2016-17 LPC Annual Distance Education Report

July 17, 2017

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Contents

Introduction

Las Positas College is pleased to present its annual Distance Education (DE) report for the 2016-17 academic year. This report attempts to give a comprehensive review of DE activities, data, and important issues that affect the LPC community. While reading it, keep in mind that the ultimate goal of the DE program is to provide high-quality instruction, while also supporting students, enhancing learning, and allowing students the opportunity to attain their educational goals in a flexible format that works best for them. The information in this report is used for making key decisions in the future.

Transition to Canvas

On July 13, 2016, Las Positas College embarked on a journey that will affect teaching and learning for many years to come. That was when the college's president, Barry Russell, signed the Institutional Participation Agreement with Instructure, Inc., that set forth LPC's transition from Blackboard to the Canvas course management system. Entering into that agreement set forth a chain of events that culminated with the college offering classes in a system other than Blackboard for the first time since 2003. In spring 2017, 77 instructors taught 183 online, hybrid, and web-enhanced sections in Canvas. LPC is one of 107 California Community Colleges that have committed to using Canvas through the state's Online Education Initiative (OEI). Canvas is funded by the OEI through the 2020-21 academic year.

Preparing for the move

Preparations for the transition began during summer 2016 as the LPC Canvas administrator began learning the system, researching its implementation, and consulting with Canvas. The CCC's Online Teaching Conference in San Diego provided an opportunity to learn more about Canvas, network with other colleges, and ask questions about their experiences. Weekly implementation calls with Canvas specialists and District ITS began in August. The bulk of the work, though, coincided with the start of the fall 2016 term and lasted the rest of the year.

Integrating Banner with Canvas

To integrate Banner with Canvas, a Canvas specialist worked with District ITS programmers to move data from the CLPCCD enterprise system into the course management system. This work included getting courses set up, getting students and instructors into those courses, and creating accounts for all LPC employees. The programmers, in turn, worked with the LPC Instructional Technology Coordinator to set up Canvas in its optimal working format. This included setting up subaccounts specifically for LPC, setting up sandbox courses for all faculty, and giving all LPC faculty access to an Introduction to Canvas training course. District ITS also created a Banner interface that allows all faculty to request Canvas courses after logging into CLASS-Web. This interface mirrored the one used for Blackboard requests.

Canvas training

Despite an 18-month transition period to move from Blackboard to Canvas, LPC began faculty training in the first semester possible, fall 2016. Academic Services VP Roanna Bennie and Academic Senate President Melissa Korber worked with the Instructional Technology Coordinator to set forth the criteria for selecting participants for two day-long Canvas training sessions Oct. 13 and 14. It was determined that this training would involve only instructors who taught Distance Education courses. As a result, 36 such instructors participated in this training. District ITS funded the event, which took place in the college's Teaching and Learning Center and was conducted by an official Canvas trainer. As part of the OEI contracted services, an additional 20 instructors received access to hands-on webinar trainings later in October. All of the above instructors were invited to participate in a one-hour follow-up webinar with the Canvas trainer Dec. 12, an event that was also included in the OEI package.

Later in the fall semester, VP Bennie, Melissa Korber, and the Instructional Technology Coordinator selected Toby Bielawski, Victoria Austin, and Teresa Donat as Canvas faculty mentor/trainers. These instructors were chosen to conduct workshops, provide drop-in help, and provide on-demand assistance to faculty making the transition to Canvas, per the Faculty Association's agreement with the District. The trio began work the second week of January, and by the end of the spring 2017 term, they had conducted 12 workshops, nine drop-in sessions, and 14 appointments, serving 52 instructors (several multiple times). The Instructional Technology Coordinator conducted eight Canvas and Canvas-related workshops. Spring also saw the official Canvas trainer return to LPC on Flex Day, Feb. 21 to conduct a drop-in session, a Canvas Introduction workshop, and a Canvas Advanced workshop that drew a total of 56 participants. District ITS funded the Canvas training that day.

