COASTLINE COLLEGE

2018-2019
Comprehensive Department Review

Faculty Success Center

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Executive Summary

The Coastline Center for Teaching and Learning was established in 2014 as a collaborative effort of the Academic Senate, faculty, and administration to provide faculty professional development, training, leadership and opportunities for innovation. Over the next year an ad hoc task faculty force was created to provide advice and guidance regarding the formation of the Center. Several members of the task force visited community colleges in Arizona and Texas to gain insight on the development of a structure for Coastline's Center.

In February 2015 the name Faculty Success Center (FSC) was officially adopted by the Academic Senate. A tag line "For Excellence and Innovation in Teaching" was approved the following month. The FSC was originally going to be housed in the Annex but, because of complications with the landlord at the time, the Center was moved to the Garden Grove campus.

In May 2015 a "Roll Out Team" was created by the College to lead the transition from Seaport to Canvas. The Canvas Project Coordinator requested the FSC to provide training for faculty on Canvas and assist with course development. The FSC became the "Go to Resource" for Canvas training and support for College faculty. This transition involved creating training opportunities for faculty, establishing guidelines for online courses including the development of a template for Canvas shells, as well as providing technical support. In fall 2015 the initial cohort of six (6) classes were taught online in Canvas. Five (5) of these courses had been approved as part of the Online Education Initiative. During this first cohort, a sixth course was allowed to be taught in Canvas without an OEI review because the instructor had previously taught the class in Canvas at another institution. This instructor was given a waiver of the initial cohort training and course review.

At this time, there was no formalized agreement for a coordinator of the Center. A group of three faculty from the original task force were leading the Center's development with occasional input from the Academic Senate. The FSC created a Vision, Mission, and Values statement in October 2015. It also recommended the Center work with instructional departments to create model courses, which would be owned by the College, utilizing a sample template. That November, the FSC requested the Academic Senate to re-establish the Advisory committee which had been previously disbanded. Although initially reconfigured, the Advisory committee was subsequently disbanded because of disagreements about the Advisory committee's role and purview.

The second phase of Canvas training was in full force by spring of 2016 with thirty eighty (38) instructors trained and teaching 87 sections. The full migration to Canvas occurred in summer 2016. Courses were no longer being taught in Seaport. In fall 2016 three co-coordinators were hired by the College to lead the FSC. The coordinators included two full time faculty members and one part time faculty member, each of whom received part time release for their FSC duties. The FSC also brought in the services of an Instructional Designer who was previously part of the Contract Education unit to work full time within the FSC. One of the faculty co-coordinators decided not to renew his position in spring 2017 and was not replaced.

Over the course of the next two years, the FSC continued to provide training for faculty on the use of Canvas. During this time, workshops were held on the Canvas gradebook, webpage eportfolio, Proctorio, in addition to the ongoing FSC 100/150 courses, and RSI/LDA course FSC50.

From 2015 through 2018 the FSC held non-Canvas professional development workshops on Student Learning Outcomes (SLO), Rubric design, Accessibility, Video creation, Regular and Substantive Interaction (RSI), Last Day of Attendance (LDA), and a GenZ webinar.

An internal analysis through survey from 2018 suggests that much of the FSC staff's time was spent on training or providing support to faculty in Canvas. This appears to have been necessitated by the transition from Seaport to Canvas which was only supported with a small team of faculty and instructional design help. An analysis of the survey data indicates faculty felt the training was highly effective in helping them become proficient in the use of Canvas resulting in substantially improved online course delivery and effectiveness.

While necessary at the time for Canvas implementation, utilizing the FSC for Canvas support during this transition created a perception of the FSC as a "help" desk for all things Canvas. This support was integral to the change in Learning Management Systems. However, the original mission of the FSC as a place where faculty could attain professional development in educational theory, instructional design, and pedagogy, as well as serving as a location for collegial conversation, networking, and innovation was seemingly lost.

In summer 2018 a new FSC Coordinator was hired with the charge to expand the FSC's operations beyond Canvas training and support and move back to its original purpose. An advisory committee of eleven cross-discipline was created and approved by the Academic Senate. The Advisory committee provided input in the development of a new Vision, Mission, and Values statement. The committee also made suggestion for the creation of Service Area Outcomes (SAO) and forward strategy initiatives which are included in this Program Review.

The forward strategy includes a rebranding of the FSC through expansion of the physical space, improved access to the space by faculty because of its proximity to the main building, increased awareness through internal marketing and outreach, and the support and delivery of professional development activities focused on the Center's Mission to provide opportunities for faculty engagement, innovation, leadership, professional development, technical training, and collaboration to support lifelong growth inside and outside the classroom.

To implement this re-branding the Advisory Committee and Coordinator are making several recommendations in the areas of human capital, facilities, and technology.

Canvas technical support for faculty is vital to the ongoing course development and improvement process. However, although closely connected to the FSC through internal communication channels, this technical support should not be part of the FSC. Instead, there should be a Canvas team closely aligned with the FSC but with its own organizational structure. This Canvas support team should include the Canvas LMS administrator, Canvas and LTI staff, accessibility specialist, and a receptionist/administrative assistant. This Canvas support team would have a qualified person handling all of the faculty Canvas support and technical questions during business hours. Afterhours support can be provided through the Coastline Canvas help line which is already being utilized by some faculty. Moving the FSC away from a "help desk" mentality will free up time for the coordinator to work on professional development. This will also allow the instructional designer to work on development of model courses, instructional design, and online pedagogy. The accessibility specialist is absolutely necessary for the continued compliance with American with Disability guidelines. When a course is reviewed currently, it takes at least three to

four hours for an initial accessibility review and then another hour or more to ensure the suggested changes have occurred. In addition, there is no ongoing course review to ensure continuing compliance. It is recommended that each departments courses be placed on a three-year review cycle similar to what is being done with Student Learning Outcomes. In addition to an accessibility review, it is recommended that a faculty content peer review panel be established for use by faculty on a voluntary basis to assist in the continual course quality improvement.

