



2018-19 LPC Annual Distance Education Report

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Introduction

Las Positas College is pleased to present its annual Distance Education (DE) report for the 2018-19 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.

CVC-OEI Consortium Participation

The major task facing the DE program in 2018-19 was making progress toward meeting its commitments to the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium, which accepted LPC as a member via its Online Equity Cohort in April 2018. Those commitments officially began in August when the CLPCCD Board of Trustees and then-Vice President of Business Services Ronald Gerhard signed the CVC-OEI Consortium Master Agreement, and it was submitted to the CVC-OEI. LPC wasted no time in getting to work. On College Day, Aug. 17, the College Implementation Team—a large group of administrative and faculty leaders from all of the major constituencies on campus—along with DE and District ITS leaders, convened to set the course for the year. Scott Vigallon, LPC’s CVC-OEI project leader, ran that meeting, as well as subsequent meetings throughout the year.

Progress on Aligned Courses

One of LPC’s commitments to the CVC-OEI is to ensure that 20% of its online sections are offered in the CVC Exchange Cross Enrollment Link (ExCEL) by Fall 2020. In order for courses to be offered in the ExCEL, they first have to meet the quality standards of the Course Design Rubric. Counseling faculty member Christina Lee, who is also the co-chair of the college DE Committee, was given release time to lead this effort and to establish the college Peer Online Course Review (POCR) team. Through personal contact, meeting presentations and workshops, Christina encouraged faculty to voluntarily submit their courses to the CVC-OEI for review. One of those workshops was a Fall Flex Day session Oct. 23 where she and CIS adjunct instructor Victoria Austin presented “What to expect when you submit your DE course to the OEI Course Design Academy.” Christina Lee teamed with Victoria Austin and English instructor Maureen O’Herin to deliver a Spring Flex Day session titled “CVC-OEI: Aligning Courses to the OEI Course Design Rubric” on March 19.

The solicitation attempts received a boost March 7 with the release of the memorandum of understanding between the CLPCCD and Faculty Association that, among other things, provides

monetary incentives for faculty to align their courses with the Course Design Rubric. Faculty will be paid 13 hours at the F rate for aligning a course to the rubric, then will be paid 7 hours at the F rate for each subsequent course aligned to the rubric.

To date, 6 courses have been fully aligned to the rubric, and 14 courses are in preparation or have been submitted for review.

Progress on Establishment of POCR Team

Another of LPC's commitments is to establish a local POCR team. This group of faculty is expected to review voluntarily submitted online courses against the standards of the Course Design Rubric, then give instructors feedback in order to make sure that the courses are aligned with the rubric. Instructors then work with the Instructional Technology Coordinator to ensure alignment and work with the Instructional Technology Specialist to ensure that their courses are accessible to students with disabilities. Once completed, instructors then submit their courses to the CVC-OEI Course Design Academy for final approval.

To become a POCR reviewer, faculty have to complete a 3-week online training course facilitated by the CVC-OEI. As an incentive to join the local POCR team, faculty will be compensated according to the MOU between the District and FA. Each volunteer member of the local POCR team will receive 5 F hours for each evaluation they conduct.

To date, the college has 7 trained faculty POCR reviewers and 2 currently enrolled in POCR training. It is looking to implement local review in Summer 2019.

Improving CTE Online Pathways Grant

In February, LPC began consideration of applying for a CVC-OEI Improving CTE Online Pathways Grant. CTE Program Manager Vicki Shipman, Academic Senate President Melissa Korber, Scott Vigallon and Christina Lee researched the grant details and decided it was worth pursuing. After receiving positive feedback from members of the Business faculty and Division Dean Amir Law, the group called for a meeting in early March. At that meeting, which also included Victoria Austin, member of the Business faculty and Dean Law, the LPC grant team confirmed that it would apply for the grant and began creating the structure of its project.

It came up with the Business Access N Quality (BANQ) project, which would allow students to earn a Certificate of Achievement in Supervisory Management completely online by taking classes that have been aligned to the Course Design Rubric and reviewed by LPC's POCR team. Officially, the project's primary goal is to "improve existing online certificates, credentials or programs." The official areas of emphasis for the project are:

- To increase access to existing online certificates, credentials or programs

- To improve quality of existing online certificates, credentials or programs
- To fill gaps in existing on-ground certificates, credentials or programs

Also at that March meeting, the LPC grant team decided to move ahead with the submission of a Letter of Intent to the CVC-OEI. Shortly thereafter, the CVC-OEI notified LPC that its Letter of Intent was approved and that it could move forward with application planning and development.

For the rest of March and the entire month of April, the LPC grant team worked on the application and built the structure of the project. In a nutshell, Business instructors will:

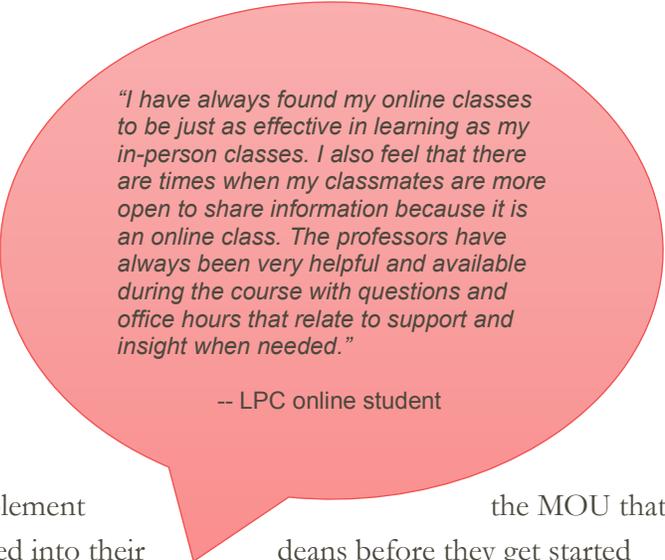
1. Participate in the college’s Online Course Development Program during Summer 2019, update or create their courses in Fall 2019
2. Get their courses reviewed by the local POOCR team in early Spring 2020
3. Revise their courses to meet the standards of the Course Design Rubric in mid-Spring 2020
4. Submit their courses to the CVC-OEI Course Design Academy in late Spring 2020.
5. Offer their courses in the CVC Exchange Cross Enrollment Link (ExCEL) beginning in Fall 2020

The grant application was submitted April 30, and LPC was notified of its successful approval by the CVC-OEI on May 31.

Other Tasks Accomplished

The following are some of the other CVC-OEI tasks accomplished at LPC over the past year:

- The FA created an application to supplement the MOU that is to be completed by faculty and turned into their deans before they get started updating their courses.
- Eric Stricklen of District ITS worked with the CVC-OEI to make sure LPC’s courses are listed correctly on Finish Faster Online (cvc.edu), which is a repository of all online courses in the CCCs. Courses aligned to the Course Design Rubric are awarded a digital badge saying “Quality Reviewed” and show at the top of the results page after students search for LPC classes.
- Eric Stricklen’s work on Finish Faster Online laid the groundwork for LPC students to eventually enroll in online courses through the CVC Exchange Cross Enrollment Link (ExCEL). Conversely, students from other CCCs will be able to enroll in LPC online courses. The CVC-OEI has stated that integration work to set up ExCEL for Consortium



colleges in a multi-college district will not begin until all colleges in the district become Consortium members. Chabot is not yet a Consortium member.

- LPC's only online Associate Degree for Transfer, Sociology AAT, is featured on the Finish Faster Online site.
- LPC launched three more CVC-OEI ecosystem tools that are designed to support students' online experiences: NameCoach, a name-pronunciation and gender-identification tool; Notebowl, a social engagement and communication platform; and Proctorio, an online proctoring service. Wellness Central, a joint project between the CVC-OEI and the Health and Wellness Association of the CCCs, is supposed to be launched in the near future. This tool features online health resource modules inside Canvas that can be accessed by students 24/7.
- LPC had already been using the CVC-OEI ecosystem tools VeriCite (anti-plagiarism), Quest for Online Success (student readiness), Cranium Café (online counseling), and NetTutor (online tutoring). The CVC-OEI provides a set amount of minutes for student use of NetTutor, but that was generously supplemented by nearly \$9,000 courtesy of the Office of the Vice President of Student Services at LPC.
- The CVC-OEI Federal Financial Aid Consortium Agreement was signed by Financial Aid Director Andi Schreiberman and President Roanna Bennie, then submitted. Once LPC enters its courses in the CVC Exchange Cross Enrollment Link (ExCEL), this agreement allows students enrolled in two different CCCs to receive federal and state financial aid based on combined units taken at both colleges.
- Kate Jordahl, the CVC-OEI's Director of Academic Affairs and Consortia, participated in the LPC's College Implementation Team meeting Oct. 26.
- The following faculty received approval by the CVC-OEI Course Design Academy for aligning their courses to the Course Design Rubric: Victoria Austin (Computer Information Systems 54), Ruth Hanna (Geology 1 and 12), Christina Lee (Psychology-Counseling 10), and Karen Oeh (Anthropology 1 and 2).
- Canvas courses were set up to support the College Implementation Team and the local POCR process.
- The Fall and Spring Flex Days included a workshop titled "Making Your Canvas Course Site ADA-Compliant." Faculty were taught how to design content that is accessible to students with disabilities in alignment with Section D of the Course Design Rubric on accessibility.

Course Review

LPC's commitment to quality DE courses is extending beyond just reviewing courses for inclusion into the CVC Exchange Cross Enrollment Link (ExCEL). In order to review those courses through the POCR process, faculty have to voluntarily submit their courses for review. While LPC is not able to make it mandatory for all DE courses to undergo review, it will begin to review courses

designed by instructors teaching DE for the first time. This process will be separate from POOCR review and will ensure that new DE instructors' courses meet baseline criteria for quality.

Under direction from the college's DE Committee, a course review process was created in 2018-19 with expected implementation for Fall 2019. While reviewing courses prior to them being offered has been done at Chabot College, this activity had been disallowed at LPC. However, course review was broached again for the following reasons:

- In July 2018, the CCC Board of Governors approved changes to Title 5 regarding DE at its first reading. Eventually, those changes were approved by the BOG and codified into law. The changes include: 1) expanding regular effective contact to cover not just instructor-to-student but also among students; and 2) inserting this language: "Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements."
- A presentation at the July 2018 state academic senate's Curriculum Institute included a slide that said that it's the responsibility of the Curriculum Committee to ensure that courses being approved for DE include regular effective contact, but then it's the responsibility of "DE review committees" to ensure the courses include REC "as they're being taught!"
- Article 10D.1H (page 55) of the current CLPCCD Faculty Association contract states: "All Distance Education courses being taught for the first time by a particular Instructional Faculty unit member or being taught in a Distance Education format for the first time or being taught for the first time in either of the colleges must be submitted for approval to the appropriate College Curriculum Committee and any additional committee as required by the specific college."