The on-campus training was supplemented by a host of online training resources. Online courses and webinars presented by @ONE were routinely sent to faculty. The Instructional Technology Coordinator modified @ONE's Introduction To Canvas self-paced online course and made it available to all LPC faculty within the district's Canvas site. Lynda.com, accessible to everyone in the CCC system via the Professional Learning Network, contained Canvas video tutorials. The OEI and Canvas themselves also provided a plethora of training resources. Additionally, District ITS paid for an extension of OEI-contracted webinar trainings to cover all LPC users through Sept. 14, 2017.

One important point to note: Any type of technology training in the CLPCCD—Canvas or otherwise—is cannot be required of faculty. This includes training to design and teach Distance Education courses.

Migration and support

District ITS and the Instructional Technology Coordinator worked together to prepare for the migration of courses from Blackboard to Canvas. Ultimately, District contracted with Canvas to convert 1,184 Blackboard courses from summer 2016, spring 2016, and fall 2016 to the new platform. That contract included an option for faculty to have Canvas clean up their courses after migration, a process called white-glove service. This option was one of a handful presented to faculty in an attempt to make their transitions easier. The other options were:

1. Faculty could do the migrations and cleanup work themselves.
2. Faculty could do the cleanup work themselves after Canvas did the migrations.
3. Faculty could re-create their courses from scratch in Canvas.

Over the course of two semesters, 12 instructors participated in the Canvas white-glove service, and 31 courses were cleaned up by Canvas. Each semester, two webinars were set up so instructors could communicate directly about their courses with Canvas.

Faculty and student support

LPC recognized that with only its Instructional Technology Coordinator to support faculty during the transition—in addition to his other tasks—help would be needed. Therefore, District Chief Technology Officer Jeannine Methe worked with Canvas to create a contract whereby Canvas would provide 24x7 technical support to faculty and students. The contract, paid for by LPC and lasting through the end of the

transition period (the conclusion of the spring 2018 semester), allowed LPC personnel to continue its support of faculty and students using Blackboard, while Canvas handled the bulk of support for its system.

LPC was able to hire a temporary, part-time worker to provide assistance for six weeks at the beginning of the spring 2017 semester. It then embarked on an effort to hire a permanent, 25-hour-a-week employee toward the end of that same semester.

Online student services

The OEI negotiated rates for two student support services that were purchased by LPC, Cranium Café and NetTutor. Cranium Café is an online counseling platform that the college Counseling office worked with District ITS to implement. The counselors spent the fall 2016 semester training and preparing for a pilot that began in spring 2017. The service was offered on a limited basis to those students who only took Distance Education classes. At the end of spring, six students utilized the service. Only two of those students completed the satisfaction survey afterwards, and both indicated they would definitely make another online counseling appointment in the future. One student strongly agreed with, and the other agreed with, the statement, "I was pleased with the overall effectiveness of my online counseling appointment."

Tutorial Center Coordinator Pauline Trummel worked with the Instructional Technology Coordinator to launch NetTutor, a 24x7 online tutoring service, at the beginning of spring 2017. Pauline handled the marketing and academic side of NetTutor, while the Instructional Technology Coordinator handled the technical side, including integrating it into the course menu of every class in Canvas. By the end of spring, 115 students utilized the service, covering 269 sessions and 5,912 minutes. This represented a huge increase over fall 2016 when only 11 students utilized online Math and Writing tutoring provided by LPC. Both NetTutor and Cranium Café were funded by LPC Student Services.

The Quest for Online Success program, a free online student readiness course in Canvas provided by the OEI, was prepared to be launched in summer 2017 by the Instructional Technology Coordinator. That preparation included working with the OEI to determine the best methods for implementation, working with Canvas and District ITS to determine how to get students enrolled in this course, and customizing the content for LPC. It also included developing a process whereby the Instructional Technology Coordinator can communicate with students to urge them to self-enroll into this optional course that was created to help them succeed as online students. District ITS created a handful of courses in Canvas that have the sole purpose of communicating with students. For instance, all Distance Education students using Canvas in summer 2017 are enrolled in one course that was used to email students about Quest on May 16. In the first 24 hours after that email, 67 students (out of 979) had self-enrolled into the course, and by the time the first summer 2017 session began May 30, 129 students had self-enrolled. The first module in the Quest program includes the SmarterMeasure assessment, which helps students: 1) Determine their levels of readiness for online learning, 2) Better understand their strengths and weaknesses in preparing for online learning, and 3) Succeed online. By May 30, 73 students began the assessment, and 46 completed it.