The FSC organizational would include the Coordinator, an Instructional Designer, and Administrative Assistant. The coordinator would focus on the support of professional development activities for faculty consistent with the FSC's Mission. The Coordinator would also work closely with the Instructional Designer on course design and improvement, model course development, and learning theory and pedagogy. The Administrative Assistant would be capable of handling scheduling, event coordination, ordering supplies, tracking use of the FSC, as well as providing answers to general questions from faculty. As the FSC utilization increases, a media specialist would be added to help faculty develop high quality professional video and audio content. Having recently learned the Marketing Department will no longer be creating materials for internal marketing, the FSC will need graphic design support for the creation of these internal marketing awareness materials including brochures, flyers, and posters.

With the expansion of space, the FSC will need furniture and equipment to make it a welcoming environment and provide faculty with the resources to develop professionally, improve course design and quality, and increase their pedagogical knowledge. The specifics of these requests are identified in the Facility Planning section of this Program Review.

The Center will need the technology for the creation of a media center to be utilized by faculty to create video and audio materials to improve course quality. This is set forth in the Technology Planning Section.

Section 1: Department Planning:

Mission Statement
The Faculty Center provides opportunities for faculty engagement, innovation, leadership, professional development, technical training, and collaboration to support lifelong growth inside and outside the classroom.
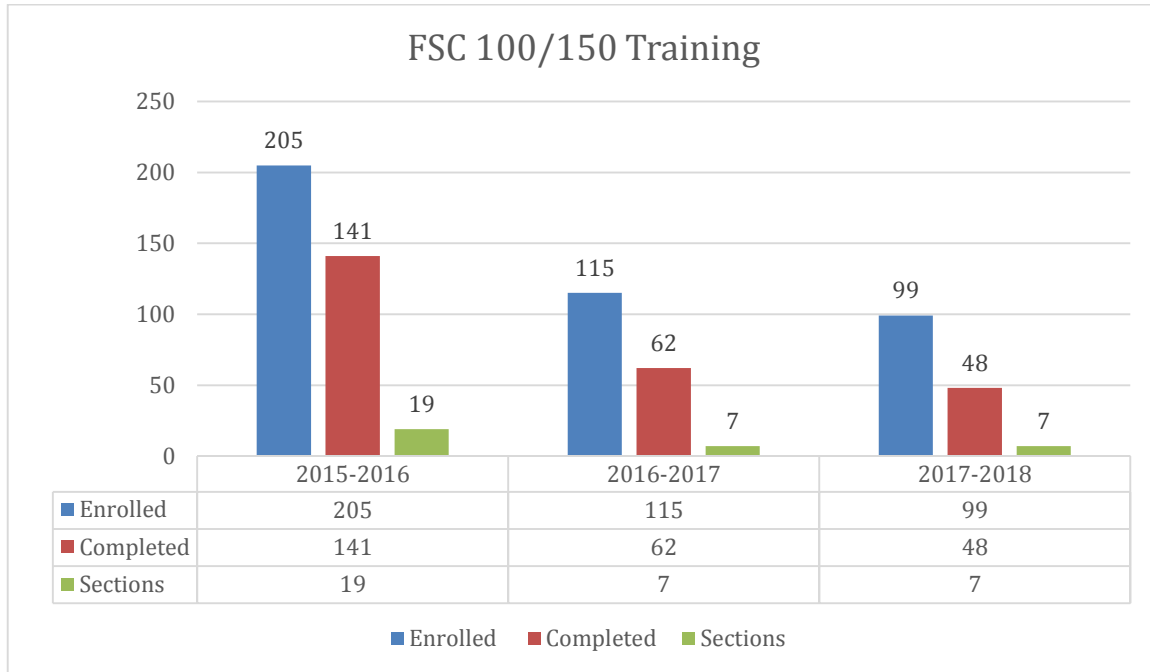
Overview
This is the initial Program Review for the Faculty Success Center (FSC). The FSC was originally established to provide professional development, training, and support to faculty through various modes of engagement. Because of circumstances regarding the transition of the College from Seaport to Canvas the focus of the FSC has been on Canvas training and support for the past three years. Starting in 2015 the FSC was tasked with providing training to faculty in Canvas. A training course was created (FSC100) which eventually merged with the RSI/LDA training course (FSC50) to become FSC150. A survey of faculty was completed in spring 2018. The internal analysis below is based on the survey results and data from these training courses.

Internal Analysis
Between October 2015 and September 2018 two hundred fifty-one (251) faculty had completed the FSC 100/150 training course. In fall 2015 the first cohort of six (6) courses went online using Canvas. Five of

the six instructors in this first cohort were trained through the OEI. The chart below shows the FSC 100/150 course training by year starting with the first training in October 2015.

FSC 100/150 Training

	2015-2016	2016-2017	2017-2018
■ Enrolled	205	115	99
■ Completed	141	62	48
■ Sections	19	7	7

Enrolled   Completed   Sections

While the completion rate appears to be low, there were some instructors who enrolled in the FSC100/150 course and did not complete the first time and then re-enrolled later and completed the training. The original course was called FSC 100. In January 2017 an additional module was added to include RSI and LDA. This new course became FSC 150. There was also a separate FSC 50 module for those faculty who had previously completed FSC 100. The completion rate for FSC was much higher in part because the District offered a monetary incentive to faculty who completed this training.

