Substantive Change Proposal
Distance Education

December 19, 2012

Submitted to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted by:
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Certification of the Substantive Change Proposal

DATE: December 17, 2012

TO: Accrediting Commission for Community Colleges and Junior Colleges
Western Association of Schools and Colleges

FROM: Los Medanos College

This Substantive Change Proposal is submitted in accordance with guidelines set by the Accrediting Commission for Community Colleges and Junior Colleges, Western Association of Schools and Colleges. I certify that this Substantive Change Proposal accurately reflects the status of distance education at Los Medanos College.

The writing team included participation from faculty, staff and administration, with review and approval by the Distance Education Committee, the Curriculum Committee, Shared Governance Council, and Academic Senate.

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A. Description of Proposed Change and Justification

1. Brief Description of Change

This Substantive Change Proposal is to report the associate degrees and certificates that Los Medanos College (LMC) students can or will be able to complete 50 percent or more of in a distance education format. Two associate degrees and eight certificates currently do or will shortly meet this criterion.

2. Relationship to Institutional Mission

The mission statement of LMC states: "Los Medanos College is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as life-long learners. We create educational excellence through continually assessing our students' learning and our performance as an institution. To that end, we commit our resources and design our policies and procedures to support this mission."
(http://www.losmedanos.edu/aboutcollege/mission.asp)

Keeping learning and success as its first priorities, the college identified several goals to support its mission and strategic directions. Institutional goals include:

- Goal 1: Improve the learning of students
- Goal 2: Create an educational environment in which all people have a chance to fully develop their potential and achieve their educational goals
- Goal 3: Offer high quality programs that meet the needs of students and the community
- Goal 4: Ensure the fiscal well being of the college
- Goal 5: Enhance a culture of innovation, inclusiveness, and collaboration
- Goal 6: Establish a culture of research and planning, implementing, assessing, and improving

The online education programs and services offered at LMC will improve the learning of all students by offering additional modes of delivery to meet the educational goals of a diverse population. To promote innovation and increased access for all people, the college will develop and revise programs and services based on student need, institutional strength, and the ability to operate effectively and efficiently.

Many LMC students find that the distance education delivery method meets their needs better than on-campus courses as they attempt to balance employment, family commitments, transportation challenges, and/or physical disabilities which limit their mobility. LMC has offered courses through the distance education mode for over ten years and has also

developed a comprehensive array of instructional and student support services that are available online.

3. Rationale for the Change

Distance education is an integral part of LMC's education services. Distance education promotes learner success through innovative, interactive teaching, learning and technology. LMC strives to provide access to quality online programs that meet the needs of a diverse population. To this end, curriculum and student services are regularly addressed. Faculty and student training are also provided in an effective and consistent manner.
In order to meet the needs of our diverse community, including those who find it difficult or impossible to take face-to-face courses on campus, two departments within LMC (Computer Science and Travel Marketing) have provided the opportunity for their students to earn an AS degree and multiple certificates with 50 percent or more of the instruction occurring online. (LMC also has one Computer Science certificate that is approaching the 50 percent mark.) In addition, it is possible for students to complete 50 percent or more of their GE requirements online.

LMC's *Travel Marketing Program*, which existed for many years in a face-to-face format, was the first program to begin offering courses online. The LMC Travel Marketing Program has evolved along with the travel industry itself. There are countless online resources for teaching and learning about the travel industry. In addition, the travelers themselves are adept at using online resources for researching and booking travel. As budding travel professionals, our travel students must be more familiar than their clients with these technology tools. In addition, the online format allows travel industry professionals to be guest "speakers" in travel courses, regardless of physical location.

Further, the number of home-based travel consultants is increasing, and the best way to reach them is online. Home-based travel consultants are familiar with the online format, since it's a large part of the way in which they do business. Increasingly, travel consultants are utilizing the Internet not only to research and book travel, but also to market their businesses – through the use of e-newsletters, blogs, websites, and social networking. Online courses provide a hands-on approach to learning the technology that will be used on a daily basis by travel professionals.

The Travel Marketing Program at LMC is one of only two California Community Colleges that is a member school of the American Society of Travel Agents (ASTA), and LMC is currently the only college in California listed on their website as a travel school member of The Travel Institute. As students beyond our service area became aware of LMC's travel courses and the demand grew, the number of online travel courses offered was correspondingly increased. It is now possible for students to complete their certificates online.

The Travel Marketing Program at LMC fills different needs for students. One student, who lives in far northern California and is planning to open a home-based travel business, considered other colleges before deciding to enroll at LMC. She wrote, "This is my first semester at LMC. I chose to enroll here because they [LMC] had the broadest range of online

classes…I looked [at several colleges] and LMC had the most and the most varied online classes." Another student from the Sacramento area wrote, "I have been interested in attending a travel school for quite some time, but I have never been able to find a course that would allow me to continue working full time in my current career. I liked the fact that travel course(s) were available online and at a reputable educational institution."

In the 2009-10 academic year the *Computer Science department***,** working with its advisory board, reviewed the local job market and developed a series of programs leading to degrees and certificates. The curriculum for these programs consists of both new and existing courses, with some of the existing courses having been offered completely online for five or more years by that time. Existing courses such as Introduction to Computer Networking, Introduction to Network Operating Systems, and Introduction to Network Security had been placed online to improve enrollments that had dropped substantially after the Dot-com bubble burst in 2001. When these existing courses were incorporated into the new programs, such as the AS degree and certificate of achievement in Computer Networking and Security, these program became substantially online.

In order to determine which programs had reached or were approaching the 50 percent mark, LMC conducted an analysis of courses and programs in respect to distance educational offerings using three different sources of data:

1. The 2012-2013 LMC Catalog, which details all curricular requirements for LMC's certificate and degree programs;
2. The District's Enterprise Resource Planning (ERP) system (Datatel), which lists all active LMC courses approved to be offered through the distance education mode;
3. Hard copy files of actions taken by the LMC Curriculum Committee during the most recent academic year. This was done to ensure that any last minute changes to degree or certificate requirements would be captured.

Using this information, we analyzed the General Education requirements and each LMC degree and certificate program to determine whether 50 percent or more of the courses in the program could be completed using coursework taken in a distance education format.

The results of this analysis indicated that LMC offers two degrees and seven certificates where 50 percent or more of the units may be completed via distance education. We also included one certificate, which is approaching the 50 percent mark (42 percent). The following chart lists each degree and certificate with the percentage of coursework that may be completed via distance education.

Program	Degree or Certificate	Percentage of Coursework that may be completed via Distance Ed
Computer Science	AS degree in Networking and Security	55%-60% 42 units of the required 70-77 units for AS degree may be completed online.
	Certificate of Achievement in Computer Support (Basic)	55% 9 units of 16.5 required units

	Certificate of Achievement in Computer Support Specialist (Advanced)	42% 14 units of 33 required units
	Certificate of Achievement in Networking and Security (Basic)	88% 14 units of 16 required units
	Certificate of Achievement in Networking and Security (Advanced)	63%-65% 20 units of 31-32 required units
Travel Marketing	AS degree in Travel Marketing	65%-70% 43 units of 61-66 required units
	Certificate of Achievement in Travel Marketing	100% 21 units of 21 required units
	Skills Certificate in Travel Marketing	100% 12 units of 12 required units
	Home Based Travel Specialist Certificate (Skills Certificate)	100% 17 units of 17 required units
	Cruise Specialist Certificate (Skills Certificate)	100% 8 units of 8 required units

B. Description of Educational Programs to be offered

The change in mode of delivery does not involve creation of any new educational programs. Each program reflected in this proposal is part of an existing program offered by LMC. Students receive advanced education that is seamless in delivery and access to instructional components as well as student services, regardless of delivery mode (face-to-face, online, or hybrid). An Online Supplement Form (OSF) to the Course Outline of Record (COOR) is completed for each course proposed for delivery via the distance education mode (see Appendix A). The LMC Distance Education Committee initially reviews each OSF using the following criteria:

- Regular substantive interaction is maintained between instructor and students through use of the discussion board, email communication, chat or conferencing (CCCConfer or Skype, for example), telephone, face-to-face meetings (groups or individuals), or other methods.
- Appropriate technology is used to achieve the objectives of the course.
- Student learning for online courses is assessed using the same student learning outcomes as face-to-face courses. The online supplement requires a detailed description as to how each student learning outcome will be achieved in an online environment.

