

**Homework**

**PD Implementation Plan**

**Santa Fe College**

**Part I: QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

**SWOT Analysis:**

* + Strengths are elements internal to your department.
	+ Weaknesses are elements internal to your department/unit that could limit the transformation of faculty development.

**SWOT Analysis:**

* + Opportunities are aspects of the external environment that will enhanced the transformation of faculty development.
	+ Threats are barriers or potential barriers that could limit the transformation of faculty.

**QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

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| **C2: Enablers of transformation. Core elements for enabling transformation** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Engagement** | Online Taskforce to establish policies and procedures, committee developing standards for online instruction and PD requirements. | Getting buy-in from faculty | Higher quality instruction will benefit students and programs, opportunity for faculty to collaborate on course development.  | Apathy, cries of no academic freedom, culture of self-satisfaction |
| **Technology**  | An accepted, stable LMS | Limited wireless bandwidth | New supportive CIO, more proactive | Lack of funds, lock-down of faculty computers |
| **Assessment**  | Measureable deliverables required for online teaching certificate program | Not really measuring the effectiveness of PD – no before and after comparisons | Need to measure what faculty are doing differently as a result of the training. | Difficult to measure and get good data. |
| **Mentoring**  | Some departments pair up new faculty. | No college-wide mentoring initiative | Need to create more mentoring opportunities | Not a lot of department chair buy-in, faculty aren’t interested unless compensated. |
| **Community of Practice**  | Online training course is cohort based and participants interact with faculty in other disciplines. Other limited opportunities not associated with online learning. | Not much in place, especially adjuncts. | Use resources listed on TOPkit to brainstorm ideas for creating communities. | Time, willingness of faculty to participate. |
| **Online Pedagogy**  | Current online PD course does include pedagogy and best practices. | Few out of 200+ online faculty have completed the training. | Looking at making the training required to teach online. | Faculty coupe. |

**QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

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| **C3: Supporting agents for ongoing Transformation** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Motivation**  | Some faculty are motivated by the potential to improve their online courses and teaching skills, Certificate of completion. | No incentives or rewards. Faculty think it’s too much work. | Improve and streamline course. | Low morale due to pay, other responsibilities, etc. Easy to just use publisher content. |
| **Scoping for Sustainability**  | We have a potential sustainable training course. | Needs some improvements before making it required so that everyone will be able to complete. | Some changes needed to course and could divide into a beginner and advanced course. Planning to make it required. | Pushback from faculty because they don’t have time and are not compensated. |
| **Institutional Culture**  | PD opportunities have grown and are now part of the faculty evaluation process. | Still not a pervasive perception by faculty that PD is essential. Lack of faculty involvement in design produces a culture of opposition between PDs and instructors.  | Continue to seek administrative support to encourage and reward participation in PD. | Money! |
| **Quality Framework**  | We have just developed an in-house rubric to look at online course design. Offer QM training which 128 faculty have already completed. | Need lots of time to implement new rubric. | Increase quality of online courses. | Faculty buy-in |
| **Modality**  | Have PD for online and hybrid course development and support for web-assisted teaching. | Still working on perfecting all training based on feedback of participants. | Continue to work on PD offerings | Participation |
| **Audience**  | Majority of faculty are committed to education and are passionate about their discipline. | Us (faculty) vs them (admin) mentality, also faculty vs. CT3 (PD dept.) | Opportunity to repair and build relationships. | Not knowing what faculty/staff are lacking so that PD can be offered. |
| **Ownership**  | We don’t have a policy for ownership of online courses. | We need a policy. | Need to create a policy. | Money to develop master courses. |
| **Flexibility and Accessibility** | College wide accessibility committee working on policy and best practices, also have a workshop for faculty on UDL and accessibility. | Participation in training is low. | Creating a list of top ten things faculty can do to make their courses more accessible.  | Faculty don’t see accessibility as their responsibility. |
| **Collaborative partnerships**  | Don’t have any data about collaboration or partnerships outside the college. | Faculty are more inclined to collaborate internally but not with outside entities. | To provide faculty with a list of opportunities for collaboration. | Time and logistics.  |

**QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

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| **C4=Evaluation and feedback for transformation** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Professional Development** | QM – 128 gradsCODI – 47 grads (Certificate of Online Design & Instruction)Many individual workshops | More faculty who teach online need to take the training | Need to make it required to teach online | Faculty pushback, don’t need it – been teaching online for years, etc. |
| **Program Review** | Surveys for individual workshops, faculty surveys to drive programming | No over-arching full program review. | Could use TOPkit’s program review or resources on TOPkit site to do review. | Time, resources. |
| **Research** | Have SoTL opportunities within the college. | No SoTL research with an online class as of yet. | Need to encourage SoTL participants to use online courses for their research. | Getting participation, esp. with online faculty. Finding suitable research topics faculty feel comfortable with. |
| **Participant Feedback** | Have surveys for all PD training and have college-wide awards for excellence in teaching. | Not enough recognition and reward opportunities for online teaching specifically. | Could add category of online teaching to the current awards. | Difficult to get chairs to nominate – must be able to access online courses. |
| **Accreditation Framework**  | Use accreditation standards and review to inform PD. | Always need to stay abreast of changes. | Work with accreditation team. | Time, things seem to creep up on you. |

**Part II: Development: Sample Course**

**Getting Started Questions**

The questions below are great “getting started” questions for brainstorming the BIG picture of your professional development needs/plans.

1. What is your current online support structure? 3 IDs, in-house Canvas Help/Support, Online webinars from Instructure, In-house professional development certificates and workshops.
2. What are your professional development goals?
3. Short term goals? More faculty participation.
4. Long term goals? Required PD for teaching online, and review of all online courses.
5. Will you offer a course or more of a modular training? We have a course now but a modular approach may benefit us better.
6. Duration: How long will/can course be? 4-5 weeks, 20-25 hours.
7. Modality: Will the course be delivered on the Web? Blended? Face-to-face? Initial meeting F2F and a one-on-one ID consultation, but primarily online.
8. Enrollment: Process? Participant numbers? Online self-registration, 20-25 participants per term.
9. Space/Location Capacity? S-29 (large meeting room with overhead).
10. When/How often will it be offered? Fall, Spring, and a summer intensive, cohort style, begins the first week of each semester.
11. Will you create development courses for participants to work in? Yes, in Canvas, plus a Canvas course in which all participants will be enrolled for discussions and sharing of content.
12. Will you offer instructional design consultations? When will these occur? Yes, each participant will meet with an ID for an individual consultation during the session.
13. What types of interactions will be promoted: All of the items listed below.
	1. Student-to-student
	2. Student-to-content
	3. Student-to-facilitator
	4. Student-to-other (Instructional Designer)
14. What are your plans/protocols to make the professional development offering sustainable, scalable, and systematic? Hire another ID, build in an opt-out for experienced faculty who can demonstrate compentencies, provide flexibility for completion, make it required at some point, involve faculty in the design, advertisement, and implementation of the PD course.
15. Effectiveness – Write down your initial thoughts and ideas: How will you evaluate the effectiveness of the course? Examine student success rates (average grades, completion rates) in online courses for faculty enrolled in the PD course, before and after their completion.

**Professional Development Course Outline:**

**Goal:** Prepare faculty to effectively teach online using best practices

**Objectives: Online Instructors should be able to:**

* Develop numerous strategies to involve students in the active creation of course knowledge.
* Create and design learning activities that promote reflection and participation.
* Create activities and assessments that are varied and scaffolded.
* Give students the tools necessary for assessing their own mastery of the material (metacognition).

**Course Outline**

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| **Module** | **Content** | **Activities** |
| Module 0 | **Getting Started*** Course/Student Introductions
* Course deliverables/rubric
 | * Introductions discussion
 |
| Module 1 | **Course Overview** * Course Home/Welcome page
* Syllabus
* Student expectations
* Expectations for faculty feedback
 | * Create a welcome page and syllabus using provided template
 |
| Module 2 | **Accessibility and Usability*** Basic principles and formatting (ADA Compliance)
* Navigation and organization (Modules)
 | * Follow accessibility guidelines to make syllabus accessible.
* Establish action plan for course design/revisions for accessibility
 |
| Module 3 | **Instructional Materials*** Goals and learning outcomes
* Internal content/external links
* Variety of instructional materials
 | * Align lesson plans with student learning outcomes
* Use link checker tool
 |
| Module 4 | **Engagement*** Faculty/Students/Content
* Communication Tools
 | * Create an active learning assignment
* Provide feedback to specific assignment using discussions
 |
| Module 5 | **Assessment*** Grading policy
* Alignment to learning objectives
* Gradebook and rubric tools
 | * Develop a rubric to assess active learning assignment
 |

#### **Part III: Tools, Techniques, & Strategies Form**

#### **Provide Incentives for Faculty Participation**

##### Current usage:

All faculty receive a certificate for completing the online training course. We also have a web page recognizing faculty accomplishments (which few people read, unfortunately).