FSC 50 Training

9

125

184

■ Sections   ■ Enrollments   ■ Completions   ■
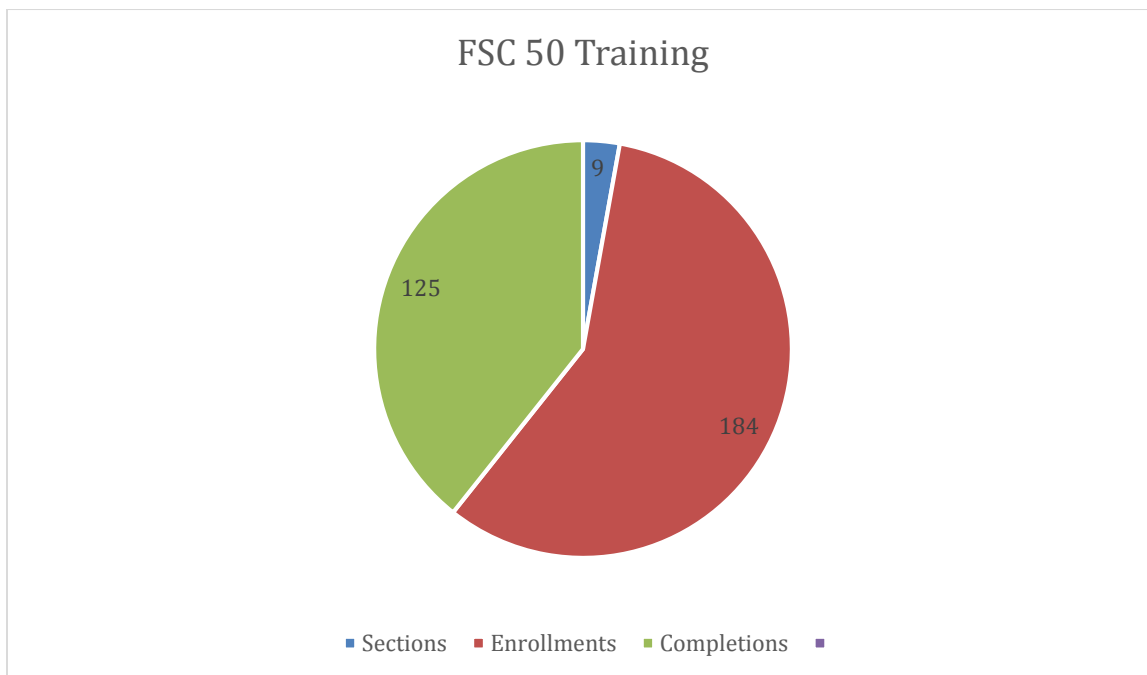
In addition to providing training in Canvas, the FSC, with assistance of Four Instructional Designers from what is now known as the Extended Learning Division, also reviewed faculty courses for approval to be taught online. A checklist was created which had to be completed by the instructor and approved by a reviewer prior to the semester in which the course was being taught. The chart below shows the number of courses reviewed each year between 2015 and 2018.
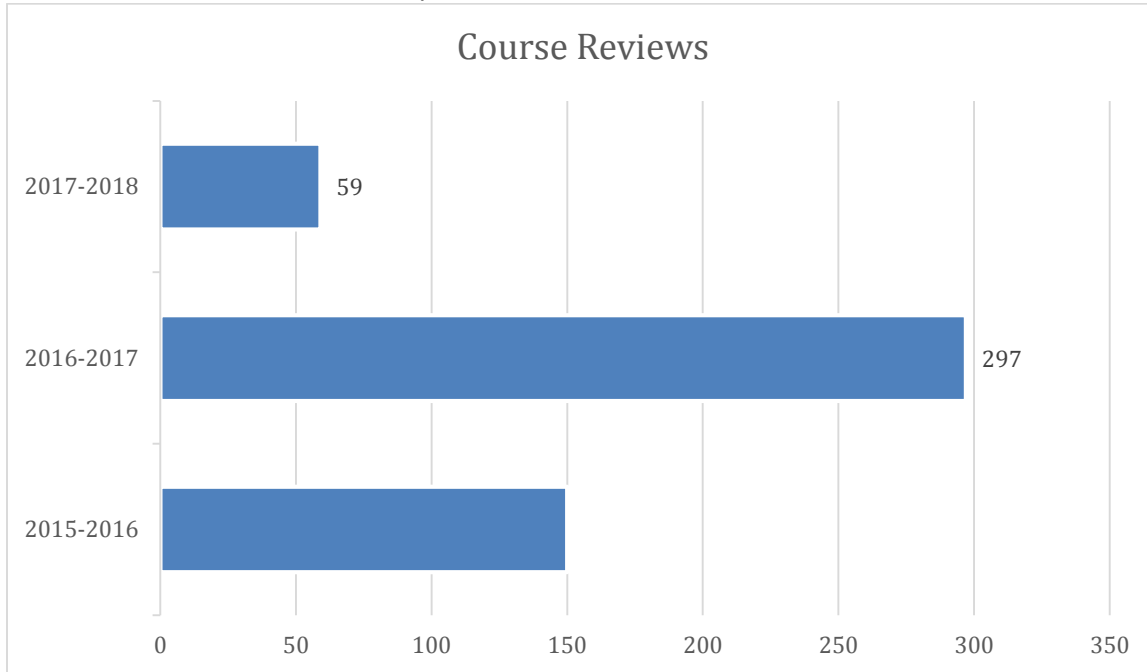
Support requests were either in person, online through Zoom, or after hours. The chart below shows the breakdown of these requests for the years 2015 through 2018.
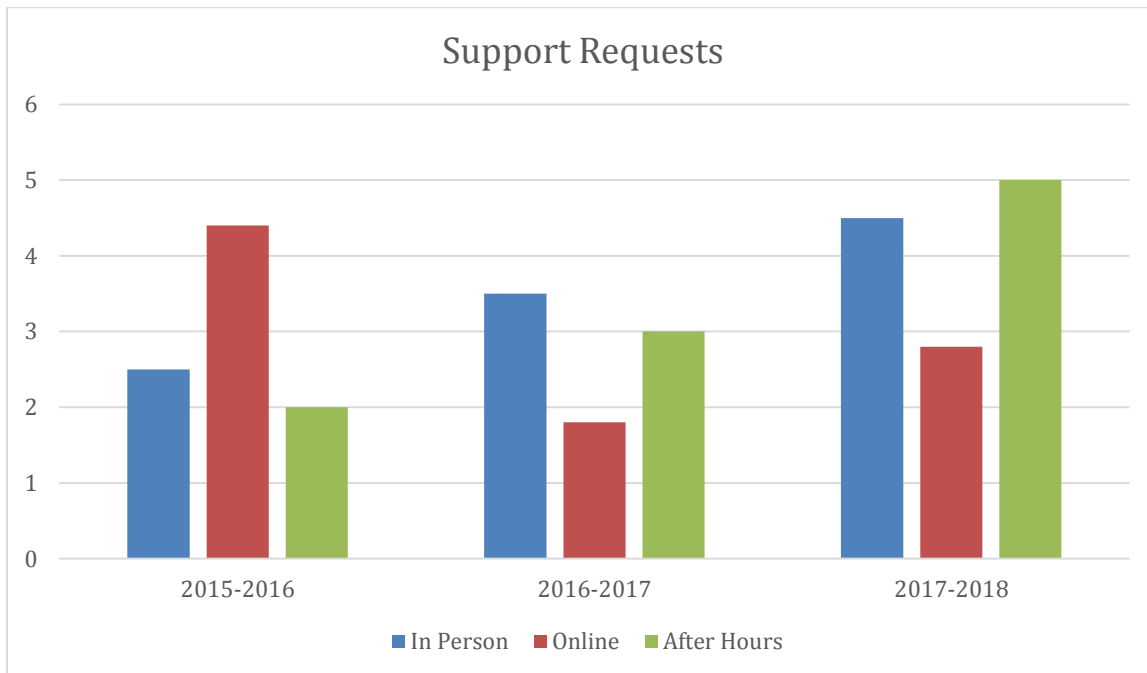
Survey Results