After the Distance Education committee has determined that the course meets the above criteria, the online supplement is sent on to the LMC Curriculum Committee for further review and approval. In accordance with California Code of Regulations (Title 5), the LMC

Curriculum Committee separately reviews and approves each Online Supplement Form, allowing the course to be offered online.

There are no differences in the general education, major, or graduation requirements for completion of the programs, regardless of modality. As described in the 2012-2013 Los Medanos College catalog, each certificate and degree program at LMC, including those offered in the distance education mode, consists of the following curricular requirements: *Major Courses.* Major courses include at least 18 units of required courses and restricted electives.

General Education Courses (Associate degree only):
LMC students have the option of following the "Standard Path" or the "Transfer Path" when planning for an associate degree. Majors for an Associate in Science Degree include: biological science, mathematics, chemistry, or career technical programs. The Associate in Arts Degree is awarded for all other majors.

To be awarded an AA or AS degree at LMC, students must fulfill all of the following requirements:

- Complete 60 degree-applicable units with a cumulative grade point average of 2.0 or higher, with at least 12 units completed at LMC
- Complete Contra Costa Community College District (CCCCD) Governing Board requirements:
    - American Institutions (3 units)
    - Health Education (3 units)
    - Physical Education (2 units)
- Complete the specific LMC major requirements (a minimum of 18 units) listed in the college catalog
- Complete General Education requirements by either the Transfer or Standard Path

Note that General Education requirements will be modified, beginning with the 2013-2014 academic year, but these changes will not affect the number of degrees or certificates that may be completed 50% or more online.

C. Description of the Planning Process Which Led to Request for Change

In 2000, LMC formed an Online Committee through the Academic Senate. The committee was tasked with developing best practices for the creation of online classrooms and the instruction that would take place within them. The committee also developed the process for online course approval, which was adopted by the Academic Senate in April 2003. This process consisted of an Online Supplement Form to the course outline of record that planned and documented how an online section of the course would comply with Title 5 requirements for regular substantive student/instructor interaction. In 2004, the Online Supplement Form was expanded to address how the course level student learning outcomes would be achieved in an online section.

The LMC Shared Governance Council (SGC) in the fall of 2007 directed the formation of the Distance Education Committee (DEC), which superseded the Online Committee. The SGC charged this group to:

- Continue Student/Faculty Institutional Research Project
- Develop policies focused on guiding outcomes and excellence in Distance Education teaching and learning with completion spring 2008
- Complete and publish the Online Handbook by fall 2008

The charge from the SGC has been periodically updated since that time.
In the fall of 2008 the college formed a Distance Education Task Force to draft a strategic plan for distance education. The purpose of the plan was "to provide recommendations and direction to the college in providing online services of rigor, breadth, and depth, that are substantiated through an ongoing cycle of planning, assessment and improvement**."** The plan was adopted by the Task Force in the fall of 2009 and sent to the SGC.

DEC remains the planning and online course review body for the college. Chaired by a faculty member, the DEC:

- Reviews and makes a recommendation to the Curriculum Committee for each online supplement form completed for a course outline of record,
- Advises the Technology Systems Manager and the system administrator for the learning management system (LMS) on the operation of the college's LMS,
- Reviews and develops new training courses and materials for online instruction,
- Drafts and submits to the Academic Senate and SGC policies related to online instruction,
- Participates in the transition to and training for the upcoming District-wide LMS.

D. Institutional Resources and Process for Change

1. Evidence of Adequate and Accessible Student Support Services

Services available online include: admissions applications, FAFSA, registration, parking permit purchases, and assessment appointments. Students may also prepare for assessment tests using the online study guides. The orientation for new students may be completed online in a self-paced format. Once the orientation is complete, the student may make an appointment with a counselor. E-advising services include answering questions about: classes and programs, transferability for LMC courses, prerequisites and co-requisites, course content, college procedures and academic policies, and admission and registration information.

Specific support services for online students are described below:

Counseling
The Counseling Department offers an *e-advising link*, with remote access to the following services:

- Information regarding LMC classes, programs and services
- Transferability and articulation agreements for LMC courses

- General academic advisement
- Prerequisites, co-requisites, and course content
- General education options
- Referrals to campus and community resources
- College procedures and academic policies
- Admission and registration information

Students who use the e-advising link can expect a response within three business days.

The link: http://www.losmedanos.edu/studentservices/counseling/online.asp

Phone advising is available, by appointment only, for the following counseling services:

- Transcript evaluation
- Verification of graduation, certificate, or transfer eligibility
- Grade review
- Education plans
- Review of placement test scores or grades
- Personal and/or career counseling

Accessibility
The Disabled Students Programs & Services (DSP&S) web page (http://www.losmedanos.edu/dsps/default.asp) includes helpful links to information about: applying for DSP&S services, assessment (diagnostic testing), student accommodations, alternate media (including the request form), specialized instruction for disabled students (taught by DSP&S specialists), and the testing center location. The DSPS Application for Services as well as the Disability Verification/Authorization to Release Information are available online. In addition, the DSP&S Student and Faculty Handbooks have recently been made available in electronic format, accessible from the DSP&S web page or on the faculty shared drive.

Types of services and accommodations provided by DSP&S include: priority registration, alternative testing, adaptive computer technology and training, sign language interpreters, hearing amplification, audio and Braille textbooks, lecture notes, and readers.

Students with disabilities may contact DSP&S staff via email and arrange for online testing accommodations. Assistive software is located in computer labs throughout the LMC main campus and our Brentwood Center. Training on assistive software is done in the library on the second floor. Students have access to these computers anytime the library is open.

In addition, Learning Skills (LRNSK) 70 is an introduction to adaptive computer technology course for students with disabilities, which is offered by DSP&S. The syllabus and description for this course are listed on the DSP&S web page: http://www.losmedanos.edu/dsps/coursessyllabi.asp

LMC is committed to accessibility so that all students may learn. To this end, the LMC website is 508 compliant and the LMS platform (Blackboard) is accessible as well. LMC will be transitioning to a new LMS, Desire2Learn (D2L), starting in the summer session of 2013. D2L allows for the development of fully accessible online courses.

Online instructors are provided with helpful tools, information, and professional development that address accessibility in online courses. The DSP&S specialists conduct training for faculty. DSP&S specialists will do one-on-one training with faculty as well as attend department meetings and assist faculty with creating accessible documents and multi-media resources. Accessibility information is also included in flex training (in-service training) for web design and online instruction.

A web accessibility checklist is available on the LMC website under "Web Support" (http://www.losmedanos.edu/marketing/docs/checklist.asp). Recognizing that usability is a contributing factor in a truly accessible website, the LMC website was redesigned in 2010, incorporating feedback from various target audiences. For more information, see: http://www.losmedanos.edu/marketing/usability.asp.

Admissions and Records
From their first inquiry about enrolling in LMC classes through graduation and beyond, Admissions provides the ability for online students to gather information, complete the registration process, monitor their progress, and order transcripts electronically. The college catalog is available online, as well as a searchable schedule of courses. Forms are available online and may be accessed through the Admissions and Records web page: http://www.losmedanos.edu/admissions/forms.asp. Information regarding policies (registration, late adds, drops) is available online.

Students may apply for graduation and order official transcripts online. The ability to request and pay for official transcripts online, via WebAdvisor, is a collaborative effort with the other two colleges in the District, Diablo Valley College and Contra Costa College. Upon ordering the transcript, students are able to view the status of their order and receive immediate feedback about any holds. This service offers convenience and flexibility to students looking for a quick and reliable method to order transcripts.

Delivery of Course Material
Books and other required materials are available for online purchase via the LMC Bookstore website. In addition, for library reserves, faculty can work with library staff to set up links to articles available through college periodical databases, and they can link to e-books owned by the library.

Financial Aid
The Financial Aid Office (FAO) has made the Board of Governors Fee Waiver application available for students online via CCCApply.org. Students can submit the application at their convenience, and processing takes approximately 48 hours.

Other online services developed by FAO include maintaining a presence on social networking sites such as Facebook and Twitter. Staff is able to communicate on a regular basis to over 2,000 friends through these various social media sites about important dates, financial aid opportunities, and campus and office news. Students also receive information through their Insite Portal email regarding updates and deadlines concerning financial status.

Additionally, the FAO offers YouTube video tutorials to help students navigate the financial aid process and complete various forms such as the FAFSA.