Plagiarism detection service

A license for another tool, VeriCite, was negotiated by the OEI for all community colleges in California and purchased for LPC by District ITS. VeriCite checks papers submitted to Canvas against everything on the

web, including most academic databases, and against papers previously submitted to Canvas by past CLPCCD students. It will then give a report on possible plagiarism to instructors. The Instructional Technology Coordinator integrated VeriCite into Canvas and worked with Canvas to "seed" the institutional database with CLPCCD papers dating to 2009. Those papers were moved from the institutional database in Blackboard to Canvas. Faculty began using VeriCite in spring 2017.

Additional implementation tasks completed

The following were completed by the Instructional Technology Coordinator in time for the Canvas launch in January 2017:

- The LPC Online Learning web site was updated to reflect the use of Canvas. This included maintaining a list of courses using Canvas in order for students to know which course management system their classes were using. It also included posting support resources for both students and faculty. Among the resources for faculty are information about training, course conversion, the OEI, and Canvas notes and tips for teaching.
- An on-campus orientation for students taking Distance Education courses in Canvas was designed and launched. The first orientation took place Jan. 12 in the Teaching and Learning Center.
- A process for faculty and staff to request Canvas for non-instructional courses was implemented. Non-instructional courses are used for academic departments, committees, Student Services areas, etc., to post information and communicate among their users. Once a non-instructional course is requested, the Instructional Technology Coordinator sets it up in Canvas and sends the requestor instructions on how to enroll users. During spring 2017, 21 non-instructional courses were created.
- A model course template was designed, developed, and offered to faculty for import into their courses. The model provides organization and structure to any course, as well as other features such as beginning-of-semester assignments, other assignment templates, a syllabus template, example rubrics, a graphical home page, sample videos, pre-built modules and discussion boards, formative and summative evaluations, and integrated student support. The model was created to meet the standards of the OEI's Course Design Rubric, which is a set of criteria for quality online courses.
- In addition to NetTutor, the following apps were integrated into Canvas: ConferZoom, which is the CCC's new web conferencing system; Roll Call, which keeps track of student attendance; and apps from all of the major textbook publishers.
- The Las Positas subaccount was branded with the college logo in the Canvas global navigation menu and with the college name and logo on each users' Dashboard page.
- Six Middle College classes were set up, and a process was created whereby the teachers of those classes had students self-enroll. The students were only able to enroll after District ITS processed all of their accounts for Canvas.
- A Knowledge Base for Canvas Support was created. This document, which is continuously updated, was sent to Canvas so its support personnel would know what to tell users who have questions specific to LPC. For example, if an instructor calls the Canvas Support number and asks how to request a course for Canvas, the help desk worker would reference the Knowledge Base to direct the instructor to the course request form in CLASS-Web.
- An @ONE-produced course called Creating Accessible Course Content was customized in Canvas for LPC by the Instructional Technology Coordinator and made available to all college faculty. This

self-paced course contains all of the information and techniques necessary for faculty to ensure that their course content is accessible to students with disabilities and meets state, federal, and accreditation requirements.

Upcoming Canvas tasks

The following tasks were started in spring 2017 and should be completed in the near future:

