

Contra Costa Community College District

# Distance Education Strategic Plan

2017-2022

# CONTENTS

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- Introduction ..... 2
- Plan Development Chronology ..... 2
- In Appreciation..... 3
- Core Beliefs & District Goals ..... 4
- Background ..... 5
- Current Trends ..... 7
- Distance Education Strategic Goals ..... 13
- Proposed Five-Year Action Plan for Implementation ..... 16
- Appendix ..... 19
  - Definitions ..... 19
  - References & Sources of Authority ..... 19
  - Strategic Plan Development Feedback ..... 23
  - Online Survey Feedback..... 34

# Distance Education Strategic Plan

## INTRODUCTION

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In 2014 the Contra Costa Community College District adopted a strategic plan with four specific goals aimed at actualizing the District’s vision of excellence in learning and equitable student success. Chief among these goals is a focus on enhancing student learning and success to create opportunities for thoughtful reflection and learning that uses meaningful data and creates opportunities for dialogue among the richly diverse communities we serve. One identified objective under this area is to support high-quality distance education as option for increasing access and promoting student success. To this end, in the fall of 2016 the District engaged in a dialog about ways to strengthen distance education in and among the three colleges in the district: Contra Costa College, Diablo Valley College and Los Medanos College.

Under the charge of providing guidance and strategic direction for college and District leadership around distance education, the District Distance Education Council (DDEC) played a key role in initiating the dialog and developing a comprehensive plan for supporting high-quality distance education in the future. The purpose of the Contra Costa Community College District Distance Education Strategic Plan (Plan) is to provide districtwide goals and broad strategic recommendations to support the colleges with their distance education programs. Furthermore, the Plan provides concrete objectives that facilitate achieving the District’s adopted strategic goals.

## PLAN DEVELOPMENT CHRONOLOGY

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Date	Event/Action
June 20, 2016	Chancellor Assigns Distance Education Strategic Plan Development
July-August 2016	District Distance Education Council (DDEC) Chairs and District Lead Develop Draft Strategic Planning Timeline & Action Plan
August 24, 2016	DDEC Meeting: Discussion of Strategic Planning Timeline & Action Plan
September 16, 2016	Districtwide Strategic Planning Session
September 20-27, 2016	Video of Districtwide Strategic Planning Session & Online Survey Available for Additional Feedback
September 27, 2016	Expanded Chancellor’s Cabinet Meeting: Review Planning Session Feedback and Preliminary Goals
September 28, 2016	DDEC Meeting: Review Planning Session Feedback & Establish Preliminary Goals
September 28, 2016-October 11, 2016	Feedback on Preliminary Goals from Colleges: Distance education committees and Academic Senates
October 13, 2016	DDEC Meeting: Review Feedback & Incorporate Feedback on Preliminary Goals and Develop Action Items
October 24, 2016	Vice Presidents’ Meeting: Review Draft Goals and Action Items
October 26, 2016	DDEC Meeting: Review & Approve Draft of Strategic Plan

November 15, 2016	Expanded Chancellor’s Cabinet & Consultation Council: Review & Approve Draft Strategic Plan
November 30, 2016	Produce Final Draft of Strategic Plan
December 6, 2016	Districtwide Governance Council: Review Final Draft of Strategic Plan
December 14, 2016	Board Meeting: Approve Final Draft of Strategic Plan

## IN APPRECIATION

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We express appreciation to all participants in the development of the plan.

