2010-11 ANNUAL DISTANCE EDUCATION REPORT TO THE CLPCCD BOARD OF TRUSTEES

Las Positas College

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INTRODUCTION

A year-long plan to introduce the next generation of course management software to students came to fruition during the 2010-11 academic year when LPC and Chabot upgraded to Blackboard 9.0. Since the colleges had used multiple versions of Blackboard's legacy software since 2003, this upgrade represented the most dramatic change for our students—and faculty—in years. For the first time, students were able to use Blackboard Web 2.0 tools such as blogs and journals, and they had to adapt to an enhanced user interface, along with other new features. Judging from students' responses, the upgrade was a success. When surveyed, 82 percent indicated that they were either satisfied or very satisfied with Blackboard.

This report will look back at LPC's Blackboard usage over the past year and will also detail the college's Blackboard strategy moving forward. Moreover, the report will summarize other Distance Education achievements of 2010-11 and provide a status report on LPC's DE program as a whole.

BLACKBOARD 9.0 AND MOBILE LEARNING

Shortly after LPC and Chabot implemented Blackboard 9.0 in Summer 2010, the colleges launched an ancillary service called Blackboard Mobile Learn. Though new, Mobile Learn actually represents the future of online learning. Most statistics show that the recent, and projected, decline in personal computer sales are being offset by the rapid increase in mobile device sales. These mobile devices include smart phones and tablet computers that can access the Internet from most everywhere.

Mobile Learn allows students to access their Blackboard courses and to complete course work, such as the following, on their mobile devices:

- View, and post to, the Discussion Board, Blogs and Journals

- View Announcements, images and PDFs

- Upload content

- Check grades

- Utilize the Tasks tool

- Watch, and listen to, certain multimedia files.

Students can do all of the above after downloading and installing the free app to their iPhone, iPad, iPod Touch, Blackberry, or Android devices. Of course, since it's free, Mobile Learn has its limitations: the app for the iPhone, iPad, and iPod Touch can only be accessed via wireless Internet, while the app for certain Blackberry and Android devices can only be accessed via the Sprint network. Blackboard does offer a paid license that enables all devices to work on all mobile networks. Nevertheless, for LPC, the free Mobile Learn app represents the beginning of the next phase in online learning – giving students the ability to access learning content and to complete their assignments wherever they are.

Because many students go to LPC's Online Learning web site in order to access Blackboard, it made sense to create a mobile version of that web site. In October, such a version was launched, and without much marketing, the mobile Online Learning home page recorded 5,665 visits using mobile devices for the rest of the academic year, according to analytics software.

BLACKBOARD 9.1

In order to provide the very latest tools to students, the DE committees at LPC and Chabot agreed in the Fall to upgrade Blackboard to version 9.1. The new version isn't a very dramatic change compared to version 9.0, though it does expand on the Web 2.0 tools by adding a wiki in addition to other features and enhancements. The committees set the upgrade to take place the week before the Summer 2011 session began. Two more tools were installed as building blocks, or add-ins, to the Blackboard software: Elluminate, a webconferencing tool, and CafeScribe, a digital textbook service.

Training in different modalities was offered to faculty throughout the Spring semester to prepare for this latest upgrade. LPC's Teaching and Learning Center staff conducted training on campus and via webconferences. It also designed self-paced training for faculty. Similar training was designed and conducted for students.

DISTANCE ED AND BLACKBOARD STATISTICS

For the first time in seven years, enrollment in DE courses decreased. During 2009-10, enrollments were 7,851, but a year later, that figure fell to 7,119. The decline is attributable to the college's overall decrease in courses offered. Like face-to-face sections, the number of DE sections that were offered declined, from 242 in 2009-10 to 233 in 2010-11.

Not surprisingly, enrollments for all sections using Blackboard fell this past year, also. Enrollments were 31,553 in 1,115 sections, marking the first year since the district implemented Blackboard in 2003 that the number of enrollments and sections did not grow. The high mark was set last year when there were 32,295 enrollments in 1,195 sections using Blackboard.

The only category that saw an increase was in non-DE hybrids, those hybrid sections in which less than half of the instruction was delivered online. Those figures rose from 486 enrollments in 17 sections in 2009-10 to 872 enrollments in 32 sections in 2010-11.