Career Center Services
The Career Center web page offers a wealth of online resources for students seeking information about particular careers and/or applying for jobs. Online assessment tools, such as *Eureka*, are available to students to help them assess career choices and learn about training opportunities. Links to online resources provide access to information about: career and major exploration, resume writing, interviewing, specific industries, and job openings.

Students may schedule an appointment online with a Career Center staff member and ask questions via the telephone or online contact form.

Employment Services
LMC Students may access the College Central Network Services website to search campus and off-site job openings using the following link: http://www.collegecentral.com/losmedanos/. In addition, the system hosts a portfolio feature for various majors where students can upload and save important documents, photos, videos, and transcripts for employers to view. The site also contains career advice videos that focus on appropriate interview attire, responses to key interview questions, and tips on resume writing. Students, alumni, employers, and the community can access these services.

Reading and Writing Consultants
The Center for Academic Support offers students one-on-one assistance with reading and writing assignments, in person and online. Students may submit drafts to writing consultants using the online form or send the draft as an email attachment. Generally, consultants will provide feedback within two business days.

http://www.losmedanos.edu/core/onlineconsul.asp

Cooperative Work Experience Education (CWEE)
CWEE provides an automated software system that allows students to complete their application online. As part of the application process, students can chose which orientation date and time they prefer. The CWEE Student Handbook is available in electronic format; it includes information about developing objectives as well as due dates for work to be completed. Instructor resources are also available online through the CWEE web page. http://www.losmedanos.edu/cwee/resources.asp

Assessment
The Assessment Center provides students with the opportunity to schedule appointments online for placement testing. Study guides are available online as well as a link to download the Accuplacer Study App for the iPhone.

In addition, LMC has a program to help students with previous background in the study of Spanish (in middle school, high school, another school or college) with an online placement test in Spanish. Participants receive e-mail notification informing them of which Spanish course at LMC best fits their proficiency level.

International Students
International students may complete an online orientation that allows them to acquire critical information about LMC prior to entering the United States. Completing the orientation also allows students to enroll in classes at LMC prior to entering the US. The International

Students web page includes descriptive information about the LMC campus environment as well as updates on important deadlines, information about transferring, announcements, etc.

Other services – Communication with Students
Online students at LMC receive timely information about deadlines, campus events, and student services in a variety of ways. Website banners highlight important information, and critical information may be entered as a pop-up on the InSite portal. A monthly e-newsletter is sent to all students with relevant information as well as feature articles. The student newspaper is available online at: http://lmcexperience.com. By providing the newspaper electronically, multi-media content such as videos are also included.

Tutorials on various topics, from general interest to technical tutorials, are posted to the LMC YouTube site as web videos. Developing useful videos is an ongoing process. http://www.youtube.com/losmedanoscollege

2. Evidence of Sufficient and Qualified Faculty, Management, and Support Staffing

Faculty
Professional development is offered and recommended to faculty who desire to teach online. Currently all professional development, including training for distance education, is coordinated through the Professional Development Advisory Committee (PDAC). Training sessions are regularly scheduled during FLEX days at the start of the semester and throughout each semester. PDAC is part of LMC's shared governance structure.

Training sessions focus on effective online teaching practices. Faculty are taught how to utilize various LMS tools, such as the discussion board, the email system, chat rooms, "live" classroom, assignments tools, and more, in order to design online courses that enhance interaction between faculty and students. Best practice emphasizes the constant involvement of the instructor with students and course materials through the use of these technological tools. Distance education training also exposes faculty to the benefits and pitfalls of teaching online. An extensive "Best Practices" document is posted on the LMC Distance Education Committee web page: http://www.losmedanos.edu/distanceeducation/

Flex workshops include how to make sure online content is accessible, and links to resources to help aid accessibility are posted on the LMC Distance Education Committee web page. Available resources pertaining to accessibility (Section 508 compliance) include: Distance Education Accessibility Guidelines, link to Accessibility Checklist, and links to fact sheets on Accessible Distance Education from CATEA (Center for Assistive Technology and Environmental Access).

Additional training is available through the @ONE Project, which is funded by the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP). @ONE's programs provide training, online resources and research for free - or at a very low cost. There are a variety of learning experiences from which to choose; including lunchtime webinars, instructor-led online courses, self-paced training, and a more comprehensive online teaching certificate program. A link to the @ONE website is published on the LMC Distance Education Committee web page.

In addition to formal training, experienced online faculty also mentor other faculty who are beginning to teach online, working with them from the design of the online classroom through all aspects of instruction in the classroom.

Faculty Evaluation
The faculty evaluation criteria and student evaluation form are the same for online courses as for other courses. Through the United Faculty-CCCCD contract process, an online student evaluation of instructors has been developed and was implemented in fall 2010. These evaluations have become a part of the faculty evaluation process, ensuring that online instructors are evaluated and provided feedback in the same manner as instructors of on-campus courses.

Management
The Distance Education Committee works with the Senior Academic Manager, Technology Services Manager and the LMS system administrator to solve problems, recommend policies to the Distance Education and Curriculum Committees, and to aid faculty and students in online learning and teaching. The Senior Academic Manager guides policy regarding distance education. The Technology Services Manager and the Information & Technology Services Department (IT&S) are responsible for maintaining the physical infrastructure of the college's network, including servers, computers, and administering campus LMS software. The Senior Academic Manager is part of the Office of Instruction and reports to the Vice President of Instruction and Student Services. The Technology Services Manager reports to the President of the college and works collaboratively with the District.

Currently, LMC uses Blackboard 8.0 with the server residing at LMC. With the summer, 2013 session, LMC will begin using D2L with the servers residing in the cloud. After the transition, LMC's IT&S will continue to maintain the physical infrastructure as described in the preceding paragraph.

Support Staffing
The LMS system administrator is responsible for day-to-day management of the LMS and resolving issues with its use by faculty and students. This position reports to the Technology Services Manager, who acts as a backup LMS system administrator. The faculty member that was the system administrator in the past acts as a resource to the current LMS system administrator and the Technology Services Manager.

With the move to D2L, the existing LMS system administrator will continue to provide tier 1 support for students and faculty. D2L technical support will be available to the LMS system administrator for higher-level support when required. The Technology Services Manager will continue to be a backup LMS system administrator.

3. Training for new LMS—Professional Development to Support the Change

The three colleges of CCCCD are transitioning to a new state-of-the-art LMS, D2L. In preparation for this transition LMC, working closely with its sister colleges, is implementing a professional development initiative. This initiative will create a cohort of faculty – a community of experts – housed in departments throughout the college. This cohort will be committed to helping teach and support other faculty during the transition to D2L and beyond. The goals of the initiative, which began in October 2012, include:

- Develop a cohort of ten (10) diverse faculty who will serve as D2L experts to guide faculty,
- Provide a consistent set of training opportunities that will allow instructors to become comfortable and competent using D2L,
- Develop guidelines to support faculty who teach fully online, hybrid, or face-to- face technology-enhanced courses,
- Establish a timeline, specific staff development goals, and deliverables for the training program.

The Professional Development Advisory Committee has included an objective in their strategic plan, which states, "Faculty who teach distance education courses will participate in professional development activities which will increase their knowledge and practice of effective distance education pedagogies in their on-line classes."

4. Equipment and Facilities

LMC supports online learning by providing resources that include online library resources, student services (counseling, admissions and records, financial aid, etc.) that are available both online and via telephone, a robust LMS, numerous student computer labs and the physical network equipment and servers necessary for student access to online courses from both on and off-campus.

Library
All students can expect the LMC Library to provide exceptional service and support, regardless of their physical location. Students enrolled in distance education courses and those doing course work remotely via the Internet have access to quality information resources, just in time library services, and research assistance from library faculty. Library staff and faculty work together to ensure that all LMC students have seamless access to the library material they need.

The LMC Library electronic collections provide students with 24 hour access to academically focused books, periodicals, and multimedia directly through the library's website. The library's online library catalog can be searched from the front page of the library website and allows the user to find books both housed in the library and those available online. In addition to the library online catalog, the library subscribes to electronic databases that can be accessed from both on and off campus. Through these specialized databases students can access approximately 40,000 electronic book titles and 35 subscription-based electronic resources that contain full text articles from newspapers, magazines, scholarly journals and government reports.

Additionally, the library subscribes to various subject specific digital collections and encyclopedias that include primary source documents, images, videos and reference materials. All electronic search tools and collections can be accessed through the library's Electronic Resources webpage. The page is designed to help users choose the appropriate search tool for their need, whether by type of information they need or the topic of information they are looking for.