The process toward implementing course review began in September when Scott Vigallon and Christina Lee met with LPC's Faculty Association representatives, who responded favorably to the idea. They then presented at the Curriculum Committee and Academic Senate meetings. In October, the DE Committee approved a new charge expanding its duties to include course review. Scott and Chris presented the process and a proposed faculty course design checklist at a Deans' meeting. In November, the Academic Senate tweaked the new charge, and later that month, the DE Committee approved the course review process. In December, the charge was sent to divisions for discussion before being ultimately approved by the Senate. The charge was then approved by the College Council on Jan. 24.

Canvas

The 2018-19 academic year marked the first year that LPC used Canvas exclusively for its online learning needs. It also marked the final year that LPC used the course request form in CLASS-Web

for faculty to request Canvas shells for their courses. After considerable planning, testing, and discussion, LPC will do as most CCCs do with Canvas course creation: it will have a Canvas shell automatically created for every section offered by the college. This action will be generated by District ITS and will free faculty from the task of requesting classes manually and waiting for someone to manually approve those requests.

If faculty want courses or sections merged, they will now do so in Canvas instead of in CLASS-Web. Tutorials and information have been posted about the new merging process. Courses were automatically created in May for Fall 2019. That semester will also be the first in which the Canvas FERPA setting will be enabled for merged classes. The FERPA setting disallows students from seeing students in other courses/sections of merged classes, although students in officially cross-listed courses will be able to see each other.

Canvas training



"I love online courses. They fit my schedule as I work 2 jobs: one full-time, another on weekends. I wish you had more classes available online."

-- LPC online student

From Summer 2018 through Spring 2019, Canvas faculty training opportunities included appointments and workshops by Victoria Austin, the Canvas faculty mentor-trainer hired per the Faculty Association's agreement with the District during the transition from Blackboard to Canvas. They also included drop-ins into the Teaching and Learning Center (TLC), flex day workshops and TLC workshops. The above training, most of which was conducted on campus, was supplemented by a host of online training resources. Information

about online courses and webinars presented by @ONE and the CVC-OEI were routinely sent to faculty. Within Canvas, faculty had access to the Intro to Canvas-LPC course, the Online Course Development Program (OCDP) course, and the Web Accessibility Course. Additional resources were available on the LPC Online Learning web site and from within Lynda.com, which was made available to everyone in the CCC system via the Vision Resource Center.

Attendance figures for the training opportunities during 2018-19:

- Appointments with Canvas mentor-trainer and TLC staff: 123
- Workshops conducted by the mentor-trainer and TLC staff: 59
- Flex Day workshops "Making your Canvas Course Site ADA-Compliant": 33
- Flex Day workshop "CVC-OEI: Aligning Courses to the OEI Course Design Rubric": 14
- Flex Day workshop "Proctorio: Uses and Concerns": 13
- Flex Day workshop "Regular, Substantive Interaction in Online Classes": 12
- Flex Day workshop "What to expect when you submit your DE course to the OEI Course Design Academy Canvas": 9

- College Day workshop “DE Teachers Teaching Teachers”: 25

Ten instructors participated in LPC’s Online Course Development Program (OCDP), which trains faculty to design, develop, and teach instructionally sound online courses based on the quality standards of the OEI Course Design Rubric: Savanna Alliband-McGrew (French), Teresa Brandt (English), Frances Denisco (History), James Dobson (Communication Studies), Tim Heisler (Communication Studies), Irena Keller (Psychology), Kathleen King (English), Paul Sapsford (Kinesiology), Sebastian Wong (Emergency Medical Services), and Barbara Zingg (Biology).

Additional tasks

The following tasks were also completed:

- Scott Vigallon became a member of the CVC-OEI's Common Course Management System Advisory Committee. The CCMSAC serves as the conduit for the statewide users of Canvas to present to the vendor high-priority function and feature requests, partners with Canvas in informing the product roadmap to address identified needs of statewide users, and provides ongoing updates and vendor recommendations to the CVC-OEI Advisory Committee on Canvas-related activities.
- Twenty-one non-instructional course sites were manually created in Canvas. These sites are not official LPC courses but merely sites that allow users to post information and, possibly, to communicate with one another. Typical uses include work within committees, task forces, departments, and Student Services areas.
- Two Canvas Commons Groups were created for faculty to share instructional materials within courses in their respective departments.
- The DE Committee, at its April 26 meeting, voted to recommend that the District purchase the anti-plagiarism service Turnitin, along with its companion product, Authorship Investigate, for use within Canvas. Turnitin would replace the existing product, VeriCite.
- The Academic Senate approved the DE Committee's statements about Canvas usage:
 1. Beginning Spring 2019, the Las Positas College Academic Senate recommends that all online and hybrid courses use Canvas, which can also be used as a gateway to other technologies.
 2. Beginning Spring 2019, the Las Positas College Academic Senate recommends that all face-to-face courses that use a course management system as an online supplement to instruction use Canvas, which can also be used as a gateway to other technologies.
 3. Due to limited resources, the Instructional Technology staff will prioritize addressing and resolving those instructional issues related to Canvas.



“I feel that distance education has been the best option for several necessary courses I’ve taken.”

-- LPC online student

- Whether instructors use a course management system or not, they will be responsible for ensuring that their courses are in compliance with all legal and accreditation requirements.

Online Student Services

LPC continued using three of the CVC-OEI's student support tools—NetTutor, Cranium Café, and the Quest for Online Success course—while, as mentioned above, adding NameCoach, Notebowl, and Proctorio.