Distance Education statistics (1999-00 through 2010-11)

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Total course sections	44	95	110	135	123	134	132	163	171	214	242	233
Total disciplines	12	13	14	17	15	20	26	25	26	29	30	31
Enrollment	1,746	2,196	2,571	3,405	3,369	4,366	4,744	4,991	5,669	6,795	7,851	7,119
Online course sections	8	65	89	124	123	134	132	163	157	176	205	198
Hybrid course sections	0	0	0	0	0	0	0	0	14	38	37	35
Telecourse sections	34	30	21	12	0	0	0	0	0	0	0	0
Videoconf. sections	2	0	0	1	0	0	0	0	0	0	0	0

Blackboard usage statistics (2003-04 through 2010-11)*

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Total sections	168	307	383	559	706	1,055	1,195	1,115
Enrollment for total sections	4,426	8,618	11,361	16,094	18,958	26,143	32,295	31,553
Online course sections	116**	134	132	163	157	176	205	198
Enrollment for online course sections	3,338	4,366	4,744	4,991	5,338	6,053	7,105	6,485
Hybrid course sections (DE)	0	0	0	0	14	38	37	35
Enrollment for hybrid sections (DE)	0	0	0	0	331	742	746	634
Hybrid course sections (non-DE)***	0	0	0	8	9	14	17	32
Enrollment for hybrid sections (non-DE)	0	0	0	158	158	323	486	875
Web-enhanced sections	52	173	251	388	526	827	930	853
Enrollment for web-enhanced sections	1,088	4,252	6,617	10,945	13,131	19,025	23,958	23,559

The CLPCCD began using Blackboard in Summer 2003.
**Seven online course sections did not use Blackboard.*
***Hybrids that do not meet for 51 percent or more at a distance are not reported as DE classes.*

ACCREDITATION

The October 2010 edition of the Guide to Evaluating Distance Education and Correspondence Education, published by ACCJC/WASC, was released in the Fall. The guidelines contain several new issues that LPC will have to meet. One of those issues states that each institution "assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery

method." One of the questions in the guidelines that colleges must satisfactorily answer is: "How does the institution assure access to appropriate, comprehensive, and reliable services, such as but not limited to orientation, tutoring and counseling, delivery of materials to students with remote access to information?"

LPC has, admittedly, been deficient in the area of online tutoring. Each time the topic surfaced, budget issues were given as the reason for non-implementation. However, in the Spring, the college gave a commitment to offering online tutoring, leveraging the existing, limited resources allocated for tutoring as a whole. The preliminary plan that emerged was that beginning in Fall 2011, LPC would pilot online tutoring for four hours a week. Either a faculty member or trained students will do the tutoring via the free webconferencing service CCC Confer.

After receiving that commitment, the college's DE Committee sought to expand online tutoring to include Math. Therefore, it submitted an application for a Foundation Grant to fund four hours of tutoring per week for Math. The application was accepted, and the committee was awarded a grant.

Tutoring for both Writing and Math will be marketed to all online students, but that won't preclude face-to-face students from participating.

The committee wanted to seek additional grants to expand online tutoring even more. Consequently, a Career and Technical Education mini-grant was submitted toward the end of the year, and it was funded. This grant will embed an adjunct instructor into two online Business courses with the goal of increasing and/or maintaining the retention and success rates in the two classes. Working in conjunction with the main instructor, the adjunct will provide tutoring and proactive academic support to students, particularly those deemed at-risk by the instructor.

NON-INSTRUCTIONAL PROGRAM REVIEW UPDATE

The programs above that are being put into place also address goals and objectives of the Teaching and Learning Center's Non-Instructional Program Review. Those goals and objectives are:

1. Increase retention and success rates of DE students
    a. Implement online tutoring
    b. Implement proactive online counseling
    c. Update the public practice course
    d. Provide 24x7 student technical support
    e. Hire additional help for help desk
2. Evaluate DE satisfaction
    a. Implement a new DE survey for students
3. Increase faculty competencies for teaching online

a. Offer incentives to faculty for training in the design, development, and teaching of an online course

b. Offer incentives to faculty for training in the design, development, and teaching of a hybrid DE course

c. Offer incentives to faculty for improving their DE courses

d. Develop the criteria to be met in order to earn incentives

Aside from online tutoring and proactive counseling detailed above, LPC has updated the public practice course and implemented a new DE survey for students. Because of budget constraints, providing 24x7 student technical support and hiring additional assistance for the help desk were not feasible. To help address that situation, a free, online help desk software program called HESK was obtained and configured to use with students beginning in Summer 2010. HESK provides automated responses to student inquiries, an online knowledge base, and a ticketing system to help track student questions and answers. It is being used to supplement face-to-face, telephone and email support.

For the four objectives under the goal of increasing faculty competencies for teaching online, the DE Committee decided that negotiating incentives should be done during a better budgetary climate.