Instruction and support for using the library's website, online catalog and electronic databases are available to students and faculty using resources remotely through email, chat service or phone. The library's website features a "Contact a Librarian" page with links to email reference assistance, instant messaging or chat reference, and an online appointment request form for research consultations. Consultations are available to all users and can be in person, on the phone, or through email. In addition to instructing students on how to use library resources, librarians are available to consult with faculty on how to integrate digital content into their online courses and have also offered library instruction to students from within the online course platform.

To assist distance-education students doing coursework on campus, the library provides 53 computer stations in the common areas plus printers and photocopiers. The entire library is wireless enabled for students who want to use their own personal laptops and allows for wireless printing.

Student Computer Labs and other Technology Infrastructure

LMC has numerous locations on campus where students can access the LMS and other online resources. These locations include open computer labs in the Library (53 workstations) that are available to all LMC students during Library operating hours. In addition, there are department-managed computer labs in the Core Building (80 workstations), Math Building (36 workstations), and Science Building (56 workstations) that are regularly available for students to work on their online coursework.

The LMC IT&S Department currently maintains the server that hosts the Blackboard LMS as well as the network and Internet connections that allow access to Blackboard from both on and off-campus. LMC currently uses version 8.0 of the Blackboard system.

In 2013, LMC and all other colleges in CCCCD will transition to D2L, a hosted web-based LMS. The change from Blackboard to D2L was made through a District-wide decision process that included faculty, classified staff, and managers from all three colleges in the District. Like Blackboard, D2L is a widely used LMS. LMC will adopt the current version hosted by D2L. After the transition, LMC will continue to maintain the computer labs, network infrastructure and Internet connection to allow student access to D2L from on-campus.

Authentication

Currently, LMC's Blackboard system uses authentication with District-created usernames and passwords. Access to online courses is through the Blackboard system. This practice is consistent with policy established by Governing Board Policy 4014. This policy states, "Each college will ensure student authentication to Distance and Correspondence Education classes using the unique student ID and password issued by CCCCD as part of the enrollment process. Required use of the student ID and password serves as a means to validate that the student who is registered for a course is the same student doing the work and receiving the grades/credits."

With the transition to D2L, all students in online and hybrid courses will be automatically enrolled using a secure connection from Datatel Colleague, CCCCD's Enterprise Resource Planning (ERP) system. In addition, username/password combinations used and authentication for D2L will be directly integrated with the information in the ERP system.

5. Sustainable fiscal resources – initial and long term funding/ fiscal impact

LMC is part of CCCCD. As a result of its most recent comprehensive self-evaluation (2008), the District implemented a new financial allocation model (referred to as the 361 model). This model gives the college greater autonomy for managing its fiscal resources. The college is assessed for services provided by the District and is expected to maintain a fiscal reserve to address unforeseen events. Now in the third year of implementation, and despite several years of declining financial support from the State of California, LMC continues to support distance education activities and the services needed by students. Although the long-term outlook for state funding is not positive, the college and District are committed to supporting distance education as is evidenced, in part, by the implementation of a new District-wide LMS (D2L).

LMC has and will continue to fund the current Blackboard system until it is replaced by the District-wide implementation of D2L. When D2L is implemented, CCCCD will provide funding for the hosted software, which will ensure that fiscal resources remain sustainable. LMC currently provides funding for the LMS system administrator who provides LMS support for instructors and students. LMC will continue to fund the LMS system administrator after the change to D2L.

6. Plan for Monitoring Outcomes

Assessment process
As mentioned previously (see Section B) student learning for online courses is assessed by the same standards, using the same outcomes, as face-to-face courses. The online supplement requires a detailed description as to how each course level student learning outcome will be achieved in an online environment. Individual course level outcomes, regardless of modality, are assessed according to the regular college cycle of assessment, reflection and redevelopment. The college just completed an extensive, college-wide dialogue to evaluate and improve its assessment cycle. Each course is now on a continuous cycle of assessment and improvement and is tied to program level assessment (see Appendix C). Program level outcomes are also assessed using this model.

Program Review
All instructional programs complete the same program review process regardless of mode of delivery. Every five years, a comprehensive program and unit review process takes place, which includes the following overviews:

- Advisory Board update
- Analysis of data including success and retention with plans to improve where needed
- Curriculum update
- Course offering analysis
- Instructional methodologies
- Assessment summary (program level and course level assessment reports/plans)
- Certificate and degree requirements
- Strategic priorities

- Long term goals
- Professional Development

In addition, during years that a comprehensive program or unit review is not required, programs are asked to provide an annual update, describing the status of objectives and describing any improvements from the previous year, as well as responding to feedback from the previous year's review.

Instructor Evaluation
Instructors of online courses are evaluated by the same standards as instructors of traditional face-to-face courses. Evaluation of online instruction includes access to the course by the evaluator as well as evaluations from the students. The online format actually allows the evaluator to have a broader view of the course over a longer period of time, since evaluators are generally invited to "attend" an online course for at least a week, rather than one lecture period. The evaluator will provide feedback to the instructor at the end of the evaluation period as well as a synopsis of student feedback.

7. Student Success, Retention and Completion

Best Practices
Looking at retention and success data over a 5-year period, the overall retention rate for online sections as compared with face-to-face sections is comparable; for most semesters, it does not vary more than 2 percentage points. Although the success rate for online courses has been lower than that of face-to-face courses, the variance over the course of five years has been less than 10 percentage points (see Appendix B).

In 2008, the Distance Education committee created an extensive "Best Practices" document, which is currently posted on the Distance Education college web page. Specific suggestions and recommendations for improving retention and success rates in online courses are included in the "Distance Education Best Practices" document that may be accessed online at: http://www.losmedanos.edu/distanceeducation/. In addition, prospective online students are encouraged to do a self-assessment to determine their readiness for distance education. This self-assessment quiz is accessed from the college website under "Online Classes." http://www.losmedanos.edu/onlineclasses/quiz.asp

Annual program review updates require that programs specifically address core indicators, including student success rates. In their annual updates, programs are asked to describe specific plans to improve student success rates. In addition, the Distance Education committee will be including discussions for improving online student success rates in their monthly agendas. At least two FLEX sessions per semester focus on distance education; one of the FLEX sessions in January 2013 will specifically address approaches to improve success of online students. In addition, plans are underway to create an interactive discussion forum for online instructors to collaborate, including ideas on improving student retention and success.

E. Evidence of all Institutional Approvals

The LMC Curriculum Committee, the CCCCD Governing Board, and the California Community College System Office have approved the courses, degrees, and certificates offered by LMC. All courses taught in a distance education mode have been reviewed for quality standards by the LMC Distance Education Committee and approved by LMC Curriculum Committee in accordance with California administrative code and regulation. Documentation of approval for each course, program, and distance education delivery method is available upon request.

F. Evidence that eligibility requirements will still be fulfilled

In addition to the Accreditation Standards, the online programs at Los Medanos College continue to meet or exceed the Eligibility Requirements related to distance education offerings. Eligibility Requirements, and LMC's adherence to them, are listed below.

Eligibility Requirements

1. Authority

LMC is authorized by the State of California to operate as a public community college. As such, the college is authorized under Title 5 of the Administrative Code to offer Associate in Arts and Associate in Science degrees, and appropriate approved certificates.

2. Mission

The college has an approved mission appropriate for a public California community college that clearly defines the college's primary purposes and describes the institutional commitment to achieving student learning. The mission, vision, and values statement adopted by the CCCCD Governing Board are online as well as published in the catalog and other public documents.

3. Governing Board

An elected Governing Board has oversight responsibility for the CCCCD; LMC is one of three colleges in the District. The Board is responsible for the quality and integrity of the institution, for ensuring that the institution's mission is carried out, and for ensuring that the institution's financial resources are directed toward a sound educational program. The Board, composed of five members elected to represent specific areas of Contra Costa County, is sufficient in size and composition to fulfill its responsibilities. As a body charged with independent policy-making, it reflects the interests of the public and constituents in its decisions. Board members do not have employment, family, ownership, or personal financial interests in the institution. The Board adheres to a conflict of interest policy that ensures impartiality in all their deliberations and decisions.