Online Tutoring

NetTutor, a 24x7 online tutoring service, is implemented in every Canvas course (DE and non-DE) and received heavy usage for the second consecutive year. By the end of Spring 2019, 574 students utilized the service, covering 1,588 sessions and 43,550 minutes. NetTutor tutors reviewed 875 papers, using 28,623 minutes. These numbers were fairly similar to students' usage from 2017-18. It should be noted that LPC eliminated funding for the Writing Center, and NetTutor is the only choice for paper reviews. Since the CVC-OEI promised Consortium colleges 500 free hours (30,000 minutes) of NetTutor usage, LPC's total usage should have been a concern. However, the CVC-OEI ended up giving Consortium colleges 250 additional hours through June 2019. Moreover, LPC's Student Services area paid \$8,977 for 382 additional hours. That time will be deducted once the CVC-OEI time runs out.



"I need hand-holding as I proceed through organic chemistry for confidence building. NetTutor is great. Loved my session with my tutor."

-- LPC student

Of the 59 student responses on the NetTutor satisfaction survey, 80% indicated they would definitely use NetTutor again, 68% indicated that the tutor suggested techniques that helped them learn the material, 66% indicated they were pleased with the overall effectiveness of their NetTutor experience, and 59% indicated that the tutor suggested techniques that helped them learn the material.

Online Counseling

The LPC Counseling office takes a three-pronged approach to counseling students at a distance, utilizing E-SARS, Cranium Café, and email. E-SARS, or E-Advising, is used to track email inquiries by students with active W numbers, and those inquiries are collected in one central location with trackable data that is documented through the SARS system. This allows counselors to answer basic enrollment, transfer, or other questions and to provide information, degree progress checks, etc. Fifty-two students used E-SARS during the academic year, asking a total of 75 questions.

"(My appointment) was very thorough, and it was easy to follow my wonderful counselor. A great first experience!

-- LPC online student

If a student needs services beyond the capacities of the E-SARS system, they are referred to online appointments using Cranium Café, a real-time, online counseling platform. These services include Student Education Plans using DegreeWorks, probation/dismissal, transcript evaluations, degree progress checks, forms and procedures review, sharing documents with students, sharing multimedia approaches to learning, and how to access campus resources. Cranium Café is used for all students (not just DE), and during the academic year, 38 made appointments to use it. Students can also drop in to use Cranium Café, and 180 did so.

Counselors also offer asynchronous email services through their LPC email accounts. Over the past year, 382 students utilized that service.

LPC Student Services is making Cranium Café available to other areas outside of Counseling, including the Student Health & Wellness Center. This will help the college further meet the accreditation standard of providing equitable services to students online.

Only five students completed the satisfaction survey on their experiences using Cranium Café, and all five strongly agreed with the statement "I was pleased with the effectiveness of my online counseling appointment." When asked if they would "definitely" make another online counseling appointment in the future, four strongly agreed, and one agreed.

Quest for Online Success

The Quest for Online Success course, which helps prepare new and experienced students for online learning, is an optional service provided to those interested. In 2018-19, 1,773 students self-enrolled into the course, with 983 completing at least one of the course's eight quizzes, and 261 completed all of the quizzes. The first module in the Quest course 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. In 2018-19, 1,140 students began the assessment, and 878 completed it. For the Quest course as a whole, 71% of survey respondents indicated that they felt either mostly prepared or very prepared to successfully complete an online course after finishing Quest.

NameCoach, Notebowl

Prior to the Spring 2019 semester, NameCoach and Notebowl were installed in Canvas. Whereas NameCoach, which mainly allows instructors to pronounce students' names correctly while interacting with them verbally, will continue to be used, Notebowl will not. The CVC-OEI determined that usage of Notebowl was too low to justify the cost.

Proctorio

Because of upcoming final exams and a need to maintain academic integrity after a cheating task force was formed by the Academic Senate a year prior, the online proctoring service Proctorio was implemented in Canvas late in the Fall 2018 semester (along with faculty training). Instructors who choose to use Proctorio have many optional features at their disposal to implement during exams, including recording students and the room in which they are located, recording students' web browsing, locking down students' web browsers, and disabling copying, pasting, and printing.

Though very limited in use, a student complained about using Proctorio, and that complaint made its way to the DE Committee. As a result, the following course of action took place in order to prepare students and faculty about the possible use of this tool:

- An email was sent to Canvas instructors telling them that if they use Proctorio for the remainder of the fall semester, they need to prepare their students adequately to alleviate privacy and security concerns. Faculty were also told that if they use Proctorio, they should use it for low-stakes quizzes or extra credit. Also, if students object to its required usage, students should be able to come to campus to complete an alternative quiz.
- A student Proctorio web page was created with its own Online Proctoring link in the main navigation of the Online Learning web site.
- A faculty Proctorio web page was created.
- A tutorial was created on how to install the Proctorio extension to Chrome, and the tutorial was linked from the above two pages.
- Language on Proctorio usage was written for instructors that they could input into their syllabi or welcome letters.
- Proctorio language was added to the Canvas Model Course Template offered to instructors new to online courses.
- Information about Proctorio was added into the DE Handbook for faculty.
- Information about Proctorio was added into the Online Learning FAQs web page.
- The Online Learning Privacy Statement web page was updated to reflect Proctorio.
- A section on Proctorio was added to the Online Learning Orientation course.
- Information about Proctorio was inputted into the LPC Orientation course.
- Information about Proctorio was added into the email about online support services that is sent to all DE students.
- Information about Proctorio was added into the Online Course Development Program.
- Information about Proctorio was added to the beginning- and end-of-semester emails to Canvas instructors.