ADDITIONAL STUDENT PREPARATION

For several years, LPC has offered an online course called College Study Skills (Psychology-Counseling 15) that includes a unit on how to be a successful online learner. However, the DE Committee felt it was time that the college offers a standalone, .5-unit online course in the subject. Following Chabot's lead, the committee approved a course outline and course proposal for General Studies 1, Introduction to Online Learning. The outline and proposal were submitted to the Counseling Division, which oversees General Studies, toward the end of the year. The goal is to get the course approved and offered as soon as possible.

In January, a new .5-unit online course, Transition to College (PSCN 25), was approved. The course will be available to all new students, and though it will not be required, students who complete it will move into the next group level for a higher priority number, thereby allowing them to register ahead of those who did not complete the course. The course will include assignments that use various tools in Blackboard, and it also includes LPC's web-based Succeeding in an Online Course tutorial, along with the corresponding quizzes.

LPC SURVEY RESULTS

As mentioned previously, a new DE Student Satisfaction Survey was created. This was actually done in April 2010. The new survey was deployed for the second time in December, and like the previous year, the results were very positive.

When asked to rate their level of satisfaction with different components of online learning, the 333 students who completed the survey were mostly satisfied or very satisfied in all areas. This included the DE program as a whole (77%), overall course quality (73%) and overall course satisfaction (70%).

When asked if they would take another DE course from LPC, 89 percent indicated that they would. Students also indicated (62 percent) that they learned about the same in their DE classes than they would have in an on-campus class. Interestingly, 24 percent said they learned more in their DE classes, and 14 percent said they learned less. All of the above figures are slightly higher than results of the April 2010 survey.

Most of the comments were positive about students' experiences in online courses. The biggest complaints centered on certain tools not working in Blackboard, poorly designed courses, instructors not replying to students in a timely manner, and dissatisfaction with group assignments. Several students noted that the quality of online courses is dependent upon the instructor.

The final part of the survey served as a measurement of the Program Outcomes for DE. These outcomes are intended to identify the skills that students should be able to demonstrate as a result of participation in the DE program at LPC. Students were asked to assess their skills in four areas: communication techniques online with instructors and classmates, basic skills within course management system software, basic technology skills, and successful online study strategies. The results showed that once again, students are meeting the program outcomes.

Complete DE Student Satisfaction Survey results can be found at http://grapevine.laspositascollege.edu/distanceeducation/documents/fall2010_student_DE_survey_results.pdf.

Also for the second time, LPC participated in the State Chancellor's Office Distance Education "W" and "DR" Survey. According to the Chancellor's Office, "The purpose of the follow-up CCC "W" and "DR" survey is to continue to test the hypothesis of the original survey (in Spring 2008) that there is a significant relationship between why students take distance education courses and why they drop distance education courses and to compare the results between the two surveys over a two-year period." Fall 2010 students who dropped courses after Census and prior to the last day to withdraw with a W were surveyed via email by the Chancellor's Office.

Similar to 2008, results for LPC showed that students who drop DE courses do so for the same reasons they registered for the courses: personal circumstances and work responsibilities. In other words, taking DE courses are more conducive to their busy daily schedules, but it was those schedules that didn't leave an ample amount of time for their courses. The rest of the survey results were also similar to 2008. They also mirrored the results from community college students throughout the state.

Complete "W" and "DR" survey results can be found at http://grapevine.laspositascollege.edu/distanceeducation/documents/fall10_retention_study_results.pdf

Finally, LPC participated in the State Chancellor's Office 2010-11 Survey of Colleges' Distance Education Programs and Services. This is a survey of DE programs and services that is intended to provide the Chancellor's Office a comprehensive view of what each college is doing in the area of DE. LPC's answers are included in this document's appendix.

STATEWIDE ISSUES AFFECTING LPC

On Oct. 25, 2010, the Legislative Analyst's Office published a report called "The Master Plan at 50: Using Distance Education to Increase College Access and Efficiency". The report, which encompasses the UC, CSU, and CCC systems, states that DE is "an important alternative means of providing instruction that can complement existing formats and expand options for the state's students and segments." Among other interesting information, the report offered these recommendations:

1. Adopt a standard definition of distance education for the state's three public higher education segments.

2. Require the segments to report periodically on student enrollment and performance in distance-education courses

3. Require the California Virtual Campus and California State University (CSU) to provide status reports on implementation of a planned online transfer pathways project.

4. Establish competitive grants to develop a repository of online coursework that would be made available to faculty throughout the state.

5. Require the review of new programs to consider the possibility of the shared distance education programs instead.

6. Require the Chancellor's Offices of CSU and the community colleges to study the feasibility of establishing an online degree-completion program for state residents who started college but never obtained a degree.