- As mentioned, the Quest for Online Success program will be launched for summer 2017 students. Information about it was emailed to students taking Distance Education courses in Canvas on May 16.
- Cranium Café will be made available to all LPC students—including prospective students—beginning in summer 2017. Students will not only be able to schedule appointments, but they will also be able to use the service for drop-in sessions.
- The Instructional Technology Coordinator will redesign his Online Development Course Program for Canvas in order to resume faculty training on how to design, develop, and teach online courses. The program will be centered around the OEI's Course Design Rubric.
- The above rubric is also integral in LPC's decision whether or not to join the OEI's Course Exchange, which would allow students at participating colleges to take online courses at other colleges without requiring them to complete separate application and matriculation processes. The Academic Senate will form a task force to determine whether or not LPC will join the exchange. To be eligible for inclusion into the exchange, courses have to meet the standards of the rubric.
- When the LPC web site gets redesigned using the district's new web content management system, OmniUpdate, the Online Learning site will need to be reworked again. The Instructional Technology Coordinator will consult with the college's webmaster, Tim Druley, to not only reorganize the site, but also to incorporate content from the Professional Development and Distance Education Committee sites.
- The Instructional Technology Coordinator will work with the webmaster to add a Library icon into the Canvas global navigation menu. This will allow students one-click access to the research resources on the LPC Library web site.

Accreditation

In January 2016, the ACCJC reaffirmed LPC's accreditation for 18 months and required a Follow-Up Report to ensure the college addressed five recommendations. One of those recommendations stated:

> "In order to meet the standard, the team recommends that Student Services evaluate: a. The method by which Student Services determines and monitors learning support needs they provide or need to provide DE students; and, b. The comparability of face-to-face counseling and tutoring services with online counseling and tutoring services. (II.B.3)"
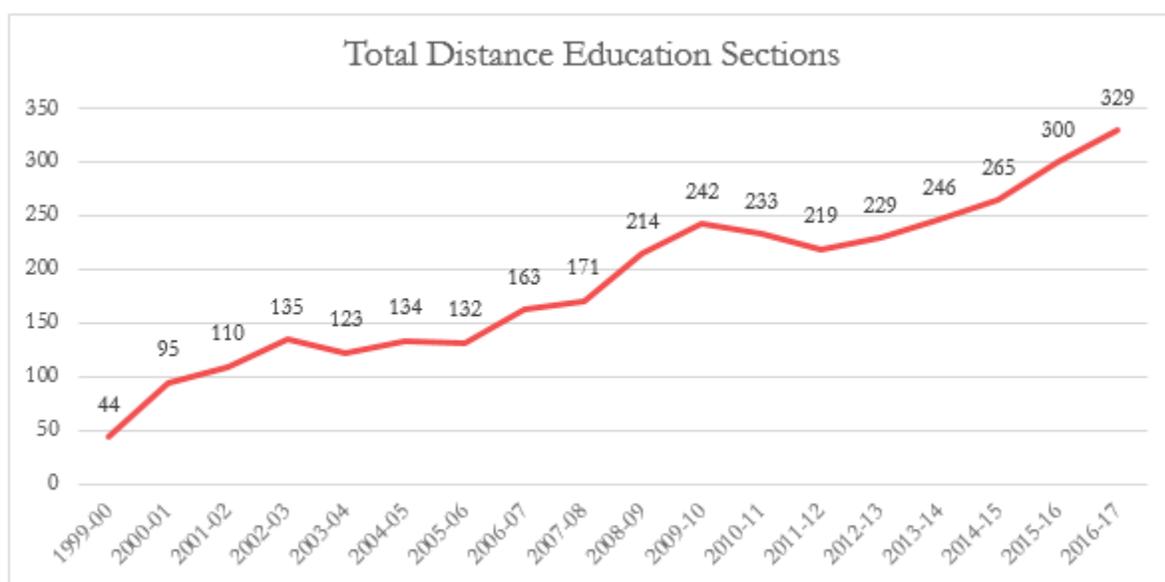
LPC's Accreditation Steering Committee took the lead in evaluating the methods for DE student monitoring and support, and subsequently improved them to meet the standard. From the Follow-Up Report:
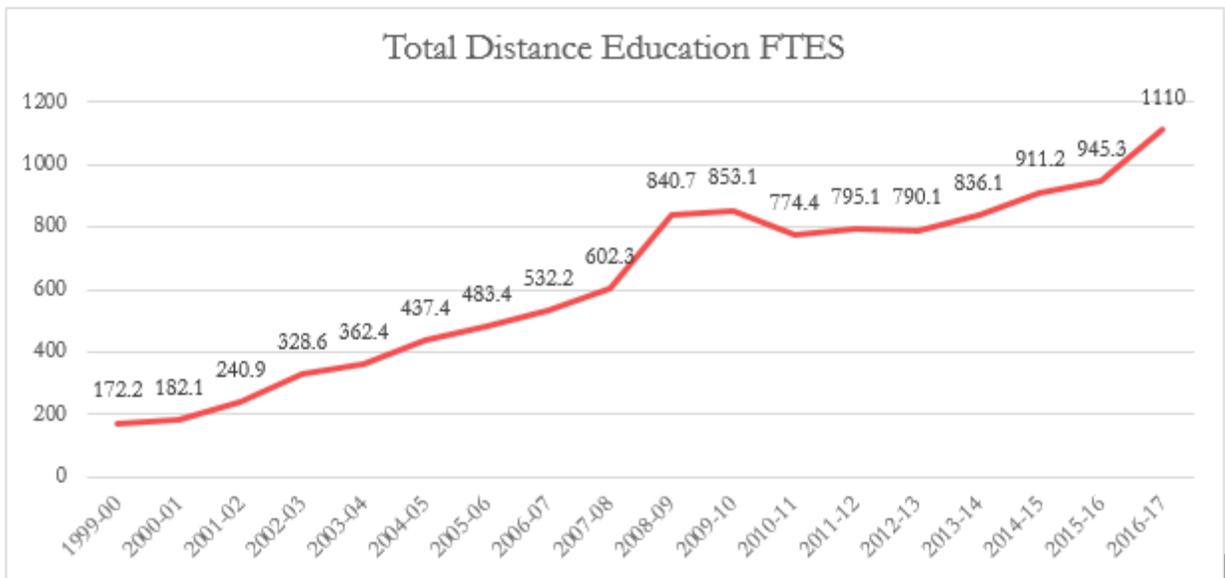
"The most notable change in the assessment of student learning needs came in the re-writing of the DE Survey. The first change to the survey aimed to isolate 100% DE students from those who take both online classes and face-to-face classes. This change enabled 39 Student Services programs to compare their face-to-face support services with those provided online. The second and most substantive change involved the addition of a student services satisfaction question isolating individual student services departments and assessing DE students for satisfaction with each service. The data obtained from this survey has been distributed to the leads of each of the identified student services departments and the Dean of Student Services, then used to guide conversations in department and division meetings. As each student service department received results from the DE student services satisfaction data, they were able to compare that data with student satisfaction data for face-to-face students to measure comparability of services."