4. Chief Executive Officer

LMC's chief executive officer is Mr. Bob Kratochvil. The Board appoints the chief executive officer to his role as president, and his primary responsibility is to the institution. The Board delegates to the president the authority to administer board policies for the college. Neither the college president nor the District's chancellor serves as chair of the board.

5. Administrative Capacity

LMC is staffed by a minimum number of administrators to provide the services necessary to support the college's mission and purposes. Administrators are selected competitively and all possess the appropriate preparation and experience to fulfill their assigned roles.

6. Operational Status

The college is in full and continuous operation. Students are actively pursuing degree and certificate programs offered by the institution.

7. Degrees

The majority of LMC's course offerings lead to associate degrees and/or certificates and the college routinely scrutinizes course offerings to assure that they meet degree and program objectives.

8. Educational Programs

The Travel Marketing and Computer Science degrees and certificates, which can be offered completely and partially (over 50%) online, were developed in line with the college's mission statement. These programs are recognized throughout the community and the state, are of rigor and depth, and result in relevant student learning outcomes.

The Travel Marketing program, one of the very few in the state, draws students from across the state. Graduates of the Travel Marketing program have indicated that they feel well prepared to join the travel industry as entrepreneurs or as employees. The Travel Marketing faculty stays current in the travel industry by attending industry conferences, networking with local professional travel organizations, and actively connecting with members of the Advisory Board. The Advisory Board for the Travel Marketing program consists of respected, seasoned veterans in the travel industry, and almost all of the members have participated as "guest speakers" in the online travel courses. The Travel Marketing program is also aligned with nationally recognized organizations, including the American Society of Travel Agents (ASTA) and The Travel Institute.

The Computer Science programs were based on extensive, yearlong discussions with faculty, management, and industry, and meet the needs of the local community. The AS degrees in Travel Marketing and Computer Science are 2-year degrees, including rigorous GE courses in addition to the major courses. Travel Marketing and Computer Science faculty conduct regular program and course level assessments in which they measure student learning outcomes and make adjustments to the programs and courses, based on research and data.

9. Academic Credit

Academic credit for coursework is awarded in accordance with Section 55002.5, Credit Hour, of Title 5 of the California Code of Regulations. LMC offers courses on a semester system. As such all credit courses require a minimum of 18hours of lecture for one unit of credit.

10. Student Learning and Achievement

Student learning outcomes have been developed for all programs and individual courses in Travel Marketing and Computer Science, and they are assessed on a regular and systematic schedule (see Appendix C). The assessment process is the same, regardless of modality.
Program level student outcomes are published in the college catalog along with the course listing. The online catalog can be accessed at the following link:
http://issuu.com/losmedanos/docs/catalog2012.13web/85
Course level student learning objectives are published in the course syllabi.
The college recently completed an evaluation of its assessment processes, through extensive input by faculty and the Teaching and Learning Committee. The assessment processes are now completely integrated with college planning and resource allocation. This ensures an ongoing cycle of assessment and continuous improvement that is tied to funding.

11. General Education

All associate degrees offered by LMC require a general education component. General education requirements are defined by CCCCD Board Policy 4011, which is consistent with Title 5 general education policy (Section 55063) for California community colleges and is consistent with levels of quality and rigor appropriate to higher education. The college's general education requirements are designed to ensure breadth of knowledge and promote intellectual inquiry. They include demonstrated proficiency in writing and mathematics.

12. Academic Freedom

Board Policy 2018, adopted by the board on June 27, 1984, and revised on July 21, 1999, defines academic freedom for faculty, staff and students. Specifically, faculty, staff and students are free to teach, study, conduct research, write and challenge viewpoints without undue restriction. LMC supports and sustains a culture that protects intellectual freedom and independence.

13. Faculty

LMC has a core of well-qualified and experienced full-time faculty to support the college's educational programs. The faculty union contract clearly specifies the responsibilities of a faculty member. Both the contract and the evaluation procedures describe the faculty's responsibilities for program and curriculum development as well as for assessment of student learning.

14. Student Services

Services available online include: admissions applications, FAFSA application, registration, parking permit purchases, and assessment appointments. Students may also prepare for assessment tests using the online study guides. The orientation for new students may be completed online in a self-paced format. Once the orientation is complete, the student may make

an appointment with a counselor. E-advising services include answering questions about classes and programs, transferability for LMC courses, prerequisites and co-requisites, course content, college procedures and academic policies, and admission and registration information.

Specific support services for online students are described in detail in Section D1 of this report.

15. Admissions

LMC has adopted and strictly follows admissions policies that are consistent with the community college mission and Title 5 requirements. The policies, printed in the catalog and class schedules, specify the qualifications necessary for admission to the institution. Admissions personnel are qualified for and understand their role relative to established policies.

16. Information and Learning Resources

A wide range of information and learning resources are provided to support the college's mission and educational programs. The library owns or licenses a large inventory of print, non-print, and web-accessible materials. Students may access library database resources through the web, whether on or off campus. All instructional programs, including online, may access these resources. Resources are also available through dedicated campus computer labs as well as online. See Section D4 for specific online library resources, available student labs, and other technology infrastructure.

17. Financial Resources

The college has sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. Planning takes place at both the college and the District levels and is evaluated and modified, as changes require. Financial resources support the mission and provide financial stability.

18. Financial Accountability

As required by law, LMC undergoes regular financial audits in concert with the rest of CCCCD. External auditors, who are certified public accountants and have no other relationship to the District or college, conduct the audits. These annual audit reports, along with an annual financial report, are submitted to the ACCJC as part of the college's annual report.

19. Institutional Planning and Evaluation

LMC has a well-established institutional shared governance planning process that integrates planning, assessment, evaluation, and resource allocation. It has served the college well and is expected to continue to be successful. Instructional, administrative, and student service programs engage in an annual program review update process that includes examining data on student achievement, demographic data, and student learning outcomes. Every 5 years these programs and services also conduct a comprehensive program review. Individual programs' resource requests are tied directly to the stated objectives in their program reviews, requiring programs to demonstrate a link between student learning and achievement and the resources needed for improvement. Additionally, each of the programs' review objectives must directly support the strategic priorities of the college and the District. As part of this, all programs, regardless of

modality, engage in program review in which they assess their student learning outcomes and achievement data. The programs make recommendations based on these findings and request funds, as needed, for improvements.

The Research and Planning office collects data, conducts surveys, and generates reports to assess institutional effectiveness and to plan for the future. Research information is available to the college and public via the Research and Planning website and through SQL Reporting Services, an online database.

All programs have been assessed, and all courses will complete one assessment cycle by May, 2013 (with the majority, 67 percent, currently assessed). Student services SLOs have been written, with the majority already assessed (92 percent).

20. Public Information

LMC revises and publishes its catalog annually. To ensure accuracy and currency, the involved constituencies review the entire catalog. The catalog is published in printed form and is also available in electronic format on the college web site:
http://issuu.com/losmedanos/docs/catalog2012.13web/85
The catalog contains general information, including its mission, vision, values and goals; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid and learning resources; names and degrees of administrators and faculty; names of governing board members; admission requirements and procedures; policies, rules and regulations directly affecting students, including fees and other financial obligations; degree, certificate, graduation and transfer requirements; and academic regulations including academic honesty, acceptance of transfer credits, statement of nondiscrimination, sexual harassment policy, and complaint and grievance procedures.

21. Relations with the Accrediting Commission

The Governing Board affirms that LMC adheres strictly to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Moreover, the college will comply with Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosures in all communications.

G. Evidence that Accreditation Standards will be Fulfilled and Commission Policies Addressed

LMC continues to meet or exceed all of the standards of accreditation. The college's last comprehensive visit was in 2008, and the Accrediting Commission for Community and Junior Colleges (ACCJC) took action to reaffirm accreditation, with the requirement of a follow up report in 2009, and a Focused Midterm report in 2011. The college completed these reports and submitted them to ACCJC. The college also completed and submitted the Status Report of Student Learning Outcomes Assessment Report, required by all colleges, in the first round of submission in October, 2012.

Standard I – Institutional Mission and Effectiveness
LMC's mission statement clearly articulates the focus on student learning for all students in a diverse community. The Vision Statement and the Values that guide the college's activities and processes support this. Each of these is posted online and in the college catalog. In addition, and aligned to these, the college has 6 strategic goals that guide departments and services.

A. Mission

LMC is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as life-long learners. We create educational excellence through continually assessing our students' learning and our performance as an institution. To that end, we commit our resources and design our policies and procedures to support this mission.