7. Create a task force to pursue development of a Western Governors University "virtual campus" in California.

The complete report is available at http://grapevine.laspositascollege.edu/distanceeducation/documents/LAO_recommendations-Oct2010.pdf.

On Jan. 11, 2011, the State Chancellor's Office issued the "Distance Education: Access Guidelines for Students with Disabilities," an updated version of the 1999 guidelines. The document reiterates that all online courses must be accessible and provides guidelines on how to make them accessible. Scott Vigallon was part of the statewide task force that created these updated guidelines. They are posted online at http://lpc1.laspositascollege.edu/lpc/blackboard/de_access_guidelines2011.pdf.

On May 10, 2011, the State Chancellor's Office presented its Bi-Annual Report on Distance Education to the Board of Governors. The report includes several recommendations, two of which have to do with retention and one that calls for colleges to conduct self-assessments of their online student services. The most controversial recommendation is the first one, which states "The System Should Conduct a Feasibility Study Regarding the Implementation of a Distance Education Technology Fee." The description: "Were the system to implement a distance education technology fee for every distance education course that a student enrolls in, this revenue could be used by the colleges to conduct research and/or implement activities to improve student retention in distance education courses. The Board should request a

feasibility study regarding the implementation of such a fee, which would then provide the information needed before the Board takes further action on such a fee." Scott Vigallon was acknowledged in the report as a member of the statewide Educational Technology Advisory Committee.

The complete report is available at http://grapevine.laspositascollege.edu/distanceeducation/documents/2011_de_report_to_bog.pdf.

FEDERAL ISSUES AFFECTING LPC

On Aug. 10, 2010, Interim Vice President of Student Services Jeff Baker sent a memo to the college detailing financial aid fraud by students. According to the memo, "These students applied to the college online, filed a financial aid application online, enrolled in classes, took up seats, and filled rosters, with no intent to attend their classes." Though the issue wasn't specific to Distance Education, it was serious enough for Financial Aid Officer Andi Schreibman to address the DE Committee. She described potential fraud by students who might be registering for online courses, getting financial aid, but not logging in and/or doing any work. Ms. Schreibman worked with Scott Vigallon to determine if specific students logged into their courses in Blackboard. In Mr. Baker's memo, he asked DE instructors to consider dropping "students enrolled in online or hybrid Distance Education courses who do not log into their Blackboard course and/or complete indicated activities by the third day of classes."

On July 1, 2011, a federal regulation known as the state-authorization rule took effect. This mandate, coming from the federal Department of Education, forces colleges and universities that receive federal aid to prove they are certified to operate in every state in which they have online students. Approval is costly, and several groups challenged this rule. The result of the challenge was that on April 30, the DOE published a Dear Colleague Letter stating that the rule will not be enforced until July 1, 2014, *as long as colleges make good faith efforts to identify and obtain necessary state authorizations before that date*. Evidence of good faith efforts by institutions could include any one or more of the following items: 1) Documentation that an institution is developing a distance education management process for tracking students' place of residence when engaged in distance education; 2) Documentation that an institution has contacted a State directly to discuss programs the institution is providing to students in that State to determine whether authorization is needed; 3) An application to a State, even if it is not yet approved; 4) Documentation from a State that an application is pending. Though LPC has few out-of-state Distance Education students, it will try to satisfy item #1 as soon as possible.

OTHER NOTABLE ACHIEVEMENTS

Other achievements during the 2010-11 academic year included:

- Seven new DE courses were launched: Business 20 (International Business), Business 88 (Human Resources Management), Computer Information Systems 70

(Project Management Tools), Computer Information Systems 90 (Today's Technology Tools), Computer Networking Technology 72 (CCNA Bootcamp Certification Prep), Computer Networking Technology 7210, (CCNP Bootcamp Certification Prep), and Early Childhood Development 65 (Administration).

- Twenty-six courses were approved for Distance Education delivery by the Curriculum Committee.

- Five faculty members completed the Online Course Development Program, which trains instructors new to online learning how to design, develop, and teach an online course. Those five are: Linda Jarrell (Business), Scott Miner (Welding), Theresa Murray (Anthropology), Steve Navarro (Health), and Mark Tarte (Administration of Justice). For those who could not make it to campus but still wanted live training, the workshops were simulcast over the web using CCC Confer.

- Twenty-two faculty members completed the Integrating the Internet Into Instruction (Four I's) program, which trains instructors in Blackboard basics and allows them to use Blackboard to enhance their face-to-face courses. Fourteen of those instructors completed their training online.