The Accreditation Steering Committee worked with the Instructional Technology Coordinator and the Distance Education Committee to revise the annual DE Student Satisfaction Survey. As previously mentioned, online counseling and online tutoring were bolstered with LPC Student Services' purchases of Cranium Café and NetTutor, respectively.

Distance Ed and CMS Statistics

For the second consecutive year, LPC set all-time marks in DE enrollment (10,227), WSCH (34,210), FTES (1,110), DE sections (329), online sections (288), enrollment for online sections (10,227), and enrollment for hybrid DE sections (955). To help put the numbers into context, the 329 DE sections made up 14.5% of the total number of sections offered at LPC for the year.

Total Distance Education Sections

Total Distance Education FTES

Distance Education statistics (1999-00 through 2016-17)

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Total sections	44	95	110	135	123	134	132	163	171	214
Total disciplines	12	13	14	17	15	20	26	25	26	29
Enrollment	1,746	2,196	2,571	3,405	3,369	4,366	4,744	4,991	5,669	6,795
WSCH	5,291	5,580	7,236	9,816	10,931	13,288	14,732	16,202	18,253	25,539
FTES	172.2	182.1	240.9	328.6	362.4	437.4	483.4	532.2	602.3	840.7
Online sections	8	65	89	124	123	134	132	163	157	176
Hybrid sections	0	0	0	0	0	0	0	0	14	38
Telecourse sections	34	30	21	12	0	0	0	0	0	0
Videoconf. sections	2	0	0	1	0	0	0	0	0	0