Implementation needs

Support of administration. Asking for stipends (money or release time).

Encouragement of chairs and more visible recognition.

##### Future Improvements:

Identify mentors who would help other faculty, empowering them when stipends are not available. Doing this gives faculty the sense of inclusion and self-worth.

We are also working on getting the president to recognize faculty who have completed the certificate programs at our annual fall convocation.

#### **Include Faculty in the Analysis, Design, Implementation & Evaluation of Curriculum**

##### Current usage:

Faculty are involved in the evaluation of such courses only insofar as their feedback is collected by the instructional design team after their participation in courses. The existing separation between the Center for Teaching, Technology, and Training—the main professional-development force at Santa Fe—and the faculty contributes to a culture of opposition in which instructors are resistant to taking part in PD, and therefore participation in these opportunities is low.

##### Implementation needs:

The identification of a small group of faculty from different departments at the College, who are willing to act as Faculty Designers/Mentors in the professional development program.

Incentives, ideally release time, for these Faculty Designers/Mentors

##### Future Improvements:

The administration should select a small number of particularly motivated full-time faculty from various departments at the College, and invite them to act as Faculty Designers/Mentors, who are actively involved in the PD effort. Involving faculty in all stages of the PD effort provides a twofold benefit—CT3 is able to collect even higher quality information regarding what kinds of opportunities are necessary and these opportunities are likely to see increased buy in from faculty.

#### **Use Techniques that Complement the Adult Learner**

##### Current usage:

We provide the online training course with flexible deadlines to help meet the needs of busy faculty members. We encourage and prod, but gently, and ultimately respect the faculty member who asks for extensions for various reasons.

##### Implementation needs:

Survey faculty to make sure the assignments and deliverables within the training are relevant and usable after the course ends.

##### Future Improvements:

Need to include some face-to-face and personalized time within the training, particularly to help faculty who may be struggling with some of the more complicated technologies and concepts such as aligning learning outcomes to course activities and assessments.

#### **Provide Instruction in the Required Technologies**

##### Current usage:

Our online training program includes deliverables that utilize the various LMS tools so that faculty are learning the tools as well as the pedagogy and they move along the in the certificate program. In addition, we have numerous individual workshops to help faculty integrate a variety of technologies into their online and face-to-face instruction. The instructional designers stay up-to-date on current technologies and create new workshops as new technologies and tools become available.

##### Implementation needs:

The college could work on fostering a culture of continuous improvement and professional development so that faculty realize that no matter how long they have been teaching, there are new things to learn all the time to improve instruction and student success.

##### Future Improvements:

We should have more online modules that faculty can complete at their own pace from their own computers.

#### **Foster Continuous Improvement through Ongoing Assessment**

##### Current usage:

The online training course has an evaluation survey and the results have been used over time to make many changes to the course. A current PD committee is taking a close look at the current course and aligning it with a list of basic faculty competencies for teaching online t make sure the course matches expectations.

##### Implementation needs:

The course will need some revisions based on the committee's work.

##### Future Improvements:

After the initial offering of the training course, the facilitators convened the participants for a lunch and feedback session. We need to do more of this focus group type of evaluation to get more meaningful information.

#### **Part IV: TOPkit Workshop Online Course Checklist**

**Santa Fe College Online Course Development Checklist**

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| 1. **Course Overview Criteria**
 | **Observed Y/N** | **Comments** |
| 1. Homepage gives a brief description of course, faculty information and how to begin.
 |  | The course should have a landing page/home page that includes important course information and links, instructor contact information and contact guidelines, and an indication of how to get started.  |
| 1. Early in the courses students are welcomed and provided an overview of the course.
 |  | An overview of the course is important for students to understand the purpose of the course and how it is structured. Information may be found on the homepage and/or the first module. |
| 1. Course layout is easy to navigate.
 |  | Faculty should use the standard Canvas navigation (left menu), place the course content in the “modules” link, and inactivate unused links. When content is organized in modules, it creates a *seamless flow* that is easy to follow. Placing all content in modules and hiding redundant Canvas navigation links will alleviate confusion. |
| 1. Course syllabus is posted and contains all appropriate information from the syllabus template.
 |  | Using the syllabus template ensures all appropriate information is provided: i.e., resources, netiquette, student code of conduct, DRC info, technical skills needed, etc.  |
| 1. Key information is located in more than one location.
 |  | Key information (i.e., required proctored exams, field work, institutional policies, etc.) is found on the syllabus, and in additional modules if needed; but avoid redundant links and be sure all links are consistent and up-to- date.  |
| 1. Course includes an introduction of the instructor.
 |  | Faculty should include an introduction on the homepage. This can be a video, photo or other image.  |
| 1. Course includes an opportunity for students to introduce themselves to each other.
 |  | Introduction can be a self-introduction to the class, an introductory discussion or something similar. Suggest that students post a picture or other image. Note – this is a good place for faculty to look to mark “has attended.” |