Vision: LMC provides the premier educational opportunity for East County residents, where learning matters most.

Values: Values remind us of what matters most. LMC is an educational community that cares deeply about learning, collaboration, effective communication, and engagement with our surrounding community.

Learning: Student learning and student success are the focal points of our college. We strive to create a dynamic environment that encourages life-long engagement with academic and societal challenges. We value the importance of critical thinking, effective communication, ethical behavior and diversity. We engage in on-going assessment to measure and improve student achievement and institutional effectiveness.

Collaboration: While we value the contributions of the individual, most of our endeavors require collaboration, communication, and cooperation. It is in working together that we spark creative and innovative approaches, build on each other's ideas, and give mutual support. It is in collaboration that we learn to value multiple perspectives and resolve conflict in constructive ways.

Communication: Communicating clearly and effectively is critical to both student success and organizational effectiveness. We want our students to read critically and write clearly. We also want them to compose oral presentations that demonstrate poise, competence, and an understanding of new technologies. We want an organization that has clear decision-making processes that embody these same competencies and expresses them in consistent, unambiguous policies and procedures.

Engagement: Our mission is to provide educational opportunities for the people that live in our surrounding communities. We must be responsive to changing needs and seek partnerships that promote the well-being of our diverse and growing communities.

College Goals:

- Goal1: Improve the learning of students

- Goal 2: Create an educational environment in which all people have a chance to fully develop their potential and achieve their educational goals
- Goal 3: Offer high quality programs that meet the needs of students and the community
- Goal 4: Ensure the fiscal well being of the college
- Goal 5: Enhance a culture of innovation, inclusiveness, and collaboration
- Goal 6: Establish a culture of research and planning, implementing, assessing, and improving

Each of these guiding documents is aligned, ensuring the college follows its mission in serving students. The Vision and Values directly support the mission. In addition, the goals are aligned to these statements, and are used in planning. As part of the annual program review process, programs and services must confirm that their own mission supports the college mission. Next, programs select objectives for the year that are directly tied to the strategic direction of the college. Program review also includes both quantitative and qualitative results of analyses of student learning outcomes. The information contained in program reviews is used in the Resource Allocation Process to ensure integration of planning, evaluation, implementation, and re-evaluation. Measurable improvement in student success and retention is the primary goal of this evaluation cycle.

B. Improving Institutional Effectiveness

LMC has implemented several structures, processes, documents, and procedures to improve institutional effectiveness within a shared governance structure. Improving institutional effectiveness is ongoing and based on college-wide dialogue.

LMC was selected as one of 15 colleges in the state to receive a Bridging Research, Inquiry and Cultures (BRIC) initiative grant from the RP Group of California in 2011-2012. As part of this grant, the college received technical assistance in three areas: Student Learning Outcomes Assessment, Institutional Effectiveness Assessment, and Turning Data Into Meaningful Action. Each of these areas is closely tied to student learning outcomes assessment. The college used the outcomes from the technical assistance in revising its assessment model.

LMC has conducted extensive college-wide dialogue on the SLO assessment model. The college's newly revised model of assessment (passed by both the Academic Senate and the SGC in spring 2012) was created after a year and a half of college wide dialogue and an extensive Faculty Assessment Survey. The survey was completed by168 faculty (87 percent of full-timers and 25 percent of adjuncts), which included 821 comments. The revised model, beginning in fall 2012, establishes a five-year cycle of assessment coinciding with the state-mandated course outline revision timeline, and integrates course and program-level assessments with course outline revision, program review, planning and requests for resources. Dialogue begins at the department level with analysis of CSLO and PSLO assessment results, also posted on the college's public drive for transparency. The assessment results are included in the annual program review. An expanded Planning Committee reviews the program review and provides feedback to close the loop. The President's Cabinet, SGC and CTE Committees review and rate resource allocation requests tied to program review.

Grant funds such as Perkins have also supported program and course level assessment and professional development. Discussions and evaluation around the processes for planning, assessment and resource allocation are ongoing, occurring at College Assemblies, FLEX days, SGC meetings, Planning Meetings, and the Teaching and Learning Committee meeting. Included in all of this is the continual focus on the college goals, which are aligned to the Vision and Mission statement of the college.

Shared Governance Structures that have direct impact on distance education:

- Shared Governance Council
- Planning Committee
- Technology Advisory Group
- Curriculum Committee
- Enrollment Management Committee

Procedures that impact distance education:

- Distance Education Committee is the clearinghouse for all online courses
- Program Review tied to student learning outcomes and resource allocation

Documents/resources that impact distance education:

- Online Supplement to the Course Outline of Record (COOR)
- Distance Education Website
- Distance Education Accessibility Guidelines, 2011
- Distance Education Strategic Plan, 2010
- Distance Education Policy, 2008
- Distance Education Best Practices, 2008

Standard II – Student Learning Programs and Services

A. Instructional Programs

Process: The college has a fully integrated process for ensuring the quality, currency, rigor and accountability of LMC programs. All programs are reviewed annually through Program Review. Program reviews are integrated with SLOs, Planning, and Resource Allocation (see Standard IB). In addition, during the 2009-10 academic year, the college engaged in a sustained effort to update all COORs. As a result, currently all COORs have been updated and include CSLOs. In order to ensure timely review, the Curriculum Committee and Office of Instruction have developed a calendar for future COOR updates and revision of all COORs within the Title 5 mandated five-year timeline. SLOs for online courses are identical to those for face-to-face.

The college has created, and continues to revise, the online supplement form to the COOR, which includes instructor-student contact, as well as how SLOs will be assessed in an online format. The online supplement forms are completed by the faculty teaching the online course, and are reviewed by the Distance Education Committee. The Distance Education

Committee then makes recommendations to the Curriculum Committee. The Curriculum Committee has the final approval for all online courses.

Faculty Competency: Professional development is offered and recommended to faculty who desire to teach online. Currently all professional development, including training for distance education, is coordinated through the Professional Development Advisory Committee (PDAC). Training sessions are regularly scheduled during FLEX days at the start of the semester and throughout each semester. PDAC is part of LMC's shared governance structure.

Training sessions focus on effective online teaching practices. Faculty are taught how to utilize various LMS tools, such as the discussion board, the email system, chat rooms, "live" classroom, assignments tools, and more, in order to design online courses that enhance interaction between faculty and students. Best practice emphasizes the constant involvement of the instructor with students and course materials through the use of these technological tools. Distance education training also exposes faculty to the benefits and pitfalls of teaching online. An extensive "Best Practices" document is posted on the LMC Distance Education Committee web page: http://www.losmedanos.edu/distanceeducation/

FLEX workshops include how to make sure online content is accessible, and links to resources to help aid accessibility are posted on the LMC Distance Education Committee web page. Available resources pertaining to accessibility (Section 508 compliance) include: Distance Education Accessibility Guidelines, link to Accessibility Checklist, and links to fact sheets on Accessible Distance Education from CATEA (Center for Assistive Technology and Environmental Access).

Additional training is available through the @ONE Project, which is funded by the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP). @ONE's programs provide training, online resources and research for free - or at a very low cost. There are a variety of learning experiences from which to choose; including lunchtime webinars, instructor-led online courses, self-paced training, and a more comprehensive online teaching certificate program. A link to the @ONE website is published on the LMC Distance Education Committee web page.

In addition to formal training, experienced online faculty also mentor other faculty who are beginning to teach online, working with them from the design of the online classroom through all aspects of instruction in the classroom.

B. Student Support Services

LMC is a Hispanic Serving Institution, and recruits and admits students from a diverse and multicultural population. Several services are available online to meet student demand, whether they are taking courses online, or only face-to-face, but cannot always get to campus. Student services available online include: admissions applications, FAFSA, registration, parking permit purchases, and assessment appointments. Students may also prepare for assessment tests using the online study guides. The orientation for new students may be completed online in a self-paced format. Once the orientation is complete, the student may make an appointment with a counselor. E-advising services include answering questions about: classes and programs, transferability for LMC courses, prerequisites and co-requisites, course content, college procedures and academic policies, and admission and registration information. Students may keep track of their progress regarding their educational plan

through an online tool in WebAdvisor. Students may also obtain online help with improving their reading and writing skills.

Section D1 of this document has a more detailed description of how specific student services are provided to support distance education.