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Total sections	242	233	219	229	246	265	300	329
Total disciplines	30	31	30	30	30	30	29	30
Enrollment	7,851	7,119	6,914	7,080	7,288	8,210	8,747	10,227
WSCH	25,991	23,606	24,309	24,224	25,713	27,945	28,992	34,210
FTES	853.1	774.4	795.1	790.1	836.1	911.2	945.3	1,110
Online sections	205	198	188	188	198	224	256	288
Hybrid sections	37	35	31	41	48	41	44	41
Telecourse sections	0	0	0	0	0	0	0	0
Videoconf. sections	0	0	0	0	0	0	0	0

Since LPC uses Blackboard—and now Canvas—for online, hybrid, and web-enhanced courses, statistics are available for total course management system usage. During the past academic year, the following CMS records were set: total sections (1,487), enrollment in total sections (41,794), non-DE hybrid sections (51), enrollments in non-DE hybrid sections (1,215), web-enhanced sections (1,107), and enrollment for web-enhanced sections (30,352).

The 1,487 sections using Blackboard and Canvas made up 65.7% of the total sections offered at LPC.

Course Management System usage statistics (2003-04 through 2016-17)*

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Total sections	168	307	383	559	706	1055	1195	1115
Enrlmt 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
Enrlmt 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
Enrlmt 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
Enrlmt for hybrid sections (non-DE)	0	0	0	158	158	323	486	875
Web-enhanced sections	52	173	251	388	526	827	930	853
Enrlmt for web-enhanced sections	1,088	4,252	6,617	10,945	13,131	19,025	23,958	23,559

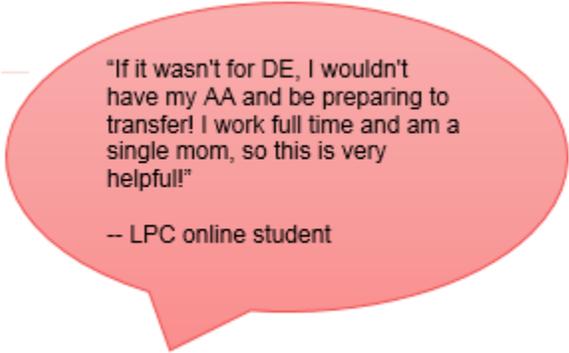|	11-12	12-13	13-14	14-15	15-16	16-17
Total sections	1081	1091	1216	1247	1347	1,487
Enrlmt for total sections	31,838	32,225	34,942	35,912	38,730	41,794
Online course sections	188	188	198	224	256	288
Enrlmt for online course sections	6,233	6,335	6,475	7,316	7,903	10,227
Hybrid course sections (DE)	31	41	48	41	44	41
Enrlmt for hybrid sections (DE)	681	745	813	894	904	955
Hybrid course sections (non-DE)***	25	24	29	32	33	51
Enrlmt for hybrid sections (non-DE)	680	677	723	823	821	1,215
Web-enhanced sections	837	838	939	950	1,014	1,107
Enrlmt for web-enhanced sections	24,244	24,468	26,931	26,879	29,102	30,352

*The CLPCCD began using Blackboard in summer 2003 and Canvas in spring 2017. Statistics for 2016-17 include both Blackboard and Canvas.

**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.*

Success and Retention Rates

Success and retention rates of DE students continued showing positive progress during 2016-17. The summer 2016 success rate of 73% was the highest rate at LPC since summer rates began being tracked in 2004. The previous high was 70% in summer 2015. The retention rate of 85% equaled the highest rate ever, previously set in summer 2013.

"If it wasn't for DE, I wouldn't have my AA and be preparing to transfer! I work full time and am a single mom, so this is very helpful!"

-- LPC online student

Success rates are defined as the percentage of students receiving a passing grade (A, B, C, CR, or P) relative to all students receiving a grade. Retention rates are the percentage of students receiving any grade other than a W (Withdrawal) relative to all students receiving a grade.

