

# DE Committee Goals: 2021-2022

The Distance Education Committee is committed to continue the work to improve the quality of online instruction at Ohlone College. The committee has ensured that all courses taught through Distance Education (fully online via asynchronous instruction; fully online via synchronous instruction; hybrid via asynchronous and synchronous instruction; hybrid via face to face and asynchronous online instruction; fully online in the case of an emergency only) have a current addendum on file in CurricUNET. Further, the committee has demonstrated the desire to remain vigilant and proactive to ensure that all courses moving through the curriculum approval pathway have a DE Addendum in place in the event of another emergency.

The Ohlone College **eCampus?** Strategic Plan includes an objective that involves Distance Education specifically:

By Fall 2022, improve the student online learning experience through faculty training and consistent application of distance education guidelines. (ACCJC)

eCampus identified four measurable outcomes that would address this objective:

1. **By Fall 2022 reduce the net drop rate from opening day to census for full length academic term asynchronous classes to under 3%.**
2. **By Fall 2021, a minimum of 75% of course shells to be voluntarily published the week before regular term classes start.**
3. **By 2024, achieve alignment of at least 20% of online courses or sections based on the CVC-OEI Course Design Rubric.**
4. **By Fall 2024, eliminate disproportionate impact in success rates for student groups enrolled in asynchronous online courses.**

The eCampus team also identified 13 Action Plan **items** to address the above outcomes. Of these, several would benefit from the Distance Education Committee's attention and action:

- By Fall 2021 gather qualitative data from students regarding online success and persistence. Based on this data, develop a plan to address the areas of weakness.
  - How can we use student success data to further our work? What data do we need to gather? What can the DE Committee do to improve student success outside of our own classes?
- By Fall 2021, at least 50 faculty will successfully complete the CVC-OEI course Equity & Culturally Responsive Teaching & Learning, including faculty participating in programs serving special populations such as Summer Bridge, First Year Experience, Multicultural Student Center, Umoja, Puente, OMG, EOPS.
  - DE Committee can commit to participating in the Equity and Culturally Responsive Teaching and Learning course in December 2021 – January 2022.
- By Spring 2022, develop and adopt a peer online course review plan.
  - DE Committee can provide guidance and feedback on the development of the process of voluntary course review.

- DE Committee can complete the local POCR Training course and provide feedback.
  - The DE Committee can serve as point of contact for their department/division to field questions about alignment and work with peers to move toward alignment.
- By Fall 2022, implement a voluntary review process for fully online (asynchronous) sections that includes the evaluation of regular effective contact and accessibility in course shells.
  - DE Committee can develop a process by which this becomes the norm for approving (new?) courses to be taught online.
  - DE Committee can advocate for the movement toward course/instructor approval.
    - Importance of new interpretation of Title 4 and subsequent Title 5 language regarding “instructor” and “substantive contact”.
    - Importance of reviewing each course for accessibility