In spring 2018, a survey was disseminated to faculty members at Coastline College to evaluate services provided by the Faculty Success Center (FSC). Respondents were asked to indicate whether they utilized FSC services, rank their levels of satisfaction with the respective services, and provide qualitative feedback about how trainings have impacted their teaching practices. Over half of respondents (57.1%) indicated that they are part-time faculty members while the rest (42.9%) are full-time faculty.

Satisfaction with Operational Aspects of the Faculty Success Center

Services Utilized

Of the faculty surveyed, 62.5% have physically visited the FSC and one-third (33.9%) have received help or information from the FSC via video conferencing (Zoom).

Satisfaction with Operational Aspects of the FSC

Respondents were asked to indicate their level of satisfaction with operational aspects of the Faculty Success Center. The results are detailed in the table below.

Table 1. *Satisfaction with Operational Aspects of the Faculty Success Center*

Answer Options	Satisfied	Dissatisfied	Response Count
Communication	87.2%	12.8%	47
FSC website	85.1%	14.9%	47
Training topics	83.0%	17.0%	47
Normal hours of operation (M-F 8am-4pm)	81.3%	18.8%	48
Open lab (W 1pm-4pm)	77.1%	22.9%	48

A majority of respondents are **satisfied** with communication (87.2%), **website** (85.1%), **training topics** (83.0%), **hours of operation** (81.3%), and **open lab** hours (77.1%) as they pertain to the FSC.

Preferred Methods of Communication

Faculty were asked to rank their preferred methods of communication from the Faculty Success Center, with a score of 1 indicating "least preferred" and a score of 7 indicating "most preferred." A composite score was calculated based on each ranking. The results are shown in the table below.

Table 2. *Preferred Methods of Communication*

Answer Options	Score	Response Count
FSC Connect email	6.24	42
FSC website (coastline.edu/fsc)	5.57	42
Printed newsletter	4.55	38
Announcements and handouts in meetings	4.33	40
Text messaging	2.72	36
Word of mouth	2.61	38
Social media	2.26	35

The most preferred method of communication was FSC Connect email, followed by FSC website, printed newsletter, and announcements and handouts in meetings. The least preferred methods of communication were text messaging, word of mouth, and social media.

Preferred Modes of Training

Respondents were asked to indicate which delivery methods they preferred for each training activity. The results are shown in the table below.

Table 3. *Preferred Modes of Training for each Topic*

Answer Options	Online Facilitated	Face-to-Face	Self-paced	Response Count
Canvas training	36.7%	28.6%	34.7%	47
Media creation and other technical tools	27.7%	44.7%	27.7%	47
Course design and technical strategies (e.g., SLOs, rubrics)	23.4%	48.9%	27.7%	47

Faculty preferences for Canvas training delivery is almost evenly divided among **online facilitated** (36.7%), **face-to-face** (28.6%), and **self-paced** (34.7%) options. In contrast, 47.7% of respondents prefer **face-to-face** training for media creation and other technical tools compared to 27.7% of respondents who prefer either **online facilitated** or **self-paced** training delivery for this topic. Finally, almost half of respondents (48.9%) prefer **face-to-face** training delivery for course design and technical strategies compared to 23.4% who prefer **online facilitated** and 27.7% who prefer **self-paced** training delivery for this topic.

Faculty Success Center After-Hours Support

Less than half of respondents (42.0%) have utilized the FSC's after-hours support (virtual support outside normal operating hours by text, phone, email, Zoom, or in person).

Value of After-Hours Support

The FSC provides after-hours support for Canvas and other technical issues. Respondents were asked to rate the value of this support. The majority of respondents (87.3%) indicated that this support is **somewhat or highly valuable**. A more detailed breakdown is included in the table below.

Table 4. *Value of After-Hours Canvas/Technical Support*

Answer Options	Response Percent	Response Count
Highly Valuable	54.6%	30
Somewhat Valuable	32.7%	18
Not Valuable	12.7%	7

Satisfaction with After-Hours Support

The majority of respondents (90.5%) are satisfied with the FSC's after-hours support.

Canvas Training

The majority of respondents (85.7%) have participated in Canvas training through the FSC. The table below details the type of Canvas training completed by respondents.

Table 5. *Type of Canvas Training Completed*

Answer Options	Response Percent	Response Count
Online	64.3%	36
Face-to-Face	17.9%	10
Hybrid	3.6%	2

	14.3%	8

Canvas Training Satisfaction

Respondents who completed Canvas training through the FSC were asked to indicate their level of satisfaction with various aspects of the training. The results are detailed in the table below.

Table 6. *Canvas Training Satisfaction*

Answer Options	Satisfied	Dissatisfied	Response Count
Communication with Canvas facilitator	93.5%	6.5%	46
Resources provided	91.3%	8.7%	46
Content of the training	91.1%	8.9%	45
Resources available	90.9%	9.1%	44
Applicability to my teaching	89.1%	10.9%	46
Length of the training	83.0%	17.0%	47

A majority of respondents indicated that they are **satisfied** with the **communication** with the Canvas facilitator (93.5%), **resources provided** (91.3%), **content** of the training (91.1%), **resources available** (90.9%), **applicability** to teaching (89.1%), and **length** of the training (83.0%).

Canvas Training Impact on Teaching

Respondents were asked to describe the impact that the Canvas training had on their teaching. A large number of respondents commented that their courses are **more organized** and that the gradebook feature **improved communication** with students. Respondents also commented that they feel **better prepared** to deliver online or blended instruction as a result of the training. Respondents indicated that they would like **more training** on ADA compliance regulations.

Regular and Substantive Interaction and/or Last Date of Attendance Training

More than half of respondents (56.4%) have completed RSI and/or LDA training through the FSC. Respondents who completed RSI and/or LDA training were asked to indicate their level of satisfaction with various aspects of the training.

