Council Approvals (APC, IPC, SSPC):
PBC Approval:

College Committee: Distance Education Advisory Committee (DEAC)

Three-Year Plan Dates: 2021 to 2023

Committee Members: Nick DeMello, Allison Hughes, John Perez, David Reed

To review College Goals, Strategic Initiatives, and Strategies, visit https://www.canadacollege.edu/prie/canada-collaborates.php

College Goal (EMP):   Student Completion/Success
Strategic Initiative (EMP): Improve completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling
Strategy (SEM Plan): 1.2 – Re-envision Distance Education to better support student completion and re-invigorate campus life
Plan Objective #1: Address ongoing equity gaps in online instruction to better support student completion

Actions		Timeline	Notes
Work with PRIE office to track disproportionate impact data for fully online and hybrid course delivery	College DEAC, College Antiracism Task Force	Fall 2020/Spring 2021	https://canadacollege.edu/prie/dashboards/disproportionate-impact.php
Integrate the [Peralta Equity Rubric](#) and focus on the key aspects of online courses that negatively affect online student persistence and/or success.	DE coordinators, Instructional Technologist, ASLT Dean	Fall 2021 - ongoing	https://cvc.edu/equity-components/
Prioritize equity-embedded principles and practices for online instruction professional development and training efforts, including Open Education Resources and Culturally Responsive Teaching and Learning pedagogy	DE Coordinators/Online Education Team, ASLT Dean, District and College DEAC	Fall 2021 - ongoing	https://onlinenetworkofeducators.org/2019/04/09/a-closer-look-at-the-peralta-equity-rubric/

College Goal (EMP): IMPROVE STUDENT SUCCESS
Strategic Initiative (EMP): Organizational Development Strategy (SEM Plan): 1.2.1 – Create an online course offer pattern that supports some 100% online degrees and publicize through CVC.

Plan Objective #2: Define vision for a sustainable DE infrastructure to support peer review process and professional development

Actions	Responsible Party	Timeline	Notes
ONLINE DEGREE GUIDANCE: In cooperation with sister colleges, build guidance outlining the commitment and resources for offing a degree fully online with CVC compliant classes.	Cañada DEAC & district DEAC	Spring 2021	Intended for programs to provide a realistic picture of preparations, expectations, costs and benefits of a fully online degree program.
EXCEL SYNC MECHANICS (P1): In cooperation with district IT, develop an export process to sync local course descriptions with the CVC course exchange.	Cañada DEAC & district IT	Spring 2021	Need to add flags to courses as certified and do-not-export. Need to develop a workflow for managing flags and sync.
POCR TABLE: Establish a local peer course review process for Cañada allowing it to certify a course-instructor pair as CVC compliant. Begin selective, volunteered course reviews and development. Upload select certified courses to Excel.	Cañada DEAC & local POCR	Fall 2021	Need funding for reviews. Begin evangelism to inform faculty of requirements and recruit faculty to develop classes. Suggest weekly meetings with faculty volunteers to support their design and development of CVC compliant classes.
BUILD ONLINE PROGRAMS: Review POCR certified courses. Identify and support 2-4 pilot departments with a critical mass of compliant courses. Identify missing pieces and bring in support for design, development and delivery.	Cañada DEAC & depts	Fall 2021	Work with department to build program descriptions for CVC and ensure all components classes are staffed and certified.
LAUNCH 2-4 FULLY ONLINE DEGREES: Build program landing pages, link from department pages. Link out to guided pathways and "enroll now" buttons. Submit program descriptions and landing pages for CVC certificates pages.	Cañada DEAC, Cañada IT, & depts	Spring 2022	Build a department "landing page" for each fully online degree. Link enrollment and guided pathways pages. Build "Cañada Online Learning" page featuring select programs and link landing pages.

College Goal (EMP): Goal #3 – Organizational Development

Strategic Initiative (EMP): Strategic Initiative #4 – Expand use of "hybrid" courses

Strategy (SEM Plan): 1.2.4 - Expand the role of "hybrid" courses to realize the benefits of online while building and maintaining face to face community

Plan Objective #3: Develop 'hyflex' and updated 'hybrid' course modality recommendations to support the college's adjustment to operations after COVID-19.