For fall 2016, the 61% success rate is the highest for a fall semester since LPC began offering online courses in 2000. The previous high was 60% in the fall of 2011, 2012, and 2015. The 78% retention rate equaled the highest ever at LPC (fall 2011, 2012).

In spring 2017, the success rate of 65% tied the highest ever for a spring semester, set in spring 2014 and spring 2016. Also, during spring 2017, the gap in retention between DE and face-to-face classes closed to within 5 percentage points (86% face-to-face vs. 81% DE). That represents the closest gap ever for a spring or fall semester and is the second closest gap overall, with the best being 4 percentage points in summer 2013.

The hope is that with the move to Canvas, along with the implementation of online services such as Cranium Café, NetTutor, and Quest for Online Success, the rates will increase further. According to a Feb. 23 article in the CCC's Chancellor's Office newsletter TechEdge, the state's RP Group found that the success and retention rates of OEI pilot course sections were approximately four percentage points higher than the state average.

Complete rates are below. For comparison purposes, figures for 2015-16 are also provided. LPC rates were provided by the college's Office of Institutional Research, while the state results come from the California Community Colleges Chancellor's Office Data Mart.

	Summer 2016		Fall 2016		Spring 2017	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	73%	80%	61%	72%	65%	74%
State Success	71%	82%	63%	72%	66%	73%
LPC Retention	85%	90%	78%	86%	81%	86%
State Retention	85%	91%	82%	87%	82%	87%

	Summer 2015		Fall 2015		Spring 2016	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	70%	81%	60%	72%	65%	74%
State Success	71%	81%	62%	71%	63%	71%
LPC Retention	82%	89%	76%	85%	80%	86%
State Retention	85%	91%	81%	87%	81%	86%

DE success and retention rates dating to fall 1999 can be found at http://bit.ly/1deijvz.

LPC uses the Class-Web DE acknowledgements page as another tool to analyze retention. The Class-Web DE acknowledgements page asks students to acknowledge that they: a) have access to the requisite technology for taking a DE class, b) possess basic technology skills, c) understand that DE classes require as much time as on-campus classes, d) will be completing and turning in their own work, and e) will abide by the district's student conduct and due process policy. Gathering these statistics allows LPC to determine how many students are receiving this important information. This data can also be used as evidence for accreditation. Courtesy of District ITS, here are the findings for 2016-17:

1. Total unduplicate count of students currently enrolled including dropped = 7,805
2. Total unduplicate count of students currently enrolled only not including dropped = 5,450
3. Total students who agreed to DE agreement form from #1 = 3,777
4. Total students who agreed to DE agreement form from #2 = 2,841
5. Of the total in #1, how many dropped with an NGR and how many dropped with a W? NGR = 1,884, W = 1,399
6. Of the total students who agreed to the DE agreement form (#3), how many dropped? And of those students who dropped, how many did so with an NGR and how many with a W? (NGR = 773, W = 645)

Online Learning Orientations

"My only complaint is that more classes are not offered online."

-- LPC online student

In order to further measure the effectiveness of the Online Learning Orientations that are conducted at the beginning of each semester, LPC tracks the students who attended the orientations. Fifty-three students attended the orientations in 2016-17, but we were only able to track 45 because some students withdrew prior to Census, some attended the orientations for informational purposes only and did not enroll in a DE course, and some were hoping to add a course after the registration period but were not able to.

Of the students we were able to track, they succeeded at a rate of 75% (several students took multiple classes) and achieved a retention rate of 96% in their classes. These rates exceeded the rates presented earlier in this report. The above stats are measured against the student learning outcome: Students who complete online learning orientations will successfully complete an online course. Here is the grade breakdown of the 45 students' 52 grades:

	A	B	C	D	F	P	W	I	NP
Summer 2016	5	2	2	1	0	0	2	0	0
Fall 2016	13	4	2	0	3	0	0	0	1
Spring 2017	4	2	2	3	4	1	0	0	0
Totals	22	8	7	4	7	1	2	0	1
	42%	15%	13%	8%	13%	2%	4%	0%	2%

LPC Survey Results

The annual DE Student Satisfaction Survey was completed in December, and like previous years, results were positive. When asked to rate their level of satisfaction with different components of online learning, the 334 students who completed the survey were mostly satisfied or very satisfied in all areas. This included the DE program as a whole (79%), overall course quality (76%) and overall course satisfaction (76%).