Table 7. *RSI and/or LDA Training Satisfaction*

Answer Options	Satisfied	Dissatisfied	Response Count
Content of the training	93.5%	6.5%	31
Resources provided	90.0%	10.0%	30
Applicability to my teaching	87.1%	12.9%	31
Length of the training	83.9%	16.1%	31
Resource availability	83.9%	16.1%	31

As shown in Table 7, a majority of respondents indicated that they are **satisfied** with the content of the training (93.5%), **resources provided** (90.0%), **applicability** to teaching (87.1%), **length** of the training (83.9%), and **resources available** (83.9%).

RSI and/or LDA Training Impact on Teaching

Respondents were asked to describe the impact that the RSI and/or LDA training had on their teaching. A few faculty commented that they **improved substantive interactions** with students to satisfy Department

of Education requirements discussed in the training. Additionally, respondents commented that they are **more knowledgeable** about college policies, specifically attendance requirements for students.

Faculty Webpage Training

One-fifth of respondents (20.0%) completed Faculty Webpage (Canvas ePortfolio) training through the FSC during May 2017 or July 2017. Respondents who completed Faculty Webpage training were asked to indicate their level of satisfaction with various aspects of the training. The results are detailed in the table below.

Table 8. *Faculty Webpage Training Satisfaction*

Answer Options	Satisfied	Dissatisfied	Response Count
Content of the training	100.0%	0.0%	10
Length of the training	100.0%	0.0%	10
Resource availability	100.0%	0.0%	10
Resources provided	100.0%	0.0%	9
Applicability to my teaching	90.0%	10.0%	10

A majority of respondents indicated that they are **satisfied** with the **content** of the training (100.0%), **length** of the training (100.0%), **resources available** (100.0%), **resources provided** (100.0%), and **applicability** to teaching (90.0%).

Faculty Webpage Training Impact on Teaching
Respondents were asked to describe the impact that the Faculty Webpage training had on their teaching. A few faculty commented that they were better able to **market courses** and **share information** with students.

Student Learning Outcome Training

Less than a quarter of respondents (21.2%) completed Student Learning Outcome (SLO) training through the FSC during March 2017. Respondents who completed SLO training were asked to indicate their level of satisfaction with various aspects of the training.

Table 9. *Student Learning Outcome Training Satisfaction*

Answer Options	Satisfied	Dissatisfied	Response Count
Content of the training	100.00%	0.00%	11
Applicability to my teaching	100.00%	0.00%	11
Length of the training	100.00%	0.00%	11
Resource availability	100.00%	0.00%	11
Resources provided	100.00%	0.00%	11

As shown in Table 9, all respondents indicated that they are **satisfied** with the **content** of the training (100.0), **applicability** to teaching (100.0%), **length** of the training (100.0%), **resources available** (100.0%), and **resources provided** (100.0%).

SLO Training Impact on Teaching
Respondents were asked to describe the impact that the SLO training had on their teaching. A few faculty commented that they were better able to **design assignments and assessments** that aligned with SLOs

for their courses. Respondents also commented that they are **more aware** of how the content in their courses contributes to SLO completion.

Rubric Design Training

Less than a quarter of respondents (19.2%) have completed Rubric Design (Rubrics as Evidence) training through the Faculty Success Center during May 2017. Respondents who completed Rubric Design training were asked to indicate their level of satisfaction with various aspects of the training. The results are detailed in the table below.

Table 10. *Rubric Design Training Satisfaction*

Answer Options	Satisfied	Dissatisfied	Response Count
Content of the training	100.00%	0.00%	10
Applicability to my teaching	100.00%	0.00%	10
Length of the training	100.00%	0.00%	10
Resource availability	100.00%	0.00%	9
Resources provided	100.00%	0.00%	10

All respondents indicated that they are **satisfied** with the **content** of the training (100.0), **applicability** to teaching (100.0%), **length** of the training (100.0%), **resources available** (100.0%), and **resources provided** (100.0%).

Rubric Design Training Impact on Teaching
Respondents were asked to describe the impact that the Rubric Design training had on their teaching. A few faculty commented that they were better able to **design rubrics** to help both students and instructors. Respondents also commented that they felt **more empowered** to use rubrics in their classes.

Qualitative Feedback

Faculty were asked to provide qualitative feedback about professional development topics they would like and suggestions for improving the FSC.

Professional Development Topics
A large number of respondents indicated that they would like more training on **integrating technology** more effectively. Specifically, instructors would like to create ADA-compliant videos and other media for their courses. Additionally, commenters would like a greater variety of topics **focusing on pedagogy in general**, including ways to engage students and revising curriculum to suit students' needs. Finally, commenters asked that there be **more training** on RSI and LDA and how they pertain to online teaching.

Suggestions for Improving the Faculty Success Center
Many respondents indicated that they would like to have **more walk-in hours** and **open lab hours** available. Commenters also suggested that the FSC **send reminders** of trainings and hours of operation to faculty members. Finally, respondents asked that the FSC **focus more on educational theory** and **pedagogy** and less on Canvas and online training.

Service Area Outcomes (SAOs)

SAO Table

Service Area Outcomes	Measures and Targets
Increase Awareness of the Faculty Center	Increase awareness of the Faculty Center by 10% each year based on tracking and survey data
Increase utilization of the Faculty Center	Increase utilization of the Faculty Center by 10% each year based on tracking and survey data
The Faculty Center will sponsor professional development and trainings on educational theory, instructional design, and pedagogy	The Faculty Center will sponsor four (4) professional development activities and/or trainings per semester on educational theory, instructional design, and pedagogy

The Service Area Outcomes were developed in fall 2018 with the advice and guidance of the FSC Advisory committee. The outcomes are intended to encompass a refocusing of the FSC on its mission through a rebranding and awareness campaign.

External Compliance

There are no external compliance regulations for the FSC. However, training provided by the FSC concerning RSI and SLO directly supports the College accreditation process and Department of Education online course requirements.

ACCJC accreditation requires that each online course contain regular and substantive interaction between the faculty member and students. This regular and substantive interaction must be initiated by the faculty member and substantiated in activities within the online course. The FSC 50/150 course provides specific training on RSI to ensure faculty are fully aware of this requirement.