Aside from conducting faculty workshops on Proctorio, two workshops for students took place during Spring 2019 as part of LPC's SmartShops series. The first took place March 20, and three

students, all from the student government, participated. In this workshop, students received hands-on training and learned that Proctorio is FERPA-compliant, does not take over students' computers, is less invasive than other products on the market, and increases equity by allowing students who cannot get to campus to complete coursework. The second student workshop was scheduled for April 11, but no students showed up.

Online Learning Orientations

At the beginning of each semester, LPC offers an on-campus and a virtual orientation to students who want to learn how to be successful online learners. Two outcomes are measured relating to these orientations:

1. After completing an online learning orientation, students will indicate that they are prepared to successfully complete an online course.
2. Students who complete online learning orientations will successfully complete an online course.

A survey is sent to orientation attendees to measure the first outcome, and 63% indicated that they were either mostly prepared or very prepared to successfully complete an online course. End-of-semester grades measure the second outcome, and 84% of attendees' grades were C or higher, indicating success in those courses.

Accreditation Requirements

Accreditation continued to be a theme during the 2018-19 academic year. The year began with Scott Vigallon addressing LPC's Accreditation Steering Committee about the next Substantive Change Proposal for DE. He informed that committee of additional degrees and certificates that were either above or approaching the 50 percent threshold that necessitates a Substantive Change Proposal. Because the college had written lengthy proposals four times since 2007, it was expected that another such proposal would need to be submitted. However, the ACCJC changed the proposal process to an application process, so LPC's Accreditation Liaison Office John Ruys submitted an application that resulted in 21 programs being approved for Substantive Change.

Shortly thereafter, the Accreditation Steering Committee sent four accreditation standards to the DE Committee in preparation for the college's 2022 self-study. The committee's task was to discuss and provide answers to the Standards Feedback Form, which it did. It then took the additional step of creating a spreadsheet that listed all of the standards relating to DE and noting evidence that has been, or will need to be, collected in order to meet the standards.

DE Goals and Objectives

For those standards that were lacking evidence, objectives were added to the DE Committee's Goals and Objectives spreadsheet. Items from this spreadsheet not only include accreditation standards, but also everything else that needs to be accomplished in order to offer a quality DE program. Each goal offers objectives with rationale, a timeline, responsible party, and status. The plan is for the DE Goals and Objectives to be inserted into LPC's new Technology Plan. The four goals are:

1. Market the DE program to potential students.
2. Fulfill the college's obligations as a member of the OEI Consortium.
3. Develop processes and guidelines that enhance the efficiency and quality of the DE program.
4. Enhance professional development for new online faculty.
5. Further integrate DE into Student Services.

Work towards meeting objectives was begun during the past year, and many of those objectives will be completed in the near future. The following goals were completed:

- Market DE programs to potential students.
- Add a satisfaction survey to the Quest for Online Success course to measure its effectiveness.
- Align the f2f tutoring survey with the online tutoring survey in order to compare results.
- Develop processes to review new DE courses prior to launch and new DE instructors prior to teaching. Courses would be reviewed for best practices, along with meeting legal and accreditation requirements.

Much time was devoted in the DE Committee to discussing the goal of developing processes and guidelines around Canvas issues that concern Admissions and Records. Tamica Ward, Dean of Enrollment Services, participated in a DE Committee meeting to address issues such as handling time overlaps, students completing incompletes, students doing independent study, and students changing their names. Forms are being created by A&R that will govern these processes so it is not left to the Canvas administrator to make decisions that affect student grades, faculty access, and privacy issues.

Regular Effective Contact

Regular effective contact, a stipulation in Title 5 that guides distance education in the California Community Colleges, means that instructors in DE classes must engage regularly with their students. The federal Department of Education has essentially the same stipulation, which, for accreditation purposes is referred to as regular and substantive interaction. Both Title 5 and the federal stipulation underwent changes in this area. As mentioned previously, Title 5 was amended to expand regular effective contact from instructor-to-student contact to interaction among students as well. At the federal level, as part of a package of proposed rule changes, regular and substantive interaction was

defined as “engaging students in teaching, learning, and assessment...and also includes at least two of the following”:

- Providing direct instruction
- Assessing or providing feedback on a student’s coursework
- Providing information or responding to questions about the content of a course or competency
- Facilitating a group discussion regarding the content of a course or competency
- Other instructional activities approved by the institution’s or program’s accrediting agency

The proposed changes above still need public comment, and if approved, are not expected to go into effect for well over a year. Because of this, LPC’s DE Committee has decided to update its local Regular Effective Contact Guidelines with changes from the state, and at a later date, will eventually update those guidelines to reflect changes at the federal level.

Because of the importance of regular effective contact, the DE Committee decided that online and hybrid instructors be sent a checklist in the middle of each semester as a reminder to include regular effective contact in their classes. Those same instructors are sent the checklist prior to each semester, too.