Yasuko (Sue) Abe  
 Ghada Al-Masri  
 Helen Benjamin  
 Cheryl Carter  
 John Corbally  
 Jimmie (Vern) Cromartie  
 Marva DeLoach  
 Nicole Despins  
 Tammeil Gilkerson  
 Beth Goehring  
 Kathleen Halaszynski  
 Scott Hubbard  
 Eugene Huff  
 Laurie Huffman  
 Melissa Jacobson  
 Anne Kingsley  
 Megan Kinney  
 Bob Kratochvil  
 Monica Landeros  
 Laurie Lema  
 Wilbert Lleses  
 Beth McBrien  
 Mojdeh Mehdizadeh  
 Sandra Moore  
 Henry Neidermeier  
 Jennifer Ounjian

Sophia Ramirez  
 Richard Ramos  
 Ronald Rusay  
 Marilyn Sargent  
 Carolyn Seefer  
 Binita Sinha  
 Lisa Smiley-Ratchford  
 Clayton Smith  
 Gregory Stoup  
 Jennifer Tejada  
 Satish Warriar  
 Ted Wieden  
 Nancy Ybarra

**District Distance Education Council**  
 Courtney Diputado  
 Judith Flum  
 Sally Montemayor-Lenz  
 Rebecca Opsata  
 Richard Robison  
 Mario Tejada  
 Penny Wilkins  
 Deborah Wilson

## CORE BELIEFS & DISTRICT GOALS

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### **Vision**

To be a beacon of excellence in learning and equitable student success.

### **Mission**

To transform lives by providing outstanding learning opportunities, nurturing and empowering all students to achieve their educational goals.

### **Values**

- Equity Through Diversity.
- Learning Culture.
- Open Communication at Every Level.
- Collaborative Partnerships.
- Thoughtful Reflection.
- Academic Freedom.
- Integrity.
- Innovative Experimentation.
- Respect for All Members of the Contra Costa Community College District Community.

### **District Goals: 2014-2019**

Goal 1: Enhance student learning and success.

Goal 2: Strengthen current and create new partnerships.

Goal 3: Create a culture of continuous improvement and tangible success.

Goal 4: Be good stewards of the District's resources.

### **Distance Education Mission**

To provide equitable access to innovative and high-quality online learning opportunities and student support services that empower students to achieve their educational goals.

## BACKGROUND

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Transforming the lives of students through outstanding and innovative instruction has consistently been a hallmark of the quality education offered at each of the three colleges in the Contra Costa Community College District. The history of distance education dates back to the early years when the District's colleges, Contra Costa College, Diablo Valley College and Los Medanos College, offered distance education courses in video (teleconference) formats. The development of online and hybrid courses grew organically at each college based on the interest of individual faculty and the creation of new technological resources that further eliminated place-based boundaries to instruction. Each college worked independently and chose its own Learning Management System (LMS) with local technical support for faculty and students.

In March 2011, the Chancellor's Cabinet agreed to obtain a single LMS for all three colleges. A representative group from across the District was convened to develop requirements, review, and select the LMS. The Learning Management System Taskforce (LMST) made a final selection of Desire2Learn and developed a training and migration plan. Classes were first offered on D2L beginning in summer 2013 and the LMST completed its charge in spring 2014 when all classes were migrated from the individual college's legacy platforms.

Moving to a shared LMS was the catalyst for a unified focus on distance education districtwide. While the charge of the LMST was completed in spring 2014, it became clear that an ongoing districtwide group should continue to convene and focus on governance of the Desire2Learn system in terms of monitoring operations and performance, identifying training needs, and assessing opportunities for new updates and upgrades. Now the Learning Management System Work Group (LMSWG), the membership includes college distance education coordinators and LMS administrators with leadership from the District Director of Information Technology. In addition to the official charge, the LMSWG provides a venue for districtwide problem solving and best practices related to the LMS.

Having a sophisticated learning management system districtwide allowed the District's colleges to not only have a unified system for online and hybrid courses, but provided a platform that could also enhance face-to-face instruction. Faculty throughout the district adopted Desire2Learn for a variety of different applications and usages. Given the more widespread use of the LMS for both online, hybrid and face-to-face instruction, in fall 2013 the distance education chairs and coordinators from all three colleges informally came together to create the District Distance Education Council (DDEC) to address the instructional technology needs in the district.