The Department of Education also requires online courses to have regular and substantive interaction to differentiate these courses from correspondence classes. The RSI training provided in FSC 50/150 provides faculty the necessary tools to meet or exceed this requirement.

The ACCJC also reviews course SLO as part of the accreditation process This review focuses on whether faculty are assessing SLO and implementing any changes in the course which may be identified through this ongoing SLO assessment. The workshops and trainings provided for the collection and assessment of SLO data provides faculty with the capability to effectively use this data for course improvement.

Progress on Initiative(s)

Although the FSC did not previously complete Program Review there were goals identified as part of a draft strategic plan in 2017. These goals included continued Canvas training, best practices workshops, development of a staffing plan, and creation of an FSC manual.

The canvas training has continued with a change in the delivery model. FSC 150 has been developed as an open entry, open exit, facilitated online training. The best practice workshops were in the planning stages with a Teaching GenZ webinar held in February 2018. A staffing plan was also in the development stages prior to the transition to the new FSC coordinator. An FSC manual was also in the

beginning stages of development.

All the initiatives identified as part of the forward strategy for the FSC are in the planning stage. These have been vetted with the FSC advisory committee for their input and advice.

Department Planning and Communication Strategies

The FSC Advisory committee was recently created. Asana has been chosen as the method of communication for discussion and review of tasks between advisory committee meetings. The FSC is in the process of creating a communication strategy to assist with the rebranding of the FSC. This communication strategy will necessarily include the creation of marketing materials, department emails, flyers, brochures, and posters concerning FSC activities, workshops/training, and accomplishments. The FSC coordinator will attend various committee meetings within the college to report on the FSC trainings, workshops, and other initiatives.

The FSC will utilize short promotional videos and a Podcast as much as feasible to disseminate information about the FSC upcoming workshops and other events.

Implications of Change

The data, survey results, and charge of the college President clearly indicate the need for the FSC to evolve beyond Canvas training and support. The original mission of the FSC was to provide professional development in areas of educational theory and pedagogy. This original mission was placed in suspense as the transition to Canvas took priority. After more than three years of Canvas transition, training, and support, the time is ripe for change.

The FSC rebranding is not going to be a quick and easy transition. Faculty are used to being able to call the former FSC coordinator for assistance 24/7 and have her provide technical support concerning Canvas. While certainly a very valuable and noble undertaking, the implications of change are that faculty must be re-focused to seek their own answers through either an institutional knowledge base, the Panda shorts created by the instructional designer, Canvas help guides, a faculty support portal during business hours, and afterhours phone support. Recent anecdotal experience indicates faculty are not going to readily take to this transition.

A strategic message needs to be created to engage faculty in this change. Faculty will not be losing technical support, it will just be re-organized to other areas. The change will provide faculty professional development opportunities which were envisioned when the FSC was originally developed. This professional development will not only increase faculty exposure to educational theory and pedagogical material, there will be increased opportunity for innovation and improved course quality.

Forward Strategy

In the next few months the FSC will move into a larger space in the Annex. The move will facilitate increased utilization of the FSC by faculty based on its location, accessibility, and inviting environment. The FSC will undertake an internal marketing campaign to inform faculty of the available resources and benefits of utilizing the FSC. Faculty will be surveyed on a yearly basis to evaluate the effectiveness of this internal marketing.

There will be an increased focus on bringing faculty together through a variety of activities in an environment that will spur conversation, sharing of ideas, and innovation. This will include a variety of formal and informal activities scheduled at strategic times throughout the week to provide faculty the opportunity to participate. Faculty attendance at these functions and utilization will be tracked to provide data informed decisions regarding the type and number of activities sponsored by the FSC moving forward.

The FSC will support at least four (4) professional development activities each semester, starting with spring 2019, focused on educational theory, instructional design, and pedagogy. These activities will be based on areas requested by faculty through survey, discussion in the Academic Senate, recommendation of the Advisory committee, and input from the FSC coordinator and Instructional Designer. The activities will be scheduled on a regular basis as much as possible to allow for the greatest number of faculty participants.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Dean of Innovative Learning		FSC Coordinator (1)	FSC Coordinator (1)	Instructional Designer (1)	
Current year 2018-19	Dean of Innovative Learning		FSC Coordinator		Instructional Designer (1) Canvas Support Admin. (1) Canvas Support Tech. (1) Accessibility Specialist (1)	Administrative Support (1) After Hours Answer Desk (1)
1 year 2019-20	Dean of Innovative Learning		FSC Coordinator		Instructional Designer (1) Canvas Support Admin. (1) Canvas Support Tech. (1) Accessibility Specialist (1)	Administrative Support (1) After Hours Answer Desk (1)
2 years 2020-21	Dean of Innovative Learning		FSC Coordinator		Instructional Designer (1) Canvas Support Admin. (1) Canvas Support Tech. (1) Accessibility Specialist (1) Media Specialist (1)	Administrative Support (1) After Hours Answer Desk (1)

3 years 2021-22	Dean of Innovative Learning		FSC Coordinator		Instructional Designer (1) Canvas Support Admin. (1) Canvas Support Tech. (1) Accessibility Specialist (1) Media Specialist (1)	Administrative Support (1) After Hours Answer Desk (1)

To expand faculty awareness and utilization of the FSC the coordinator will need to focus on a rebranding effort which will help faculty understand they can obtain effective technical support concerning Canvas in a variety of ways. For this rebranding effort to be effective there must be a dedicated faculty Canvas support help desk available not only online but by phone during business hours. This will require a classified position with the technical expertise to assist faculty with their Canvas questions.

A concerted effort will be made to continue accessibility training for faculty. However, certain materials which may be essential to course development and quality require accessibility expertise beyond that which faculty can reasonably be expected at attain. To assist faculty with those complex and/or time-consuming accessibility issues an accessibility expert needs to be made available during business hours. This position would be under the new Canvas team. The amount of time this individual would allocate to their faculty accessibility duties will be evaluated based on actual use of this resource by faculty. This position would support the goal of instructional and programmatic excellence as well as student access. Faculty are spending an inordinate amount of time to make their materials accessible. This time could be spent more effectively for the improvement of course quality and innovation if there were an accessibility expert to handle complex and/or time-consuming projects.