“The most important thing for me is to be able to interact with my professor when I have questions about homework or the class. Class discussions help me build the content that is needed in another format for my peers and I to make connections. (The class) keeps open communication no matter what, so when something is challenging, I have the support I need to move forward.” –
LPC online student

State Authorization

The Department of Education also announced changes regarding State Authorization for DE. At its core, state authorization requires colleges offering DE to obtain certification or an exemption from each student's home state that their DE program meets that state's requirements. Depending on the state, this certification can cost thousands of dollars. The main takeaway from the proposed changes announced in spring is that colleges now will need to determine the state in which the student is located, not necessarily where he or she resides, when enrolling in a DE course. Determining this, obviously, requires someone to contact the student at the time of enrollment, which isn’t always easy if the student doesn’t call the college back or return emails. Like the changes to regular and substantive interaction, this proposed change in the State Authorization rules still has to be approved before going into effect.

The District Technology Coordinating Committee was tasked to form a small group to deal with State Authorization, but at its final meeting of the year, in May, it was announced that a newly proposed committee—focusing solely on DE issues affecting LPC, Chabot, and the District—be created to handle State Authorization.

Web Accessibility

Aside from offering Flex Day workshops on making Canvas courses ADA-compliant, the college Teaching and Learning Center also offered several training sessions on this important topic. Moreover, the Web Accessibility Course—a self-paced, online training course in Canvas that enrolls all LPC faculty—was updated with the latest techniques for, and information about, making content accessible to students with disabilities.

At the District level, the Technology Coordinating Committee hosted presentations on two software products integrated into Canvas that assist in moving content towards compliancy: UDOIT and Blackboard Ally. UDOIT, which stands for Universal Design Online content Inspection Tool, is an open-source solution that checks the web accessibility of all pages in a Canvas course and gives a report on what should be fixed. Ally, a paid service, does essentially the same, but it also creates accessible versions of content and provides college-wide data on courses. Both products have their benefits and drawbacks. The newly proposed District-wide DE committee is supposed to handle the issue of web accessibility going forward.

Distance Education Handbook

LPC's DE Handbook was updated to reflect all of the recent technological, accreditation, and legal changes. The handbook was also reformatted into web pages on the Online Learning site that are easy to update. It was approved by the Academic Senate on Nov. 14. The handbook is divided into seven sections:

- Legal/Accreditation Requirements
- Policies/Guidelines/Agreements
- Online Instruction
- Classroom Management
- Professional Development
- DE Governance
- Support

Distance Ed and LMS Statistics

Despite a decrease in the number of DE sections from the previous year, enrollment was up as instructors took on more students. That increase also resulted in an uptick in WSCH and FTES. The figures for enrollment (11,864), WSCH (38,611), and FTES (1,261.7) marked the sixth consecutive year that they have increased.

Incidentally, the 351 DE sections made up 14% of the total number of sections offered at LPC for the year.

Distance Education statistics (1999-00 through 2018-19)

	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	17-18	18-19
Total sections	242	233	219	229	246	265	300	329	373	351
Total disciplines	30	31	30	30	30	30	29	30	29	30
Enrollment	7,851	7,119	6,914	7,080	7,288	8,210	8,747	10,227	11,265	11,864
WSCH	25,991	23,606	24,309	24,224	25,713	27,945	28,992	34,210	36,114	38,611
FTES	853.1	774.4	795.1	790.1	836.1	911.2	945.3	1,110	1,175	1261.7
Online sections	205	198	188	188	198	224	256	288	341	322
Hybrid sections	37	35	31	41	48	41	44	41	32	29
Telecourse sec	0	0	0	0	0	0	0	0	0	0
Videoconf. sec	0	0	0	0	0	0	0	0	0	0

As previously mentioned, 2018-19 was the first year that the learning management system (LMS) Canvas was used solely at LPC to deliver online, hybrid, and web-enhanced courses. Prior to that, the college had used Blackboard since 2003. A look at the data shows that in the past year, the following LMS records were set: number of total sections (1,644), enrollment for total sections

(43,609), enrollment for online course sections (11,197), number of web-enhanced sections (1,242), and enrollment for web-enhanced sections (30,748).

The 1,644 sections using Canvas made up 64% of the total sections offered at LPC.

*Learning Management System usage statistics (2003-04 through 2018-19)**

	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	17-18	18-19
Total sections	1081	1091	1216	1247	1347	1,487	1,579	1,644
Enrlmt for total sections	31,838	32,225	34,942	35,912	38,730	41,794	41,230	43,609
Online course sections	188	188	198	224	256	288	341	322
Enrlmt for online course sections	6,233	6,335	6,475	7,316	7,903	10,227	10,483	11,197
Hybrid course sections (DE)	31	41	48	41	44	41	32	29
Enrlmt for hybrid sections (DE)	681	745	813	894	904	955	782	667
Hybrid course sections (non-DE)**	25	24	29	32	33	51	55	48
Enrlmt for hybrid sections (non-DE)	680	677	723	823	821	1,215	1,356	997
Web-enhanced sections	837	838	939	950	1,014	1,107	1,183	1,242
Enrlmt for web-enhanced sections	24,244	24,468	26,931	26,879	29,102	30,352	28,609	30,748

*The CLPCCD began using Blackboard in summer 2003 and Canvas in Spring 2017. Statistics for 2017-18 include both Blackboard and Canvas.

**Hybrids that do not meet for 51 percent or more at a distance are not reported as DE classes.

Distance Education Satisfaction

Student Satisfaction

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, students were mostly satisfied or very satisfied in all areas. This included the DE program as a whole (80%), overall course quality (80%) and overall course satisfaction (80%).