Given the rapid growth in online learning, the District recognized the need to formally establish a group that would take a broader view of distance education beyond just the technical applications of the LMS into areas such as online pedagogy, faculty professional development training and support, student support, user interfaces, evaluation, policies, accreditation, state and federal expectations and requirements, and more. Utilizing the distance education committees at each campus as a regular source of input and feedback, DDEC was formally charged with providing regular interactions the LMSWG, instructional leadership at each college and the District Office to provide strategic direction,

guidance, and support to ensure that distance education is effective and consistent part of how the District meets its mission. The DDEC reports directly to District's Consultation Council.

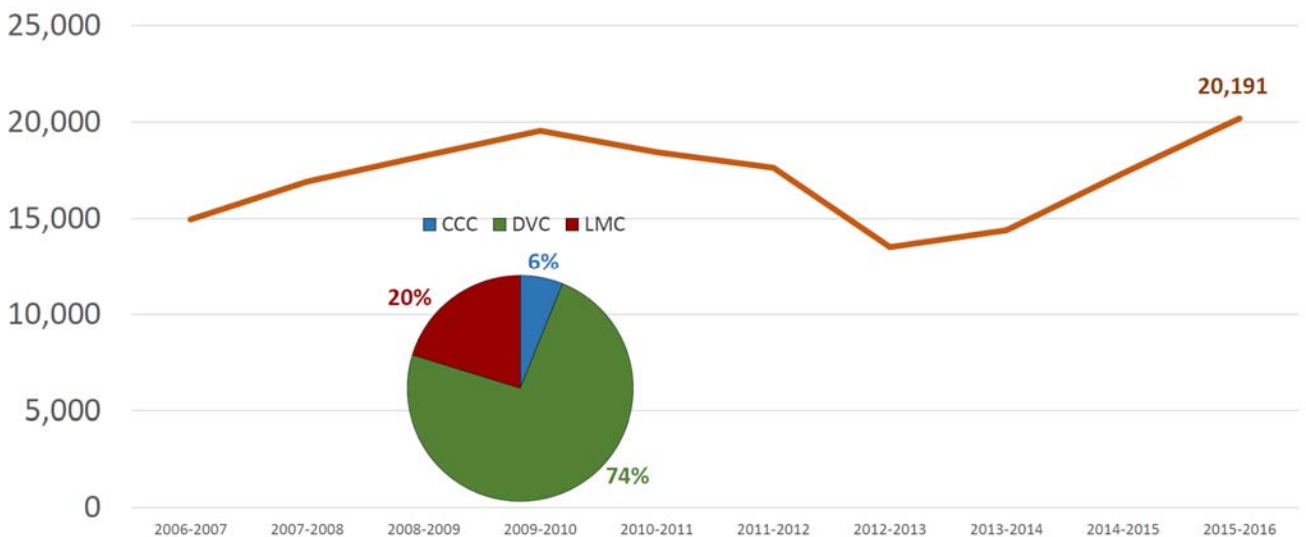
In June 2015 the Online Education Initiative (OEI), a California Community College Chancellor's Office program, offered a new learning management system, Canvas, to all California Community Colleges for free. The colleges and District embarked on a feasibility study and joint decision-making process to determine whether or not the District should adopt the new LMS. In December 2015 the District agreed to adopt the Canvas LMS and began implementation and training of administrators and key trainers in spring 2016. The first courses on Canvas were offered in summer 2016 by early faculty adopters and intensive support has been occurring to transition faculty and students from Desire2Learn by summer 2017. Through the adoption of Canvas, the district now has 24/7 telephone help service for both faculty and students which supplements the training available at each college.

In addition to offering shared resources such as Canvas, the OEI is working to eliminate achievement gaps between online and traditional face-to-face courses by providing dedicated support to centralize and scale best practices for online courses and instruction. The OEI is developing centralized online course application, registration and administration, in addition to creating standards for course content and instruction in online courses. Moreover, the statewide initiative also includes a student readiness component to support colleges as they help students assess whether or not online instruction is the best modality for their learning. In 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) also integrated more explicit requirements for planning and assessment of distance education through the adoption of revised standards with increased emphasis on student learning and achievement. The District recognizes the need to stay abreast of these developments in order to assess and leverage opportunities to support high-quality distance education and ongoing assessment districtwide.