When asked if they would take another DE course from LPC, 83 percent indicated that they would (11 percent had no opinion). Students also indicated (68 percent) that they learned about the same in their DE classes than they would have in an on-campus class. Interestingly, 16 percent said they learned more in their DE classes, and 16 percent said they learned less.

Students voiced other opinions in the comments sections of the survey. Several students expressed their appreciation that LPC offers online and hybrid classes because this allows them to continue their education. Many hoped the college would offer even more DE classes in the future. Other positive comments included those that praised the instructors, particularly how helpful they were and how well they organized their
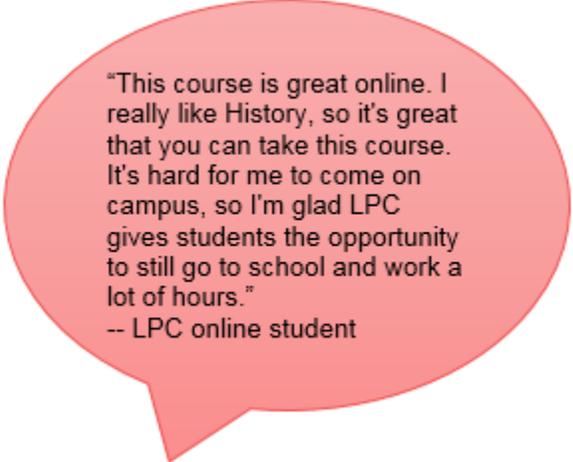
courses. Negative comments also focused on instructors, namely how unresponsive some were, how little interaction they built into their courses, how slowly they graded student work, and how unorganized their classes were. Some students were unhappy with Zonemail, with Blackboard, and with the Blackboard mobile app.

Complete DE Student Satisfaction Survey results can be found at http://bit.ly/2pViQtV.

Worth Noting

Other achievements during the 2016-17 academic year included:

"This course is great online. I really like History, so it's great that you can take this course. It's hard for me to come on campus, so I'm glad LPC gives students the opportunity to still go to school and work a lot of hours."
-- LPC online student

- Three hundred twenty-eight instructors used Blackboard and Canvas to teach either online, hybrid, or web-enhanced courses. One hundred-eleven instructors taught DE courses.

- Five new DE courses were launched: Early Childhood Education 56 (Child Growth and Development), ECD 83 (Adult Mentoring & Supervision), Geology 7 (Environmental Geology: Resources, Use Impacts and Pollution), Internship 1 (Internship Seminar), Psychology-Counseling 18 (University Transfer Planning).

- As per the faculty contract, 23 official evaluations of instruction were conducted for DE classes.

- LPC's Instructional Technology Student Support desk fielded 1,411 inquiries from students. Among this total, 759 inquiries were telephone calls, 212 were emails, and 440 were walk-ins.

- Twenty-nine courses were approved for DE by the Curriculum Committee.

Acknowledgements

Since delivering Distance Education to thousands of students is a collective effort, special thanks go to each of the LPC faculty members, classified employees, administrators, and District ITS workers who make it happen. Specifically, the following people played key roles the past year:

- Members of the LPC Distance Education Committee: Robert August, Victoria Austin, Toby Bielawski (co-chair), Teresa Donat, Bill Komanetsky, Christina Lee, Kali Rippel, and Marsha Vernoga.
- District ITS: Jeannine Methe, Eric Stricklen, Stacey Followill, Cathy Gould, Liem Huynh, and Rachel Ugale.
- Academic Senate President Melissa Korber, along with the entire Senate.
- Office of Institutional Research: Rajinder Samra and David Rodriguez.
- Tutorial Center: Pauline Trummel and Cheri Morrell.
- Counseling: Gabriela Discua, Christina Lee, and Joel Gagnon.
- Academic Services: Roanna Bennie and Carolyn Scott.

Thank you for your time.

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