- The Teaching and Learning Center began offering live, virtual orientations to students new to Online Learning. These orientations are in addition to the on-campus orientations that have been offered over the years. The virtual orientations are conducted at the beginning of each semester using the CCC Confer web-conferencing system.

- Dr. Phillip Manwell, who retired after the Spring semester, was recognized by the DE Committee for his assistance the past 10 years or so. Dr. Manwell has been instrumental in the online program's growth and development from its inception.

- LPC's Instructional Technology Student Support desk fielded 2,437 inquiries from students. Among this total, 1,087 inquiries were telephone calls, 553 were emails, and 797 were walk-ins.

- The second phase of the statewide DE Captioning Grant was finished for LPC. The grant, administered by College of the Canyons, allows participating colleges to have videos in all courses that use a course management system (Blackboard) captioned by a vendor (RapidText). Captioning work is paid for by the grant. LPC, which had 111 videos captioned in 2009-10, had 14 more captioned during the Spring semester.

- The LPC Online Learning home page was the second-most viewed page on the entire LPC web site, behind only the college's home page. During the academic year, the Online Learning home page amassed 300,549 page views, according to our web site analytics software.

SUCCESS AND RETENTION RATES

The success and retention rates among LPC DE students in 2010-11 held steady from the previous year. A few milestones were reached, however: 1) the 78 percent retention mark in Spring 2011 equaled the highest for a Spring semester at LPC (Spring 2008); 2) the 76

percent retention mark in Fall 2010 was the highest ever for a Fall semester; and 3) the 59 percent success rate in Fall 2010 equaled the highest for a Fall semester (Fall 2001).

Still, like most community colleges in California, Las Positas has seen lower success and retention rates in its DE courses compared to its face-to-face courses. Below are the figures for the 2010-11 academic year. For comparison purposes, figures for 2009-10 are below those.

	Summer 2010		Fall 2010		Spring 2011	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
Success	64%	75%	59%	72%	60%	72%
Retention	80%	85%	76%	86%	78%	85%

	Summer 2009		Fall 2009		Spring 2010	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
Success	67%	80%	58%	70%	61%	70%
Retention	81%	88%	75%	84%	76%	83%

DE success and retention rates dating to Fall 1999 can be found at http://grapevine.laspositascollege.edu/distanceeducation/documents/Retention_and_Success_rates.pdf.

FUTURE TASKS

Much focus during the 2011-12 academic year will be spent on designing, implementing, and evaluating the pilot online tutoring effort for English and Math, along with the Career and Technical Education mentoring program for the two Business online courses. The best-case scenario is that these efforts will succeed to the point that they provide the bases of programs that can grow and support even more disciplines and students in the future.

Other areas of focus:

- Making a "good faith effort" to identify and obtain necessary authorizations from states other than California in which online students might live.

- Obtaining Division and Curriculum Committee approval for the proposed General Studies 1, Introduction to Online Learning course. Once done, the course would need to be designed and developed, then depending on the Enrollment Management situation, it would be launched.

- Teaching and Learning Center staff plans to begin self-paced training in the area of mobile app development. The goal is for staff to learn how to create mobile apps that can be used as instructional content within courses.

- Working with faculty to optimize student learning using the next generation of textbook publisher course cartridges in Blackboard. McGraw-Hill and Blackboard recently released Connect, which integrates publisher content much deeper into Blackboard courses than any of its predecessors.

- Training faculty to use Google Apps with their students. District ITS has indicated that it will launch Zonemail for faculty on an "on-request" basis this Fall. Along with the Zonemail account, faculty will have access to Google Apps, giving them the same tools as students have. Faculty will need to know the technical aspects of Google Apps, as well as how to integrate the tools into teaching.

Thank you for your time.

Scott Vigallon
Instructional Technology/Open Learning Coordinator
Las Positas College

APPENDIX

THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
2010-11 SURVEY OF COLLEGES' DISTANCE EDUCATION PROGRAMS AND SERVICES

This is the Chancellor's Office's survey of distance education programs and services in the California Community Colleges. Each college is required to complete the survey as part of its on-going responsibility for reporting on distance education. Please complete this information and submit by April 3, 2011. This section gathers contact information on the college's distance education coordinator.

Distance Education Coordinator Information

1.) Provide the following college identification information.