C. Library and Learning Support Services

LMC supports online learning by providing resources that include online library resources, student services (counseling, admissions and records, financial aid, etc.) that are available both online and via telephone, a robust LMS, numerous student computer labs and the physical network equipment and servers necessary for student access to online courses from both on and off-campus.

A more detailed description of Library and Learning Support Services can be found in Section D4 of this document.

Standard III – Resources (Human, physical, technology, and financial)

A. Human Resources

A full-time manager, the Senior Academic Manager, sits on the Distance Education Committee. This committee determines policy with regard to distance learning and ensures that courses taught in an online or hybrid format meet LMC's standards.

To support students and instructors using LMC's LMS, the IT&S Department employs a Web Applications Specialist who acts as a system administrator for the LMS. The Technology Systems Manager acts as a backup for supporting students and instructors and is charged with maintaining the server and network resources required for providing student and instructor access to the Blackboard LMS. The LMS support for students and instructors will continue after the change to D2L.

Please see Sections D1 and D3 for detailed description of training opportunities and plans for training for the new LMS, D2L, as well as a description of the evaluation process for faculty.

B. Physical Resources

LMC has numerous locations on campus where students can access the LMS and other online resources. These locations include open computer labs in the Library (53 workstations) that are available to all LMC students during Library operating hours. In addition, there are department-managed computer labs in the Core Building (80 workstations), Math Building (36 workstations), and Science Building (56 workstations) that are regularly available for students to work on their online coursework.
The LMC IT&S Department currently maintains the server that hosts the Blackboard LMS as well as the network and Internet connections that allow access to Blackboard from both on and off-campus. LMC currently uses version 8.0 of the Blackboard system.
In 2013, LMC and all other colleges in CCCCD will transition to D2L, a hosted web-based LMS. The change from Blackboard to D2L was made through a District-wide decision process that included faculty, classified staff, and managers from all three colleges in the District. Like Blackboard, D2L is a widely used LMS. LMC will use the current version

hosted by D2L at that time. After the transition, LMC will continue to maintain the computer labs, network infrastructure and Internet connection to allow student access to D2L from on-campus.

C. Technology Resources

At LMC, the vision for the planning, implementation and use of technology is described in the Technology Renewal Plan. Currently, the plan is undergoing a significant update with completion expected in spring of 2013. Once complete, the plan will be reviewed by all appropriate shared governance committees. The Technology Advisory Group (TAG), one of LMC's shared governance committees, oversees the update of the plan. After the current upgrade, the plan will be reviewed and updated annually by TAG. This plan provides the basis for the deployment of services and equipment for all technology on campus.

The selection of D2L as a replacement for the current Blackboard LMS was done at the District level with input from and regular communication with LMC's TAG as well as representation by faculty, classified staff, and managers from all CCCCD colleges and the District Office.
LMC currently uses the Blackboard LMS for hosting distance education classes. Through a process that included input from all CCCCD colleges, a decision was made to implement a single, District-wide LMS. The selected LMS, D2L, will be implemented with a pilot in spring 2013 with full implementation in summer 2013. The implementation of an LMS for all CCCCD colleges has several advantages over the current unique, campus-specific LMS implementations currently in place including: a consistent platform for students and faculty who access the LMS at more than one location, better privacy and authentication and standardized training for the LMS across the District.

Even with the District-wide decision to standardize on an LMS, the LMC Technology Renewal Plan will continue to specify local hardware, software and support used for both instructional and non-instructional purposes. LMC's Curriculum Committee, in conjunction with the Distance Education Committee, will continue to develop guidelines for all distance education instruction and will continue to inform the decision making process for online instruction.

Authentication and Privacy: Currently, LMC's Blackboard system uses authentication with District-created usernames and passwords. Access to online courses is through the Blackboard system. This practice is consistent with policy established by Governing Board Policy 4014. This policy states, "Each college will ensure student authentication to Distance and Correspondence Education classes using the unique student ID and password issued by CCCCD as part of the enrollment process. Required use of the student ID and password serves as a means to validate that the student who is registered for a course is the same student doing the work and receiving the grades/credits." This policy also addresses maintaining password security.

With the transition to D2L, all students in online and hybrid courses will be automatically enrolled using a secure connection from CCCCD's ERP system (Datatel Colleague). In

addition, username/password combinations used and authentication for D2L will be directly integrated with the information in the ERP system.

D. Financial Resources

Colleges throughout the state and the District, including LMC, have had workload reductions over the last 4 years. The college and District are looking at creative ways to support distance education. As part of this, the District is in the process of implementing a single LMS across all three colleges in the District. CCCCD will be funding the new LMS and has entered into a multi-year contract with D2L.

The move to a single LMS across the District will help to streamline several processes, and will allow greater opportunities for professional development. Specifically, the number of FLEX activities, as well as overall training on the LMS and distance education pedagogies, can be coordinated across all colleges in the District. This will allow for more training opportunities and more consistent training at LMC and across the District.

LMC also has assigned the Senior Academic Manager to provide administrative direction and to work closely with the Technology Systems Manager, the faculty and the Curriculum and Distance Education Committees in guiding the future of distance education at LMC. The Technology Systems Manager has the responsibility of providing the infrastructure (computers, servers and network) required for accessing LMC's LMS from both on and off-campus as well as directing the user support for the LMS.

Standard IV – Leadership and Governance

A. Decision-Making Roles and Processes

The concept of participatory governance is fundamental to LMC, and includes active faculty, staff, and student groups, who participate in all areas of decision-making. The principal participatory governance body is the SGC, which receives recommendations from other governance and operational committees and makes final recommendations to the president. The president is the college's chief executive officer, reporting to the chancellor, who serves as chief executive officer for the District. The president is responsible for the leadership of the college, and the chancellor, who reports to the Governing Board, is responsible for the leadership of the District.

The Curriculum Committee, Distance Education Committee, and the Technology Advisory Group are all committees that have some responsibility in assuring the quality, consistency and availability of online instruction. The Curriculum Committee and Technology Advisory Group are sanctioned by the SGC. All three groups serve to inform the decision-making process and are responsible for oversight of distance education courses and the support of distance education, both pedagogically and technically.

The Distance Education Committee provides valuable feedback and review for all areas related to online teaching and learning. This committee is responsible for recommending courses to be taught online, evaluating policies and procedures, and determining professional development needs. This committee has created, and continues to review and refine, the *Online Supplement to the Course Outline of Record* form for all courses that are requesting to be taught partially or fully online. This form provides a venue for ensuring substantive

instructor-student contact, as well as effectiveness of student learning outcomes for online courses. Using this form, the committee meets and decides which courses to recommend to the Curriculum Committee to be taught online. This committee also reviews all policies and procedures facing distance education, including the student authentication process, Section 508 compliance, and any other issues related to teaching online. The Distance Education committee also works closely with the Professional Development Advisory Committee, a subcommittee of SGC, in determining professional development needs around distance education, and in providing the professional opportunities, and ultimately in evaluating the opportunities offered.

B. Board and Administrative Organization

LMC is part of the CCCCD, which is overseen by a five-member Governing Board. The citizens of Contra Costa County elect the CCCCD Governing Board. The District's chancellor is the sole employee of the board and is the chief executive officer of the District with overall responsibility for District operations. Supporting the chancellor is a vice chancellor of education and planning, a vice chancellor of human resources and a vice chancellor of finance and administrative services. Participatory governance at the district level occurs through the District Governance Council. This body makes recommendations to the Chancellor's Cabinet, which is made up of the chancellor, vice chancellors, and the college presidents. In the area of distance education, the District has historically played a supportive role by providing technology support for email and other forms of electronic communication. As stated above, this is changing as the District has led the effort to select and implement a single LMS for all three colleges in the District. This selection process is complete and implementation is planned for summer 2013.

Appendix (A)

Online Course - Supplement to the Course Outline of Record

Los Medanos College 2700 East Leland Road Pittsburg, CA 94565 (925) 439-2181

Department: _____ Course #: _____ Author: _____

Course Title: _____ If new course, beginning sem/year: _____

Total Units of Course: _____
Lab Hrs. :_____ Lecture Hrs. : _____

Instructions:

- Submit this completed form along with a copy of the course outline of record (COOR) or the Experimental course outline of record (900 form) to your Dean.
- Submit an ELECTRONIC COPY of this form and the course outline to the Office of Instruction.
  It is recommended that you consult with the Distance Education Committee, and for GE courses with the GE Committee, as their recommendation will expedite the approval of the Curriculum Committee.