Actions	Responsible Party	Timeline	Notes
Define 'hyflex' and 'hybrid' modalities and what they will look like at Cañada moving forward in the wake of the pandemic.	Cañada DEAC in collaboration with Academic Senate, and District DEAC.	Summer 2021-Early Fall 2021	Explore options for team-teaching and other approaches to address added complexity
Assess faculty and student comfort and readiness to move from 100% modalities into 'hyflex' and/or 'hybrid' modalities.	Cañada DEAC in collaboration with Academic Senate, and PRIE.	Early Fall 2021	Define desired outcomes; expanded enrollment, meeting student needs, others?
Assess facilities and technology available on campus that have the capability of offering courses in 'hyflex' and/or 'hybrid' modalities.	Cañada DEAC and Cañada Technology Committee in collaboration with ITS.	Early Fall 2021	Needs analysis required for IT, staffing, and support
Make recommendation to PBC and Academic Senate for how Cañada should go about offering these modalities and what is required to realize desired outcomes.	Cañada DEAC and Cañada Technology Committee	Late Fall 2021	Propose one or more approaches/models and explain key elements

College Goal (EMP): Goal #3 – Organizational Development

Strategic Initiative (EMP): Strategic Initiative #1 – Implement the Professional Learning Plan and establish a robust college-wide professional learning program

Strategy (SEM Plan): 1.2 Re-envision distance education to better support student completion and re-invigorate campus life

Plan Objective #4:   Create and expand professional development programs specific to developing online skill-building for faculty.

Actions	Responsible Party	Timeline	Notes
Provide lunch and learn sessions for specific applications to support online development for faculty. These apps may include: Pronto, Panopto, and Zoom.	D.E. online instruction coordinators, Cañada D.E.A.C.	Summer 2021-Early Fall 2021	Review faculty surveys and align with goals of college AS and district AS/TTL
Streamline on-boarding and online training confirmation process for new faculty hires (adjunct and full-time).	D.E. online instruction coordinators, Cañada D.E.A.C.	Early Fall 2021	Build on resources such as training tracker and digital badging
Track professional development through the Vision Resource Center. Integrate completed training with badges utilizing the state-sponsored VRC program.	D.E. online instruction coordinators, Cañada D.E.A.C.	Early Fall 2021	Align efforts with HR and CSM/SKY where necessary
Implement Q.O.T.L. training progress through the V.R.C. Inclusion of initial online certification, Q.O.T.L. #1 and integration of Q.O.T.L. 2.0	D.E. online instruction coordinators, Cañada D.E.A.C.	Mid-Fall 2021	Confirm lead person from our campus to complete VRC admin training

Plan Objective	Baseline Metrics/College Scorecard	Other Measures	Notes
Plan Objective #1	Disproportionate Impact		
Reduce online success % gap for Black, Filipino, PI and Latinx students to zero by fall 2023	Fall 2019 data: 20.2% gap for Black students, 16.6% gap for Pac. Islander students, 8.3% gap for Latinx students		https://canadacollege.edu/prie/dashboards/disproportionate-impact.php
Plan Objective #2:	# of online courses and degrees aligned and offered via CVC		
At least 2 online degree courses aligned and available via the CVC Exchange			
Plan Objective #3:			
Develop professional development programs specific to developing online skill-building for faculty.	• Target 70% percent trained report as reported in VRC • Target 100% online certification for faculty SP21		

College Committee 3-Year Plan: Data-Tracking

Baseline Metrics: College Scorecard

All committees regularly review college scorecard metrics pertinent to the purpose of their committee. Identify metrics or other measures to help the committee in tracking progress in meeting planned objectives in support of college goals. For example, considering the committee's plan objectives, what is important to measure? How will the College know if the objectives of the plan have been achieved? Consult PRIE for assistance.

Equity Measures

Where applicable, metrics used to establish baseline measures for successful outcomes should be disaggregated by student population and student type to ensure that no sub-population of Cañada students is disproportionately negatively impacted. Or if a sub-population is negatively impacted in the baseline data ensure the College is able to determine whether improvements have been made over the life of the Plan. Consult PRIE for assistance.