## CURRENT TRENDS

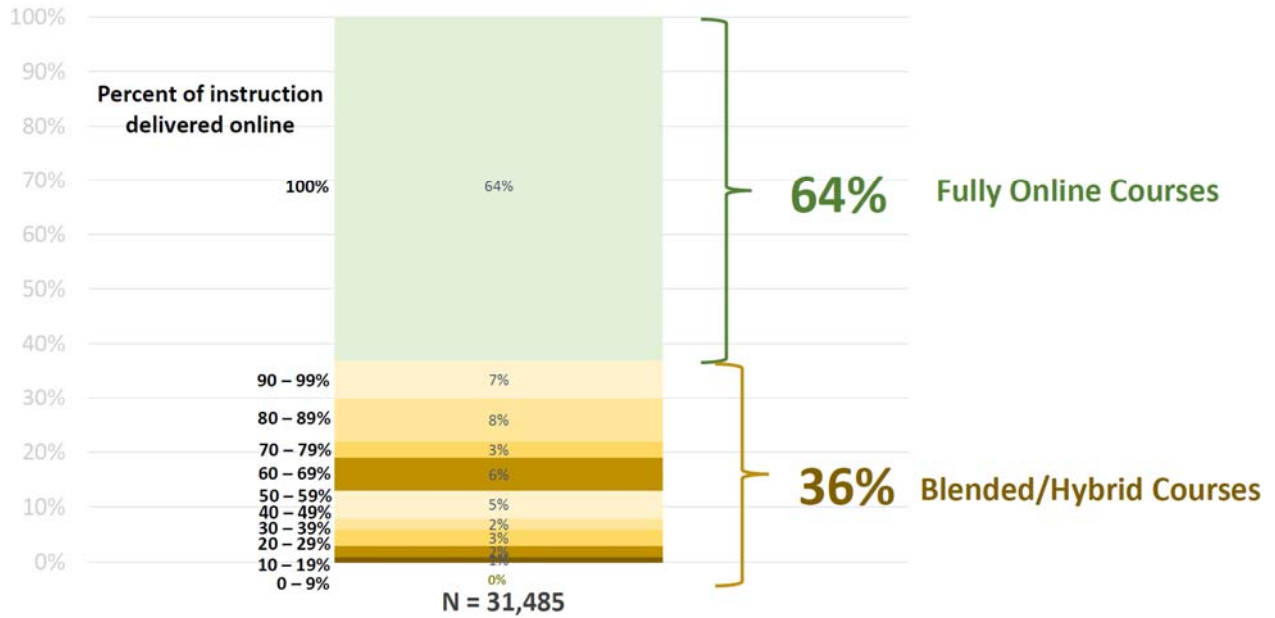
Online enrollment statewide is nearly one million students and continues to grow much faster than face-to-face enrollments in every student demographic category. A similar trend can be seen within the Contra Costa Community College District. Currently total enrollment in online courses is approaching 9 percent of total enrollments at 20,200 with 22 percent of students districtwide enrolling in at least one online course. This number is up from 15 percent ten years ago. Over the last 10 years, enrollment in online and hybrid courses have been the only source of net enrollment growth in the District. The dip in online enrollment in 2012-2013 aligns with reduction in sections across the District due to the statewide economic downturn. In 2015-2016 approximately two-thirds of the District’s distance education course were fully online (100%) with the other third consisting of hybrid courses. Online offerings are most prevalent in business management disciplines, including travel marketing and computer information systems courses, which have the largest share of enrollments in online courses.