**Comments**:

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| 1. **Instructional Material Criteria**
 | **Observed Y/N** | **Comments** |
| 1. Content is divided into separate units.
 |  | Place content under “modules” link on the left menu. Arrange content by weekly modules, chapters, or topics as appropriate. Instructional content is organized and arranged in modules so that students can easily move through the course without having to click in multiple places to access materials.  |
| 1. Instructional materials are relevant and aligned with stated measurable unit goals, objectives and learning outcomes.
 |  | It is critical for student achievement that learning outcomes are stated and measurable.  |
| 1. Both internal content and external links are up to date.
 |  | Be sure to remove old content and announcements and check external links each term.  |
| 1. A variety of instructional material is used to enhance the learning experience throughout the course.
 |  | Instructional material can include text, audio, video, and graphics as appropriate for the course learning objectives. Note that all media should be accessible.  |

**Comments**:

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| 1. **Engagement Criteria**
 | **Observed Y/N** | **Comments** |
| 1. One or more methods are provided for interaction and feedback between faculty member and students.
 |  | Methods may include email, discussions, phone conversations, Google Voice, homework feedback, or others.  |
| 1. One or more methods are provided for interaction between students.
 |  | Methods may include collaborations, discussions, projects, Canvas groups, and the “Big Blue Button”. |
| 1. Activities are present that require students to interact with the content.
 |  | Examples include tests, quizzes, self-assessments, discussions.  |
| 1. Students are informed where notifications can be found.
 |  | Notifications should be posted on a regular basis and can include calendar postings, announcements, etc.  |
| 1. Expectations for reasonable response times (based on common standards) to student inquiries have been provided.
 |  | Information should be included in a clear location such as the syllabus, and students should not need to search for this information. Common standards such as 24 to 48 hours may be established by departments.  |

**Comments**:

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| 1. **Assessment Criteria**
 | **Observed Y/N** | **Comments** |
| 1. A clear and detailed grading policy is presented.
 |  | Provide rubrics if appropriate; provide student information about how to calculate their grade. |
| 1. Assessments measure the stated learning objectives.
 |  | Alignment of course goals, learning objectives and assessment methods is critical for student attainment of learning outcomes. |
| 1. Appropriate assessments give students opportunities to receive feedback and track progress.
 |  | Examples include tests, quizzes, discussions, written assignments, papers, projects and labs. Students should have numerous opportunities to receive grades, gauge their learning, and make adjustments. |

**Comments**:

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| 1. **Accessibility and Usability Criteria**
 | **Observed Y/N** | **Comments** |
| 1. Text-based materials are screen-reader friendly.
 |  | Do not present PDFs as images. Be sure documents (such as Word) are in a format which can be read by screen-reader software. |
| 1. All audio and video are either close-captioned or a full transcript is provided.
 |  | Faculty should prepare a transcript in advance of creating video presentations. Faculty should continuously work toward achieve full course accessibility and cooperate with the DRC to accommodate individual student needs.  |
| 1. Alternate text is provided for all images.
 |  | Describe images in detail so that students with disabilities such as vision impairments or learning disorders, can access the descriptions in addition to images. |
| 1. Web links include descriptive names.
 |  | Provide descriptive names that will be meaningful when read aloud by screen-reader software. |
| 1. The color of text is accessible.
 |  | Use high contrast colors. Do not use color solely to convey meaning. Avoid text that mimics a hyperlink and text that blinks or flashes.  |
| 1. Accessible text formatting is used.
 |  | Do not underline text unless it is a hyperlink. Use a simple 12 pt. font or larger. |
| 1. Information regarding DRC or a link to the DRC is provided in multiple locations.
 |  | DRC services should be described in the course syllabus and elsewhere.  |
| 1. Faculty should use their own content or comply with copyright law.
 |  | In order for DRC to convert materials from one format to another, they must be used in compliance with copyright law.  |

