxana; Sanchez, Marisol; Scott, Brigitte; Suzuki, Miya; Talarico, Christina; Trujillo Zuniga, Beatrice; Urbina, Vanessa; Withey, Toni; Witmer, Virginia; Busch, Michael; Dower, Kellori; Eidgahy, Saeid; Galvan, Javier; Grant, Madeline; Lamb, Jeffrey; Manning, R. Douglas; Mathews, Kimberly; Miller, Becky; Ortiz, Fernando; Sergeyeva, Larisa; Winchell, Timothy
Subject: ✓ UPDATE 3/15: Instructional Continuity During Temporary Emergency Closures

Hello Faculty,

Sunday's Updated Training, Information and Resources.

Note: Your outpouring of concern for your students and colleagues is too heart-warming for words. **SAC definitely comes together!**

Please use our continually updated site on **[Instructional Continuity During Temporary Emergency Closures](#)**

- Includes specific Canvas tool information, videos and suggested use
- Resource links to additional resources

CONSIDER THE FOLLOWING:

How will I ...?

- **Communicate with my students** -- > Canvas Announcements, Canvas Messages and Discussion boards
- **Deliver lecture/material content** -- > Use Zoom and stream your lectures. Post/upload lecture materials, videos and content materials, narrated Powerpoints
- **Complete required Attendance and Student Interaction** -- > Use a discussion board, take attendance during your Zoom lecture
- **Assess my students** -- > Use Quizzes, Assignments (for papers, projects, file submissions, video submissions & more!)

Communicate Quickly and Frequently:

- **Post a Canvas Announcement** letting students know you are working on a temporary remote instruction plan
 - Canvas Announcements are posted in your Canvas course AND emailed to the student's email (current with their WebAdvisor entry).
 - Let students know that if they prefer they can update their Announcement notifications to also be sent as a text message to their phone!
- **Use the Q&A Discussion Board** in your course template for student questions
 - Subscribe to that forum to receive notification of questions to respond right away
 - Suggesting that all students subscribe to this forum is a good way for the entire class to see your responses to students. Much like raising a hand in class and responding, where all students can receive the answer.

ACCESS

Corporate assistance is changing daily. Students should keep their ear to the ground and also check with their own phone providers.

As of today, here are some providers are moving to support Internet services:

- Comcast (free for 60 days)
- Charter (Spectrum) for new users (free for 60 days)
- For current AT&T & Verizon customers - waiving data overage/late fees
 - AT&T (waiving overage fees)
 - Verizon (waiving late fees)

TRAINING

- **ConferZoom**
 - Create a Zoom account and how to enable Zoom in Canvas.
 - Monday 3/16: 12:00 – 1:00pm (A-213)
 - Tuesday 3/17: 2:00 – 3:00pm (A-213)
- **Screencapture Video**
 - Record your screen and narrate using Screencast-o-matic for short, simple 15-minute videos. (Screencast instructions) Screencast-O-Matic Pro is also available with an account available from the DE Office. This tool allows editing of videos and longer length videos.
 - Monday 3/16: 10:00 – 11:00am (A-213)
 - Tuesday 3/17: 1:00 – 2:00pm (A-213)
- **Canvas OPEN LAB: Come with any and all questions and a place to work (A-215)**
 - Monday, 3/16: 7am – 5pm
 - Tuesday, 3/17: 7am – 5pm
- **Training: Preparing Your Traditional Course for Instructional Continuity (A-213)**
 - **Canvas basics and approaches/tools to use for temporary classroom → online**
 - Monday 3/16: 9:00 – 10:00am
 - Monday 3/16: 12:00 – 1:00pm (Zoom Session, link coming soon)
 - Monday 3/16: 1:00 – 2:00pm
 - Tuesday 3/17: 10:00 – 11:00am
 - Tuesday 3/17: 12:00 – 1:00pm
 - Tuesday 3/17: 5:00 – 6:00pm (Zoom Session, link coming soon)

Please know that the DE office, lab, training and staff will be here and available to assist you throughout our virtual campus period. More posted offerings soon!

Considerations for continuing your instruction during our temporary in-person class suspension can be found at our continually updated site on Instructional Continuity During Temporary Emergency Closures

You are welcome to come into the DE office (A-101), call (714) 564-6725 or email (sac_disted@sac.edu). We are ready to assist you with any and all questions!

Canvas Toll-Free 24/7 Support Hotline for Students and Faculty: (844) 612-7428

Stay healthy and safe!

District's Coronavirus Homepage.

Cherylee

Cherylee Kushida

Professor

Distance Education/OER Coordinator