Along with the increased awareness, utilization, and professional development workshops of the FSC there will be a substantial increase in administrative support needed for scheduling, record keeping, ordering of supplies, and set up for activities among other duties. This position would support the college goal of instructional and programmatic excellence. This position would assist the FSC coordinator in keeping the FSC organized and effective which will benefit and facilitate the use of the Center by faculty.

As faculty seek to improve the quality of their courses this will inevitably involve the creation of media. Having a media specialist who can create high quality video and/or audio based on faculty expert input will undoubtedly increase online and face to face course quality. This position will support instructional and programmatic excellence on a variety of levels. The amount of time needed for this position will be evaluated based on actual use of this resource by faculty.

There are many times when faculty will email the FSC or Canvas help for answers to questions unrelated to Canvas.   The creation of an afterhours "Answer Line" from 5-8 pm will provide support to faculty, particularly part-time faculty, who either cannot call during business hours or have an issue arise after hours. This "Answer Line" would be a place faculty can call to get quick answers to questions concerning a variety of issues that are non-Canvas related but important for their overall effectiveness as an instructor. This position would support instructional and programmatic excellence as their time is being spent on course quality, improvement, RSI, or grading rather than trying to find a solution that the "Answer Line" can quickly provide.

Professional Development

Over the past year the previous FSC coordinators and Instructional Designer participated in a variety of professional development activities. These activities were mainly focused on a description of the department's professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Rick Lockwood	To Be Provided	To be provided
Cheryl Chapman	InstructureCon -Canvas	New features of Canvas, Techsmith Camtasia, Snagit and Relay
	DevLearn elearning 2018	Articulate Workshop Continuous course improvement
	Innovative Educators Teaching Gen Z Can*Innovate 2017	Teaching Gen Z Accessibility, effective online discussions, creating authentic assessments, new Canvas gradebook
	Bridges Partners for Connections in Education P4CE	Exchange of ideas on new and successful partnerships bridging K-16 educators, students, and entrepreneurs
	Online Teaching Conference	Presented - Who's Behind the Curtain - video in your courses
Sylvia Amito'elau	To be provided	To be provided

To expand the FSC coordinator's knowledge of educational theory, instructional design, and pedagogy, a variety of professional development conferences/workshops should be attended. This will the coordinator to assess which trainings and workshops would be most beneficial to faculty. The ATD workshop Master of Instructional Design is being held in the next few months which will be particularly beneficial. There will be other workshops over the next three to five years that will be extremely helpful to not only the FSC Coordinator but the Instructional Designer, Canvas support staff, accessibility support expert, media specialist and administrative support personnel. The particular conferences will be reviewed and evaluated with the FSC coordinator and Dean of Innovative Learning.

Forward Strategy

As the FSC refocuses its efforts on professional development, educational theory, instructional design, and pedagogy in the next three to five-year period, there will be a strong need to add additional personnel. The FSC looks to add a dedicated Canvas support professional, an accessibility support expert, and hourly administrative support staff within the next year. The addition of an afterhours hourly support staff person will be beneficial to answer questions and provide information to faculty unrelated to Canvas. Next year with an increased number of workshops and utilization of the FSC, an additional faculty member will be added with part time release to develop and present Canvas related workshops and training. As the FSC evolves, and faculty utilize resources such as the media room on a regular basis a media specialist will be added to help faculty create high quality video and audio for use in Canvas.

Section 3: Facilities Planning

Facility Assessment

The FSC was originally housed at the Garden Grove Center. In 2016 the FSC was provided space in the Annex. The space included an open area for faculty with five work stations, a small couch, and a raised table with chairs. There is also a conference room with a podium, smart board, and conference table. The instructional designer has a separate work space, and there is a small room where the previous FSC coordinators worked.

The college has agreed to move the FSC to a space on the other side of the Annex. This area is substantially larger and provides easier access for faculty. Plans have been approved for an open area to house workshops and allow faculty to congregate and innovate together. There will be a team meeting room for faculty and/or departments to collaborate. A media room will be available for faculty to create video and audio for use in Canvas. The Instructional designer will have a work station adjacent to the media room. And there will be a small office to be utilized by the FSC coordinator and/or for private meetings as needed.

The college has approved the purchase of furniture for this area which is currently being researched by the FSC coordinator and Dean of Innovative Learning. The innovation area will need furniture conducive to small groups for training and workshops. The team meeting room will also need furniture that is inviting and comfortable for faculty and department collaborative efforts. A small area in the front of the space is for faculty informal gathering and relaxation. This area will include a couch, arms chairs, a monitor/television and coffee table.

Forward Strategy

Until the new space is completed and occupied it is difficult to evaluate any needed changes or improvements. Over the next three to five years the FSC Advisory committee, FSC coordinator, and Dean of Innovative Learning will continue to evaluate the facility needs of the FSC.

As needs arise, these will be presented to appropriate college committee and/or administrator for review.

Section 4: Technology Planning

Technology Assessment

As the FSC moves into its new space there will be several technology needs to ensure effective use of the facility. Currently the FSC has four workstations used by faculty on a first come first served basis. Three of these are PC and one is an Apple. There is a smart board and podium in the current conference room. The previous FSC coordinators and Instructional Designer each had work stations as well. This assessment assumes the current technology will be transferred to the new FSC space.

To support the FSC mission and expand pedagogy and educational theory related workshops the following additional technology is needed.

Innovation Area
- 2 Large Monitors
- Copy machine
- Network Wireless Printer
- 25 laptops for hands on training

Media Room
- Computer Station with software for video and audio production and editing
- Teaching Glass
- Acoustic Sound Panels
- High quality video camera

Reception
- Computer Station with monitor and local printer

Faculty Area
- Monitor/TV with cable access

The FSC is the place where faculty are empowered to be innovative. Innovation often requires the use of emerging technologies. To support this innovative process the FSC would request an ongoing emerging technology fund to purchase technology recommended by the FSC advisory in consultation with the FSC Coordinator, Instructional Designer and Dean of Innovative learning.

The FSC will continue to need up to date technology. The FSC would request to be on the computer and technology refresh plan for the college. In addition, there will be a need for various software as recommended by the FSC Advisory committee, Instructional Designer, and Dean of Innovative Learning including programs such as Articulate and Simul8, or similar.