“I find it's easier for me to learn at my own pace instead of sitting in a 3-hour lecture where I have found myself losing interest fast and shutting down after the first hour, ultimately making it hard for me to actually pay attention to what the teacher is teaching. Not only has it been easier to pay attention and learn but it has also taught me responsibility and becoming more organized. I feel before this semester, I was still in that mindset that school was a drag, but seeing how much more mature and disciplined I am at keeping my grades up, I am certainly going to continue doing online courses.” – LPC online student

When asked if they would take another DE course from LPC, 89 percent indicated that they would (7 percent had no opinion). Students also indicated (63 percent) that they learned about the same in their DE classes than they would have in a similar on-campus class. Interestingly, 23 percent said they learned more in their DE classes, and 14 percent said they learned less.

When asked which, if any, degrees or certificates they would like to see offered online, students listed a wide variety of these programs. Also, 91 percent of students indicated that if they had the opportunity to take an online course at another California Community College because the course they need to take at LPC is either full or not offered, they would be interested in taking that course.

Students voiced other opinions in the comments sections of the survey. Many students noted that they liked and appreciated the opportunity to take classes online and want LPC to offer even more. Some students gave positive reviews of Canvas. Within courses, there was a comment about how online courses helps students become more disciplined and organized and how some classes have good instructor-student interaction and student-student interaction. On the flip side, some students were not happy with the amount and frequency of interaction with their instructors. Several students reported that they did not like having to use textbook publishers' online resources and felt that the instructors could have designed a better class by creating their own resources. Students wanted more videos, as opposed to getting all of the content from printed textbooks. A couple of students bemoaned the fact that there was too much work in their courses. A few students noted that because they have taken several online courses, they can tell which instructors create a learning environment and which just assign work.

Complete DE Student Satisfaction Survey results can be found at <http://bit.ly/survey-Dec18>.

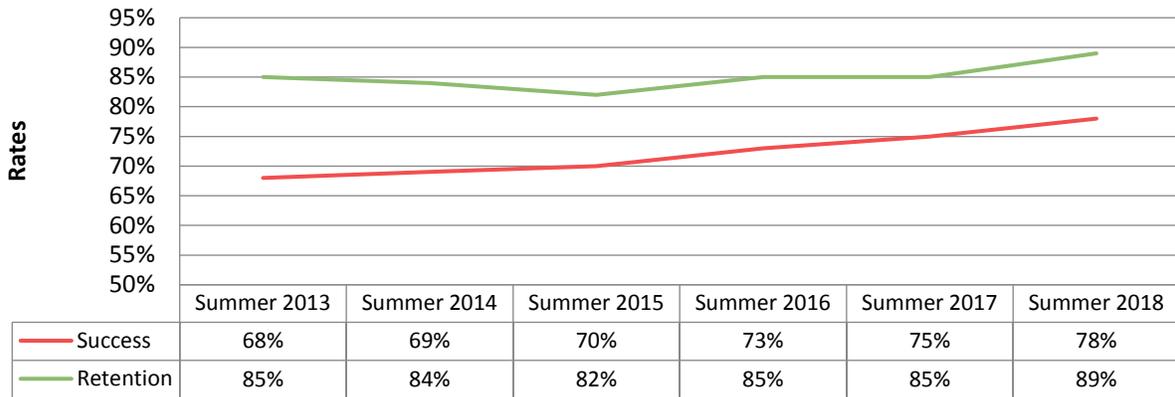
Success and Retention Rates

Success and retention rates of DE students continued to show positive progress during 2018-19 when compared against past LPC results. 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.

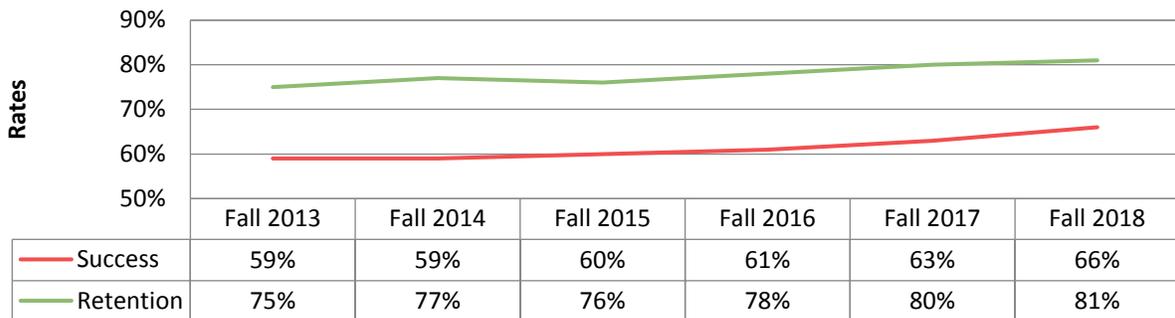
There were several milestones set for DE during the academic year:

- LPC set all-time highs in success rates in all three terms: Summer 2018 (78%), Fall 2018 (66%), and Spring 2019 (71%).
- LPC set all-time highs in retention rates in all three terms: Summer 2018 (89%), Fall 2018 (81%), and Spring 2019 (85%).
- Summer 2018 marked the first time in any semester that there was more enrollment in DE courses than face-to-face courses (54% to 46%).
- Spring 2019 marked the first time that at least 20% of LPC's enrollments for either a spring or fall term were for DE classes.
- In Summer 2018, the retention rate of 89% was higher than the 88% attained in face-to-face classes. This is the first time ever that the DE retention rate was higher than the corresponding face-to-face retention rate.
- Also in Summer 2018, the success rate gap of 1% (79% to 78% in favor of f2f courses) was the closest gap for success rates ever at LPC.
- In Fall 2018, the success and retention rate gap of 8% and 5%, respectively, were the smallest ever for a fall term.
- In Spring 2019, the retention gap of 4% equaled the previous high for a spring term set in Spring 2018.