Information	*Evaluation of Distance Education Committee*
1. Sections of this course may be: ☐ Completely Online ☐ Partially Online Percentage of Course Online : _____ Percentage of Course Face to Face : _____ Online Lab Hrs.: _____ Online Lecture Hrs.:_____	☐ Yes ☐ No ☐ Needs Clarification
2. What course management system will you use? ☐ Blackboard ☐ Other (please specify)	☐ Yes ☐ No ☐ Needs Clarification
3. Please describe *how* you will use the options below to achieve regular effective instructor-student contact. Please include specific examples.	
a. Discussion Board (asynchronous)	☐ Yes ☐ No ☐ Needs Clarification
b. Email	☐ Yes ☐ No ☐ Needs Clarification

c. Chat (synchronous)	☐ Yes ☐ No ☐ Needs Clarification
d. Telephone/voice mail	☐ Yes ☐ No ☐ Needs Clarification
e. Face to face meetings (groups or individuals)	☐ Yes ☐ No ☐ Needs Clarification
f. File exchanges (e.g. “digital drop-box”)	☐ Yes ☐ No ☐ Needs Clarification
g. Other	☐ Yes ☐ No ☐ Needs Clarification

4. For each course level student learning outcome, explain and give examples of how students will achieve the outcome in an online learning environment.

CSLO	*Evaluation*
CSLO #1	☐ Yes ☐ No ☐ Needs Clarification
CSLO #2	☐ Yes ☐ No ☐ Needs Clarification
CSLO #3	☐ Yes ☐ No ☐ Needs Clarification
CSLO #4	☐ Yes ☐ No ☐ Needs Clarification

Department and Distance Education Committee Signatures:

Distance Education Committee recommendation

☐ Recommended

☐ Not recommended

☐ Recommended with changes

Department Chairperson Date

Online advisory committee chairperson Date

5. For completely online GE courses only: How do you propose to integrate the ***oral communication (speaking) criterion*** into your completely online course? Explain how the course will incorporate *both aspects* of the oral communication criterion in a completely online course. *(Reviewed by the GE Committee)*

a. GE courses are required to "provide regular opportunities for students to **explore ideas and communicate orally.**" *Explain* how such **small group activities** will be achieved in a completely online course using technologies such as:
   i. Telephone (teleconference/web conference)
   ii. Synchronous Chat
   iii. Other similar technology

b. In GE courses, "students should demonstrate the ability to **speak effectively both in small groups and whole class presentations.**" *Explain* how such presentations will be accomplished in a completely online course using technologies such as:
   i. Web conferencing
   ii. Video clips (audio visual recording)
   iii. Oral Presentation to an audience with authorized proctor
   iv. Other similar technology

General Education Committee Signature:

GE Advisory Committee recommendation

☐ Recommended

☐ Not recommended

☐ Recommended with changes

_____

GE advisory committee chairperson Date

CURRICULUM COMMITTEE ACTION

Curriculum Committee action

☐ Approved

☐ Not approved

☐ Approved with changes

_____ _____

Curriculum committee chairperson Date President Date

Distribution: Original: Office of Instruction ***updated 10-19-11***

Copies: Department Chairperson, Online Advisory Chairperson, GE Advisory Chairperson

Appendix (B)

Student Achievement Data
Success and Retention Rates for Online vs. Face to Face Sections
fall 2007-spring 2012

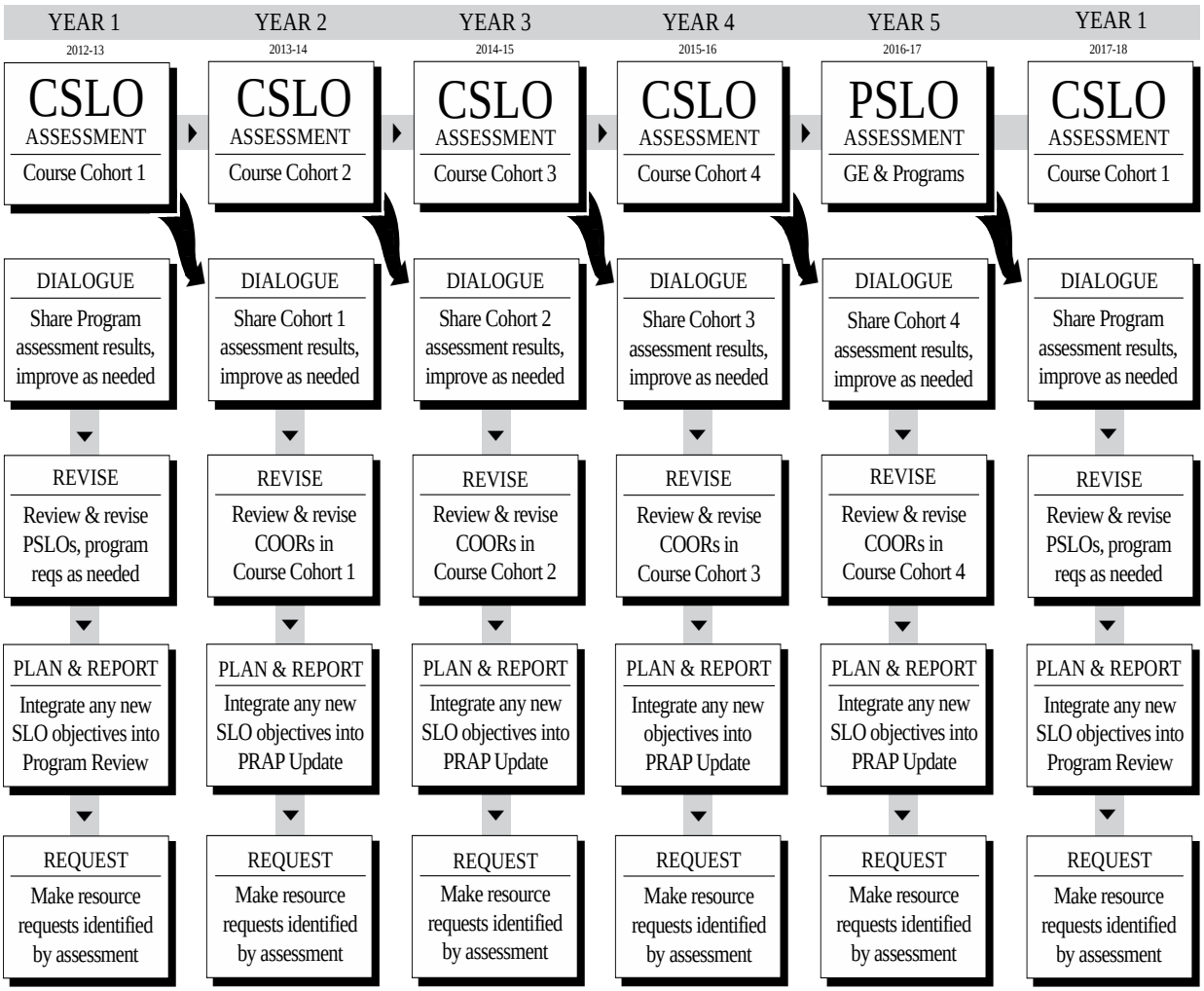
LMC

	Online Sections			Face-Face		
	Enrollment	**Success Rate**	**Retention Rate**	**Enrollment**	**Success Rate**	**Retention Rate**
Fall 2007	1402	57%	78%	1416	58%	75%
Spring 2008	1210	57%	78%	1496	61%	78%
Fall 2008	1324	57%	78%	1623	67%	80%
Spring 2009	1235	59%	75%	1839	68%	81%
Fall 2009	1325	59%	78%	2187	66%	79%
Spring 2010	1301	61%	78%	1574	67%	79%
Fall 2010	1138	64%	81%	1708	66%	79%
Spring 2011	1241	60%	78%	2076	69%	81%
Fall 2011	1032	59%	81%	1772	69%	82%
Spring 2012	1028	62%	83%	1890	72%	83%
	12236	**59%**	**79%**	**17581**	**66%**	**81%**

District Research/hw

Appendix (C)

Integrated model of SLO assessment: A synchronized five-year cycle



- **Course cohorts:** *All courses are placed by departments into four cohorts of roughly 25% each for CLSO assessment and course outline revision once every five years.*
- **Assessment**: *Results help inform curricular revision, program revision and new program objectives, and serve as support for resource requests for funding, staffing and professional development.*