District Name: Chabot-Las Positas

College name: Las Positas

DE Coordinator First Name: Scott

DE Coordinator Last Name: Vigallon

DE Coordinator E-mail Address: svigallon@laspositascollege.edu

DE Coordinator Telephone Number: <u>925-424-1654</u>

The creation and development of curriculum and courses are critical to the growth of distance education programs and offerings. While content and mode of delivery are key issues in the development of distance education curriculum, it is important that the materials help promote learner centered instruction. This section gathers information on the college's efforts and resources used in the development of distance education courses and curriculum.

Distance Education Course and Curriculum Development

(Rate each area from very important to not important).

	Very Important	Important	Somewhat Important	Not Important
Faculty compensation	( )	(x)	( )	( )
Faculty training	(x)	( )	( )	( )
Teaching load	(x)	( )	(x)	( )
Articulation/Transfer	(x)	( )	( )	( )

Regular personal contact between student and faculty	(x)	( )	( )	( )
State apportionment formula	(x)	( )	( )	( )
Institutional fund/resources distribution	(x)	( )	( )	( )
Equipment/facility	(x)	( )	( )	( )
Scheduling	(x)	( )	( )	( )
Class size	( )	(x)	( )	( )
Copy right/intellectual property right	(x)	( )	( )	( )
Curriculum development/approval	(x)	( )	( )	( )
Technical support	(x)	( )	( )	( )

3.) Please rank the following resources from the most common method of developing distance education courses and curriculum to the least common method.

___8____Faculty's own initiative (seminar, course, etc.)

___12____College-funded education

___9____Flex Calendar session on how to develop DE courses

___7____DE course development manual (Locally developed or purchased)

___5____Release time to learn skills for development of distance education courses

___3____Online self-paced tutorials

___10____Training provided by the @ONE Project

___11____Faculty Mentors

___4____Stipends or grants to faculty

___1____Instructional Designers working with faculty

___2____Training provided by college staff

___6____Instructional designers working independently

4.) Please describe any other resources used to develop distance education courses and/or curriculum at your college.

Textbook publisher content
Content repositories online
College-provided hardware and software

Significant faculty-student interaction is a requirement by title 5 of the California Code of Regulations for distance education instruction in the CCC system and is a foundation of quality instruction, academic integrity, and student authentication. Questions on this page relate to distance education faculty and student interaction.

Distance Education Faculty and Student Interaction

5.) This question addresses the most used methods of interacting with students by faculty. On a scale of 1 to 5, with 5 being the most common use, what methods of communications do you believe DE faculty use the most when interacting with their DE students?

	1	2	3	4	5
Meeting face-to-face on campus	(x)	( )	( )	( )	( )
Telephone meetings (either one on one or group conference calls)	( )	(x)	( )	( )	( )
E-mailing	( )	( )	( )	( )	(x)
Text messaging	( )	(x)	( )	( )	( )
Blogging	( )	( )	(x)	( )	( )
Online Discussion Board	( )	( )	( )	( )	(x)
Class Chat Room	( )	( )	(x)	( )	( )
Video Conferencing with students (either point to point or multi point)	(x)	( )	( )	( )	( )
Class Facebook Page	(x)	( )	( )	( )	( )
Class Twitter Feed	( )	(x)	( )	( )	( )
Other Social Networking Sites	(x)	( )	( )	( )	( )
Mailing materials to students (Public/Private Postal Services)	( )	(x)	( )	( )	( )
Faxing materials to/from students	(x)	( )	( )	( )	( )
CCC Call Confer (Telephone conferencing only)	( )	(x)	( )	( )	( )
CCC Meet and Confer (Telephone/computer conferencing)	( )	(x)	( )	( )	( )

CCC Teach and Confer (Telephone/computer conferencing for teaching)	( )	(x)	( )	( )	( )
CCC Confer Office Hours (Telephone/computer conferencing for meeting with students)	( )	( )	(x)	( )	( )
CCC Confer Moodle Room (Open source LMS)	(x)	( )	( )	( )	( )

Student authentication in distance education has been an issue of interest to federal policy makers for several years. The growth in enrollments and in the number of educational providers of online learning fueled concerns about the ability of institutions to verify the identity of online students throughout the cycle of an online course: registration, participation, assessment, and academic credit. Passage of the Higher Education Opportunity Act of 2008, followed by federal rulemaking, resulted in new regulations. One regulation requires accrediting agencies to assure that distance education programs have processes in place to verify a student's identity. This section gathers information on student authentication in distance education classes.

Distance Education Student Authentication

6.) Does your district have a Board of Trustees approved student authentication policy?

[ ] Yes

[x] No

7.) If your Board of Trustees does have an approved policy, please briefly summarize it and provide the date it was adopted.