**Table 1: Ten Year Trend in 100% Online Enrollments**

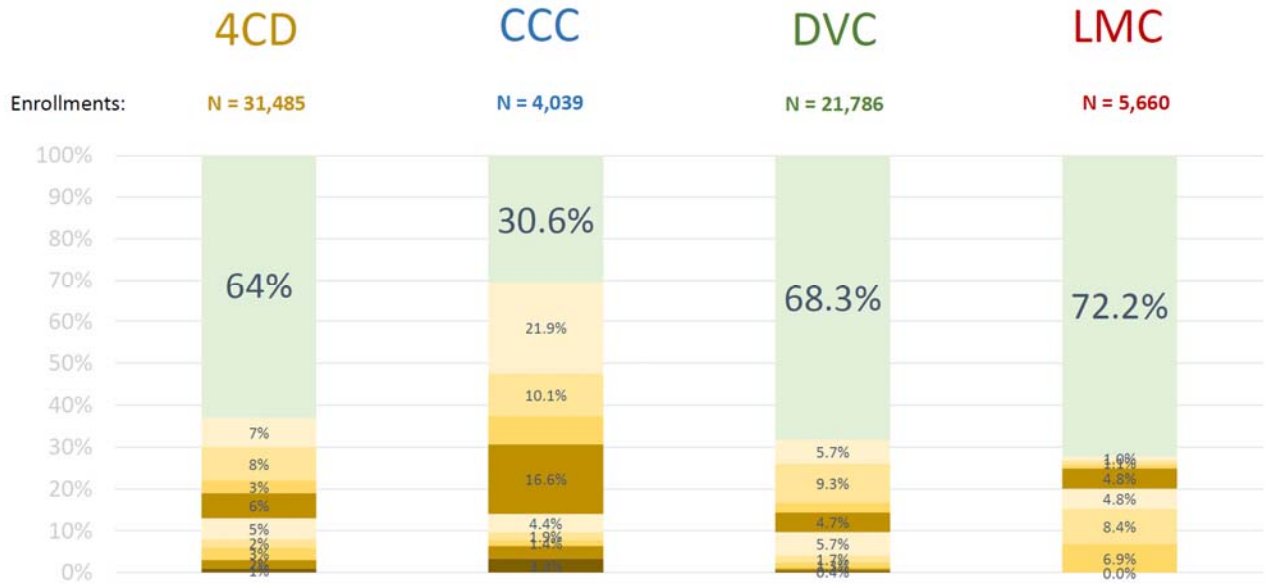




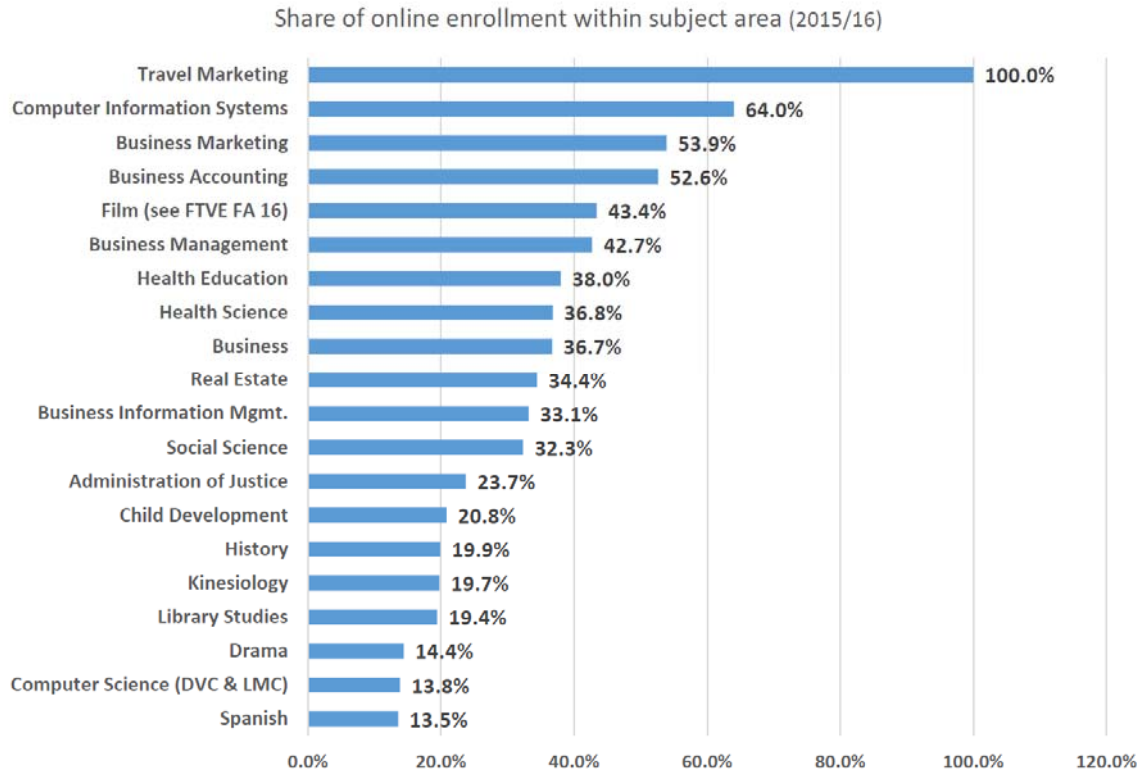
**Table 2: Summary of District Online by Percentage of Online Component 2015-2016**