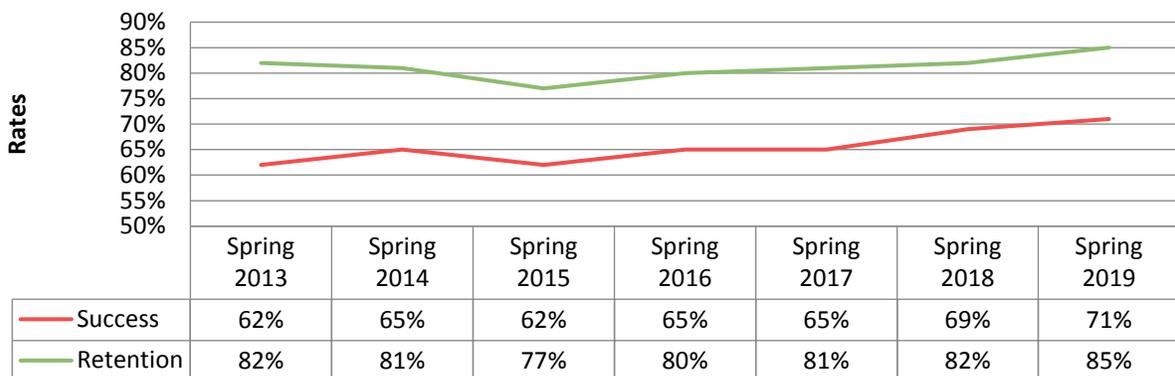
DE Summer Success & Retention Rates 2013-18



DE Fall Success & Retention Rates 2013-18



DE Spring Success & Retention Rates 2013-19



These two charts below show the complete rates for the past two academic years (figures are rounded up). 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 2018		Fall 2018		Spring 2019	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	78%	79%	66%	74%	71%	77%
State Success	75%	83%	66%	72%	69%	74%
LPC Retention	89%	88%	81%	86%	85%	89%
State Retention	87%	92%	83%	88%	84%	88%

	Summer 2017		Fall 2017		Spring 2018	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	75%	80%	63%	72%	69%	74%
State Success	74%	82%	66%	72%	68%	74%
LPC Retention	85%	89%	80%	86%	82%	86%
State Retention	87%	92%	83%	87%	84%	88%

DE success and retention rates dating to Fall 2000 can be found at <http://bit.ly/de-rates>.

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.

Courtesy of District ITS, here are the findings for 2018-19:

1. Total unduplicated count of students currently enrolled including dropped = 8,566
2. Total unduplicated count of students currently enrolled only not including dropped = 6,340
3. Total students who agreed to DE agreement form from #1 = 4,223
4. Total students who agreed to DE agreement form from #2 = 3,334
5. Of the total in #1, how many dropped with an NGR and how many dropped with a W?
NGR = 1,851, W = 1,318
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 = 1,228, W = 693)

Worth Noting

Other achievements during the 2018-19 academic year included:

- Sara Decker was selected the winner of the 2018-19 Online Student of the Year Scholarship. Sara is a 4.0 student from Tracy who earned A's in three online courses in Summer 2018 and in two online courses in Fall 2018. She is a participant in the LPC Honors Program and is looking to earn her degree in English with the goal of becoming a high school English teacher. Sara was honored at the Annual Student Scholarship Ceremony on May 16. The scholarship is worth \$300.
- The Canvas page on the Online Learning web site received the third-most page views (83,986) on the entire LPC web site, trailing only the LPC home page and the library home page.
- A new link called Online GE & Degrees was added to the Online Learning web site. The link brings users to pages that show which online courses are offered in the CSU and IGETC requirements during a given semester. It also details any degrees and certificates that students can earn completely online.
- There were 352 instructors who used Canvas, including 91 who taught DE classes.
- As per the faculty contract, 21 official evaluations of instruction were conducted for DE classes.
- Thirty-seven TLC workshops were offered during the past academic year.
- Forty-seven new courses and 21 revised courses were approved for DE by the Curriculum Committee.
- Four Online Learning newsletters were produced. These newsletters are a vehicle to present information, tips, and ideas for faculty teaching fully online courses, hybrid courses, or just enhancing face-to-face courses with online materials. It mainly focuses on Canvas, but it also presents other topics as necessary, such as accreditation requirements and legal issues.
- The District's one-year agreement with Blackboard to allow LPC and Chabot access to past courses, users, data, content, etc. expired June 30. As of this writing, that "archive license" was not renewed.

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:

(In alphabetical order) Robert August, Victoria Austin, Roanna Bennie, Wanda Butterly, Rajeev Chopra, Tracey Coleman, Gabriela Discua, Tim Druley, Stacey Followill, William Garcia, Bruce Griffin, Liem Huynh, David Johnson, Jason Jones, Melissa Korber, Amir Law, Christina Lee, Maureen O’Herin, Tom Orf, Drew Patterson, Kali Rippel, David Rodriguez, John Ruys, Rajinder Samra, Andi Schreibman, Carolyn Scott, Vicki Shipman, Eric Stricklen, Jin Tsubota, Rachel Ugale, Tamica Ward, and Madeline Wiest.

Thank you for your time.

A handwritten signature in black ink, appearing to read "Scott Vigallon". The signature is fluid and cursive, with a large initial "S" and a long, sweeping tail.

Scott Vigallon
Instructional Technology Coordinator
Las Positas College