	Description of Policy	Date Policy was Approved (mm/dd/yyyy)
Policy Summary	___	___

8.) Identify what authentication practices are used by the college or in the classroom to verify the student's identity.

Authentication practice 1: <u>Password-protected course management system with login page SSL</u>

Authentication practice 2: <u>District email addresses formatted by students' names</u>

Authentication practice 3: _____

Authentication practice 4: _____

Authentication practice 5: _____

From the earliest days of distance education, student retention in courses has been an on-going concern. Adapting to new technologies, unfamiliar teaching techniques, and the need for exceptional self-discipline often lead to course retention rates that are lower than those of similar on-campus courses. Results are more positive currently as faculty adapt their instructional techniques/curriculum design, students become more familiar with distance education courses, and student support services for distance education students improve. This section gathers information about the college's efforts to improve student retention in distance education classes.

Distance Education Student Retention

9.) Please identify the student retention efforts your college is using to improve student completions in distance education classes. (Check all that apply)

[ ] Predictive analytics using data collected from the Learning Management System (LMS).

[x] Early alert notification to student and/or faculty via e-mail

[ ] Peer advisors contacting students when pre determined parameters of participation are not reached.

[x] Faculty contacting students when pre determined parameters of participation are not reached.

[ ] Counselors contacting students when pre determined parameters of participation are not reached.

[x] Instructional redesign of the curriculum to assure more learner centered engagement of students.

10.) Identify any other student retention techniques used by your college to improve distance education student retention.

Retention efforts 1: Offer face-to-face and synchronous orientations for DE students

Retention efforts 2: Offer tutorials on how to succeed online and how to use course management system

Retention efforts 3: Offer a course that includes instruction on being a successful online learner

Retention efforts 4: Offer synchronous and asynchronous technical support

Retention efforts 5: Survey students who withdraw to learn reasons for withdrawal and try to address issues

Working with your college Student Services staff, please complete this portion of the survey. Check the online services your college provides to the entire college student population (not just DE students). Indicate if the student service is offered on-campus, through the web via static information, an interactive web site, through a telephone recorded message, interactive telephone service, offered only on campus or is not offered at all.

Student Services Offered On-campus, Online, and/or via Telephone

11.) Please identify the student services that are available via the Internet, telephone, or on-campus. Check all that apply.

	Service or program is offered only on-campus	Offered on-campus and through other communication technologies	Information available via static web page posting	Student can request or submit information to program or service via an interactive web page	Student can obtain information via the telephone through prerecorded message	Student can request or submit information to program or service using the telephone	Not offered

	Service or program is offered only on-campus	Offered on-campus and through other communication technologies	Information available via static web page posting	Student can request or submit information to program or service via an interactive web page	Student can obtain information via the telephone through prerecorded message	Student can request or submit information to program or service using the telephone	Not offered
Course/Program Catalog	[ ]	[x]	[x]	[ ]	[ ]	[ ]	[ ]
Admissions	[ ]	[x]	[x]	[ ]	[ ]	[x]	[ ]
Schedule of Classes	[ ]	[x]	[x]	[x]	[ ]	[ ]	[ ]
Registration	[ ]	[x]	[x]	[x]	[ ]	[x]	[ ]
Assessment and Testing (Diagnostic, Placement, & Academic)	[ ]	[x]	[x]	[x]	[ ]	[x]	[ ]
Academic Advising and Counseling	[ ]	[x]	[ ]	[ ]	[ ]	[x]	[ ]
Orientation	[ ]	[ ]	[x]	[ ]	[ ]	[x]	[ ]
Financial Aid	[ ]	[x]	[x]	[x]	[ ]	[x]	[ ]
Student Accounts	[ ]	[x]	[ ]	[x]	[ ]	[x]	[ ]
Student to Student Communications	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[x]
Faculty to Student Communications	[ ]	[x]	[x]	[x]	[ ]	[x]	[ ]
College to Student Communications	[ ]	[x]	[x]	[ ]	[ ]	[x]	[ ]
Bookstore Services	[ ]	[x]	[x]	[x]	[ ]	[x]	[ ]
Library Services	[ ]	[x]	[x]	[x]	[x]	[x]	[ ]
Remediation Services	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[x]
Retention Services	[ ]	[ ]	[x]	[ ]	[ ]	[ ]	[ ]
Tutoring (Individual & Group)	[x]	[ ]	[x]	[x]	[ ]	[x]	[ ]
Disabled Student Services	[ ]	[x]	[x]	[x]	[ ]	[x]	[ ]