Forward Strategy

It is imperative the FSC have up to date technology. In the next three to five years the FSC will evaluate its technology needs on a regular basis. As changes in technology occur, and needs arise, the FSC will submit a request to the appropriate committee or administrator. The FSC will need to be on the computer and technology refresh to stay current for the benefit of faculty who utilize the Center.

Section 5: New Initiatives

1. Initiative: <u>Re-envisioning the Faculty Center</u>. This initiative will support increased awareness and utilization of the Faculty Center. This will involve a re-organization of staff and increased support of professional development workshops and training.

Describe how the initiative supports the college mission:
This initiative supports an Innovative mindset and the creation of quality courses by faculty.

What college goal does the initiative support?   Select one
☐ Student Success, Completion, and Achievement

▮ Instructional and Programmatic Excellence

☐ Access and Student Support

☐ Student Retention and Persistence

☐ Culture of Evidence, Planning, Innovation, and Change

☐ Partnerships and Community Engagement

☐ Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
▮ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

☐ Provide universal access to student service and support programs.

☐ Strengthen post-Coastline outcomes (e.g., transfer, job placement).

▮ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).

☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).

☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment

▮ Internal Research (Student achievement, program performance)

▮ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Survey as well as internal statistical data and analysis shows that re-envisioning the Faculty Center will provide faculty the opportunity for needed professional development in educational theory, instructional design, and pedagogy.

Recommended resource(s) needed for initiative achievement:
This initiative involves a re-organization of the FSC to include a dedicated Canvas support professional, an accessibility support expert, administrative support, workshop and training speakers, professional development for FSC staff, a media specialist, a faculty trainer with part-time release, and an afterhours "Answer Line" hourly.

What is the anticipated outcome of completing the initiative?
The FSC will actively carry out its mission and support College faculty by providing professional development in educational theory, instructional design, and pedagogy. The FSC will actively support faculty innovation within the college.

Provide a timeline and timeframe from initiative inception to completion.
The initiative will be implemented over the next three years in incremental steps based on qualitative and quantitative data.

2. Initiative: Create a New Faculty Center to Empower Faculty. This initiative will support increased utilization of the Faculty Center through the creation of an inviting space, availability of technology and training, and opportunity for collaboration and innovation.

Describe how the initiative supports the college mission:
This initiative supports an Innovative mindset and the creation of quality courses by faculty.

What college goal does the initiative support? Select one
☐ Student Success, Completion, and Achievement
■ Instructional and Programmatic Excellence
☐ Access and Student Support
☐ Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement
☐ Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
■ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
☐ Strengthen post-Coastline outcomes (e.g., transfer, job placement).
■ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply
☐ Learning Outcome (SLO/PSLO) assessment
■ Internal Research (Student achievement, program performance)
■ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Survey as well as internal statistical data and analysis shows that creating a new Faculty Center will empower faculty and provide opportunities for professional development in educational theory, instructional design, and pedagogy. In addition, the new space will foster collaboration and innovation among faculty.

Recommended resource(s) needed for initiative achievement:
This initiative involves creating a space for faculty that is inviting and welcoming as well as functional. This initiative requires technology including 2 Large Monitors, copy machine, network wireless printer, 25 laptops for hands on training, a PC with software for video and audio production and editing, a teaching glass, acoustic sound panels, high quality video camera, PC with monitor and local printer for administrative support use.

What is the anticipated outcome of completing the initiative?
The FSC will actively carry out its mission and support College faculty by providing professional development in educational theory, instructional design, and pedagogy. The FSC will actively support faculty collaboration and innovation within the college.

3. Initiative: Inspire Creative Curriculum Design. This initiative will support increased utilization of the Faculty Center through the creation of an inviting space, availability of technology and training, and opportunity for collaboration and innovation.

Describe how the initiative supports the college mission:
This initiative supports an Innovative mindset and the creation of quality courses by faculty.

What college goal does the initiative support?   Select one
☐ Student Success, Completion, and Achievement
■ Instructional and Programmatic Excellence
☐ Access and Student Support
☐ Student Retention and Persistence
☐ Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement
☐ Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
■ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
☐ Provide universal access to student service and support programs.
☐ Strengthen post-Coastline outcomes (e.g., transfer, job placement).
■ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply

☐ Learning Outcome (SLO/PSLO) assessment

▮ Internal Research (Student achievement, program performance)

▮ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Survey as well as internal statistical data and analysis shows that providing opportunity for innovation and creativity will empower faculty to be creative in their course design.

Recommended resource(s) needed for initiative achievement:

This initiative involves support of faculty utilizing technology to create innovate courses. A fund for emerging technology will allow faculty to be on the cutting edge as they create and innovate in their courses.

What is the anticipated outcome of completing the initiative?

The FSC will actively carry out its mission and support College faculty by providing professional development in educational theory, instructional design, and pedagogy. The FSC will actively support faculty collaboration and innovation within the college.

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Re-envision Faculty Center	Canvas Admin.	TBD	Ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1
Re-envision Faculty Center	Canvas Tech. Support	TBD	Ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	2
Re-envision Faculty Center	Instructional Designer	TBD	Ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	3
Re-envision Faculty Center	Administrative Support	TBD	Ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	4
Re-envision Faculty Center	Workshops/ Training outside speakers	10,000	Ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	5
Re-envision Faculty Center	Conferences /PD	10,000	Ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	6
Re-envision Faculty Center	Media Specialist	TBD	Ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	7
Re-envision Faculty Center	After Hours Answer Line	TBD	Ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	8
Create New Faculty Center Space	2 large monitors	4000	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1a
Create New Faculty Center Space	Copy Machine	3000	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1b
Create New Faculty Center Space	Wireless Printer	500	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1c
Create New Faculty Center Space	25 Laptops	18,750	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1d
Create New Faculty Center Space	PC with video and audio production	1,000	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1e
Create New faculty Center Space	Teaching Glass	500	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1f
Create New Faculty Center Space	Acoustic Sound Panels	1,500	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1g
Create New Faculty Center Space	Video Camera	2,500	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1h
Create New faculty Center Space	PC with local printer	750	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1i
Create New Faculty Center Space	Monitor/TV	1,000	1 time	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1j

Inspire Creative Curriculum Design	Emerging Technology Fund	10,000	Ongoing	No	Internal Research	Instructional and Programmatic Excellence	2019-20	1k

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16-week schedule, the productivity benchmark is 595. When calculated for an 18-week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.