Online Learning Rubric 2024

A. Program Information

Narrative Criteria

The Program Mission Statement
- clearly states the purpose of the program
- indicates the primary function
- indicates the activities of the program
- describes the programs' aspirational goals for the future and what the program hopes to achieve
- reflects the program's priorities and values
- indicates who the students and/or stakeholders are
- is aligned to the college mission statement
- is clear and concise

☑ Meets Expectations

☐ Needs Improvement

Feedback

> The mission statement is well written, concise. Online Learning may consider developing the idea of how online learning can empower the instructors they serve. The online learning department worked tirelessly to support instructors during the pandemic, quickly adapting to meet their needs in an incredibly short time frame. While their efforts were initially focused on online learning, their role has since evolved to provide broad, ongoing support to all instructors using the Canvas platform and other technology tools. However, this expanded mission and the significant impact they're having on supporting all instructors in their teaching isn't yet fully reflected in their current mission statement.

B. Accessibility

Data Criteria

- The data shows that the program is making progress towards accomplishing their goals (The data is in alignment with the program's goals).

Narrative Criteria

The narrative response...
- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Data

☐ Meets Expectations

☑ Needs Improvement

Narrative

☐ Meets Expectations

☑ Needs Improvement

Feedback

> The College is required by federal law to ensure all classes are accessible. The data given does not seem to explain the downward trend as OL's numbers have been declining. It would be helpful to understand the baseline numbers of instructors whose courses comply and those that need assistance if that is the goal. Knowing how many noncompliant courses there are in total might help us make more sense of the data that is presented. It seems that there is an underlying assumption that more faculty need to attend training to

come into compliance with accessibility requirements. However, it would be helpful to question whether there's data to support the assumption that all faculty who aren't attending the workshops are necessarily teaching courses that aren't accessible. Currently, there seems to be a lack of clarity regarding the specific problem we're trying to solve and how it aligns with the proposed solution—namely, increasing participation in training. Without a clear understanding of the problem or goal, the push for higher workshop attendance might not address the root cause. If the issue is not widespread non-compliance, then perhaps the solution lies in identifying the faculty who truly need additional support and targeting our resources there, rather than focusing on mandatory training for all. Conducting an instructor census could help us identify who may need additional support with accessibility, ensuring that all instructors are compliant with state and federal mandates. This data would allow us to better target our resources and provide the necessary assistance to ensure that our teaching practices are inclusive and legally compliant. Administration and FA need to address this at the District level with contract language and staff support to verify accessibility. OL has created a fabulous set of workshops and resources around accessibility. This is a strong foundation to build on in the move to ensuring all classes are accessible. Understanding the barriers that instructors face in participating in professional development courses aimed at expanding their knowledge of accessibility would be incredibly valuable. By identifying these obstacles, they can tailor their support and create more accessible, engaging opportunities for instructors to enhance their skills and ensure they are fully equipped to meet accessibility standards.

C. Professional Learning & Ongoing Training

Data Criteria

- The data shows that the program is making progress towards accomplishing their goals (The data is in alignment with the program's goals).

Narrative Criteria

The narrative response...
- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Data

☑ Meets Expectations

☐ Needs Improvement

Narrative

☑ Meets Expectations

☐ Needs Improvement

Feedback

OL has built out an extensive set of online resources, workshops, and learning communities. Their instructional designers and faculty coordinators are very accessible and highly utilized by faculty. In the future, it could be valuable to develop a system that helps us better understand faculty behavior around workshop participation. What motivates faculty to attend, or why are some choosing not to? Are there faculty who may need to attend but aren't, and what supports the assumption that they need to? Gathering this kind of data could provide insights into how we can more effectively encourage participation. A key next step might be to dig deeper into faculty motivations and critically examine the assumptions we've made about them.

D. Professional Learning Workshops Attendance

Data Criteria

- The data shows that the program is making progress towards accomplishing their goals (The data is in alignment with the program's goals).

Narrative Criteria

The narrative response...
- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Data

☑ Meets Expectations

☐ Needs Improvement

Narrative

☑ Meets Expectations

☐ Needs Improvement

Feedback

> The Online Learning team has invested significant effort into creating a robust workshop schedule, which is a great step forward. However, there is still work to be done in boosting faculty engagement with these workshops. While the current data on attendance by division is useful, we need more nuanced information to understand why faculty do or do not attend. Item #13 addresses the need for workshops to be reflective of faculty needs, but we believe that further surveying or focus groups with faculty could provide deeper insights into what motivates attendance. Regarding item #14, the request for more support from deans and administration doesn't seem like a sufficient solution on its own. While we understand the importance of administrative buy-in, we believe that faculty attendance will not significantly increase simply through reinforced messaging from deans and administrators. Faculty attendance this year has been high but likely driven by the RSI MOU contract requirement. To increase attendance long-term, we need to engage directly with faculty to understand what would truly motivate them—whether it's adjustments to the workshops, different formats, or alternative professional development opportunities.

E. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

Narrative Criteria

- Outcomes/objectives are informed by data
- Outcomes/objectives are within department control
- Outcomes/objectives are demonstrable/actionable
- Outcomes/objectives are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

☑ Meets Expectations

☐ Needs Improvement

2. What is your implementation plan for the above-mentioned objectives?

Narrative Criteria

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

☑ Meets Expectations

☐ Needs Improvement

Feedback

The three goals and the needs they outline around District collaboration and secured sustainable funding beyond the COVID grant are completely accurate and impactful. Consider expanding on the term "Support" (RSI, ongoing accessibility remediation and provide high quality onboarding), by offering support to online instructors to certifying their accessibility, by establishing a structured process that ensures instructors not only have the resources to meet accessibility standards but also demonstrate that they have achieved those standards. Is there a way to establish a Certification Process, that is a less intensive process than POCR? Could you offer different levels of certification: consider tiered certifications based on the complexity of the courses or the level of accessibility. For example, a "Basic Accessibility Certification" might focus on foundational practices, while an "Advanced Certification" could focus on more sophisticated techniques like ensuring fully accessible multimedia or complex document structures. Additionally, maintain advocacy efforts with the Academic Senate, Faculty Association, and Administration to promote and incentivize participation

F. Summative Evaluation

Overall, the Comprehensive Program Review

☑   Meets Expectations

☐   Needs Improvement

Feedback

OL has done a phenomenal job leading faculty professional development through the pandemic and now with RSI. They accurately outline the challenges moving forward of identifying sustainable funding and effective ways of engaging faculty.

This form is not yet ready.