	Service or program is offered only on-campus	Offered on-campus and through other communication technologies	Information available via static web page posting	Student can request or submit information to program or service via an interactive web page	Student can obtain information via the telephone through prerecorded message	Student can request or submit information to program or service using the telephone	Not offered
Counseling (Personal)	[]	[x]	[]	[x]	[]	[x]	[]
Career Counseling & Placement Services	[]	[x]	[]	[x]	[]	[x]	[]
Ethical & Legal Services	[]	[]	[]	[]	[]	[]	[x]
Financial Planning (Budgeting, Banking, Loan & Credit Card Management)	[]	[]	[]	[]	[]	[]	[x]
Health Services	[]	[x]	[]	[x]	[]	[x]	[]
Student Activities (Recreation, Leadership, Academics, Religion & Spirituality)	[]	[x]	[]	[x]	[]	[x]	[]
Student Population Segments Services (International, Minority, Veteran, Alumni, etc)	[]	[x]	[]	[x]	[]	[x]	[]
Transcript Ordering/payment	[]	[x]	[x]	[x]	[]	[x]	[]
E-portfolios	[]	[]	[]	[]	[]	[]	[x]
Emergency Calls to Landline Telephone	[]	[]	[]	[]	[]	[]	[x]
Emergency Calls to Cellular Telephone	[]	[]	[]	[]	[]	[]	[x]
Emergency Text Message to Cellular Telephone	[]	[x]	[x]	[x]	[]	[x]	[]

Distance education programs are generally planned and operated at the district and college levels, however there are opportunities for colleges to reduce instructional costs through collaboration and partnerships. The Legislative Analyst Office in an October 2010 Report on the status of distance education in California public higher education makes several recommendations, one is that the Legislature consider ways that enhance students' access to instruction and create institutional efficiencies, including (1) streamlining educational pathways for online students, (2) promoting the sharing of curriculum across campuses and (3) encouraging collaborative academic programs. This page gathers information about the inter-system activities between California Community Colleges in sharing distance education curriculum and creating collaborative partnerships

Inter-California Community College Distance Education Collaboration of Faculty in the Development and Teaching of Distance Education Courses

12.) Has your college developed policies to streamline the educational pathway of distance education students?

[ ] Yes

[x] No

If yes, please describe your policies/activities.

_____

_____

_____

13.) Has your college collaborated with other colleges to develop, teach, or deliver distance education courses in any of the following areas?

	Yes	No
Collaborated on curriculum development	(x)	( )
Used faculty from two or more colleges to teach a course at two or more colleges	(x)	( )
Shared equipment or facilities to teach a course at two or more colleges	(x)	( )
Shared course materials	(x)	( )
Shared staff development activities between two or more colleges	( )	(x)
Collaborated on distance education program development	(x)	( )

14.) Please describe some collaborative efforts your college has been involved in.

DE Committee chairs and coordinators from LPC and Chabot consult during monthly conference calls.

Daily communication between LPC and Chabot coordinators and support people about various issues.

Course management system hosts both LPC and Chabot's courses.

This page is for colleges that responded that they offer degree and/or certificate programs 100% through distance education. Complete this page only if you have responded Yes to question # 15. List all programs that apply and provide the appropriate data if applicable.

AA/AS/Certificate of Achievement Awards via 100% Distance Education Programs

15.) In 2009-10 did your college offer an AA or AS degree or a Certificate of Achievement program where the student could complete the program 100% through distance education?

Note:
This does not mean exclusively on-line instruction (codes 71 and 72) which are two of 10 codes used in MIS to identify a distance education course. The definition of 100% distance education used for this question can represent a mix of distance education delivery modalities that make up that 100%. Example: A degree or certificate program delivered 60% via Internet (codes 71 and 72) and 40% via TV broadcast with audio bridge (code 52) would be 100% distance education. Please note that this represents the possibility of completing the degree via distance education.

( ) Yes

(x) No

If you answered yes to question # 15 please list all of the programs by name, check if it is an AA, AS, or Certificate of Achievement. If the program is offered both as a degree and a Certificate of Achievement please list them on separate lines. If you track distance education student graduates and there were any distance education graduates in the programs for the academic year 2009-10 by August 30, 2010, please indicate the number. If there were no graduates or you don't track this information please put in zero. Fill in the year the program started being offered 100% via distance education.

	Program Name	Degree Type			Number of Awards	Year Started
		AA	AS	Certificate of Achievement		
1.	___	( )	( )	( )	___	___
2.	___	( )	( )	( )	___	___
3.	___	( )	( )	( )	___	___
4.	___	( )	( )	( )	___	___
5.	___	( )	( )	( )	___	___

Thank You!
Thank you for taking our survey. Your response is very important to us.