**Comments**:

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| 1. **Course Info Page Criteria**
 | **Observed Y/N** | **Comments** |
| 1. Course information page is posted and relevant to the particular course section (not generic or outdated).
 |  | Course information page should be available when the course becomes available for student viewing. |
| 1. Course information page includes textbook information and ISBN.
 |  | This information provides students adequate time to get textbooks and materials before the class begins.  |
| 1. Course information page includes exam proctoring information (online courses) and attendance requirements (hybrid courses).
 |  | This information may be critical to success in the course and should be available in advance to prevent students from enrolling in courses when they are not capable of meeting all requirements.  |

**Comments**:

**Part V: Development: Content Considerations**

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| **Content Consideration** | **Institutional Policy - Fill in table below with your institutional policy/stance on the listed content considerations.** |
| ADA | <https://www.sfcollege.edu/Assets/sf/rules/pdfs/Rule_2/2_8.pdf><https://www.sfcollege.edu/bot/public-notices/notice-of-rule-development-28>  |
| Copyright | <http://www.sfcollege.edu/library/index.php?section=copyright>  |
| FERPA | <http://www.sfcollege.edu/registrar/ferpa/>  |
| UDL | No official statement but here are some resources:CT3 Workshop Descrition: <http://apps.sfcollege.edu/calendar/details.php?e=5561> DRC PowerPoint presentation: <https://www.google.com/url?q=http://dept.sfcollege.edu/DRC/content/docs/Universal_Design_for_Learning.pptx&sa=U&ved=0ahUKEwickZTs2f7SAhUG7yYKHZ4wCaIQFggEMAA&client=internal-uds-cse&usg=AFQjCNENisI0OZjbNE6CH_J3NpI5YoLexg>  |
| Syllabus Statement | Syllabus checklist with required statements for ADA, Discrimination, and Student Rights & Responsibilities: <http://dept.sfcollege.edu/senate/content/LAS/Syllabi.pdf>  |

#### **Part VI: Evaluation**

**This is the current survey at the end of CODI, our Certificate of Online Design and Instruction.**

*Questions 1-17 are all 5-scale ratings from Strongly Disagree to Strongly Agree.*

1. I am comfortable using Canvas to build an online course.
2. I am comfortable using Web 2.0 tools to facilitate student learning.
3. I am comfortable using Canvas' assessment tools to evaluate student performance.
4. I am comfortable using Canvas' grade book to record student grades.
5. I am good at organizing teaching materials.
6. I expect online teaching to take more time than face-to-face instruction, and I am prepared for it.
7. I am willing to provide timely and constructive feedback on student performance.
8. I feel comfortable communicating through writing and can do it easily.
9. I feel more comfortable communicating through speech than through writing.
10. I feel comfortable conveying my personality and/or emotions through writing.
11. I feel comfortable conveying my personality and/or emotions through speaking (audio/video).
12. I feel comfortable writing measurable learning objectives based on Bloom's taxonomy.
13. I feel comfortable designing active learning activities that provide students opportunities to interact with their peers, their instructor, and course content.
14. I understand copyright law and Fair Use guidelines when using copyrighted materials.
15. I understand accessibility policies and know how to accommodate student needs.
16. Your course facilitator, Andy Sheppard, was responsive and provided valuable feedback.
17. Your course facilitator, Jason Frank, was responsive and provided valuable feedback.

*The remaining questions are short answer.*

1. Approximately how much time did you spend per module reviewing the content, participating in discussions and working on assignments.
2. What modules were most helpful to you as an online instructor?
3. What changes will you make to future online courses as a result of this program?
4. How could we improve this course to better meet the needs of online instructors at Santa Fe?

#### **Part VII: 30/60/90 Plan**

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| **Count Down** | **Date** | **Expected Outcome/Goal** |
| 30 days from now | April 22, 2017 | Send a different survey to all faculty who either attempted or completed the online teaching certificate program asking them to rate each activity and assignment for relevance and other factors. |
| 60 days from now | May 22, 2017 | Have the committee that developed our new course design rubric make recommendations to the administration regarding how the rubric should be rolled out and who should perform the reviews so we can begin implementing during summer term. |
| 90 days from now | June 21, 2017 | Get the PD committee that developed a list of basic competencies for effective online teaching to finish their work aligning those competencies with the current online training course and suggest changes to the course.  |