

Goal	Action Steps	Lead Person	Aligns with:
<p>Scale online teaching and learning to meet the needs of students and the community</p>	<p>1) Establish an “Online Academy” or Online Learning Community</p> <ul style="list-style-type: none"> • Identify specific majors that can be completed 100% online • Leverage OEI for any GE classes that can’t be completed online at LMC • Create a faculty/student support infrastructure that is specifically devoted to online learning <ul style="list-style-type: none"> ○ One stop for all online matters—professional development, assessment, scheduling for faculty. Financial Aid, Counseling, DSPPS, CAS for Students, Student Outreach ○ LA City College Example <p>2) Cybersession</p> <ul style="list-style-type: none"> • Create new opportunities for students to accumulate 30 credit hours in 1 year by offering creative scheduling of DE courses • For 2020 strive to schedule at least one course option from each GE box. • 2021 and beyond—strive to have at least two options in each GE Box 		

	<ul style="list-style-type: none"> • Long term goal—work with UF and DO to create an academic calendar that will allow for a true intersession--- one that is distinct from Fall or Spring. <p>Mini Sessions—</p> <ul style="list-style-type: none"> • Encourage Faculty to teach 8 week mini sessions during the 16 week semester. • Spring 2021—create mini sessions in which each GE box is represented in a Spring Mini 1 and a Spring Mini 2 		
	<ul style="list-style-type: none"> • 		
<p>Provide seamless and integrated student services that support online learning</p>	<ul style="list-style-type: none"> • Student facing website that provides online orientation and self-check material • Student experience welcome letter • Example of welcome letters from Faculty (and encourage faculty to send their own letter two weeks before class, and after the student experience welcome letter). • Develop an instrument and process for student self-assessment for online learning. 		<p>(SEM 4.5) (4CD 3.2)</p> <p>(SEM 4.5)</p>

	<ul style="list-style-type: none"> • Develop clear, consistent message around how the college works to solve technology access problems for DE students. 		
	<p>Implement quality assurance steps to guide faculty in developing quality and accessibility compliant courses and integrate DE education and training into existing practices.</p> <ul style="list-style-type: none"> • Campus wide adoption of Design checklist for remote instruction and implement on two levels: <ul style="list-style-type: none"> ○ Level 1: Initial design checklist for emergency remote instruction ○ Level 2: Moving toward incorporating more of CVC-OEI rubric for a (ctual online teaching (not emergency remote instruction) • Integrate Becoming and Effective Online Instructor training into Nexus first year faculty experience • Integrate BEOI into adjunct faculty training • Provide training to Senate, Curriculum Committee, and Department Chairs on DE Addendum and 508 Compliance standards Annually, including 16 		SEM Goal 1

	<p>CVC-OEI accessibility areas, e.g. headings, color, font, etc.</p> <ul style="list-style-type: none"> • Include DE Orientation and compliance standards in new faculty orientation at the start of each semester, and host FLEX activity during FLEX week, including 16 CVC-OEI accessibility areas, e.g. headings, color, font, etc. • Conduct mandatory College Assembly to raise awareness of 508 compliance standards and tools. • Tailor BEOI district course more specifically to LMC, include equity strand • Develop community of practice to identify course models and align to peer mentors (Use OEI aligned courses as a starting point) • Create dynamic content online. • Develop LMC course badging standards and a process by which a course receives a badge. • PIP-Cohort Teaching community built around DE. 		
<p><u>Continuously Monitor and Assess Both Areas of Achievement and Areas of Improvement</u></p>	<ul style="list-style-type: none"> • Assess the achievements made through Fall 2020 towards meeting previous strategic plans for Distance Education, including the 		

<p>Ensure equity and inclusivity in DE offering and student services</p>	<p>4CD plan and previous LMC DE distance education plans.</p> <ul style="list-style-type: none">• At least once per semester evaluate the achievements and areas of improvement for the current DE strategic plan. • Establish a course design rubric that ensures equity and inclusion• Establish task force to make recommendations about an LMC equity rubric• Provide student resources and support for to ensure equitable outcomes in distance education		
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