**Table 3: Summary of College Online by Percent of Online Component 2015-2016**

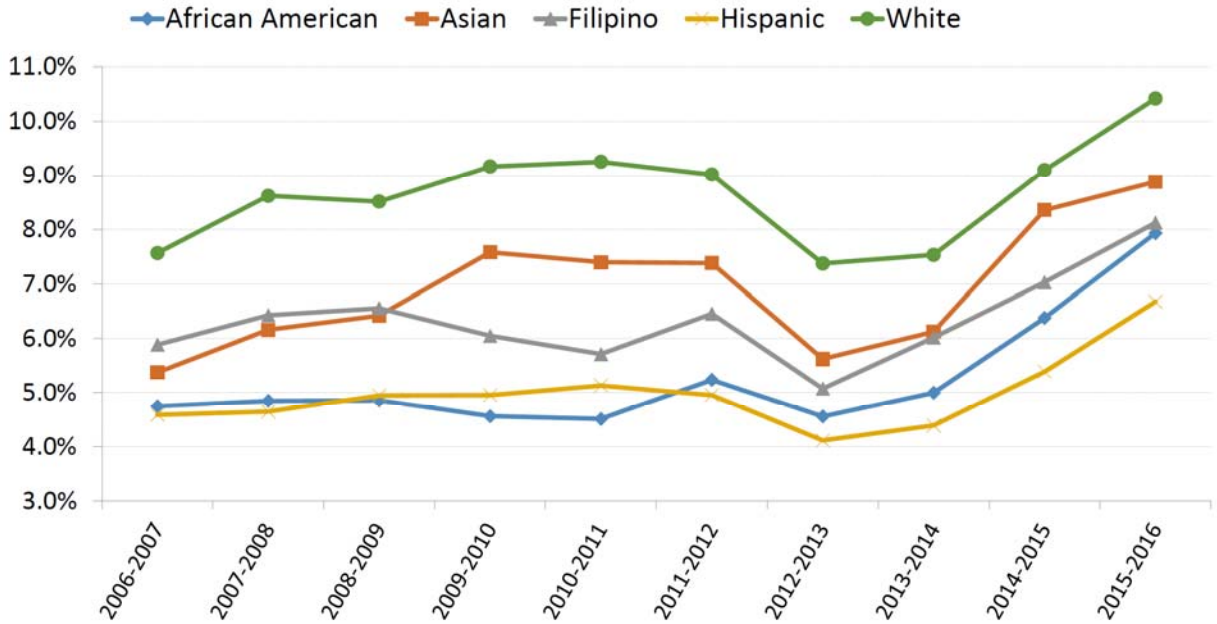


**Table 4: Participation in Online Course by Discipline 2015-2016**

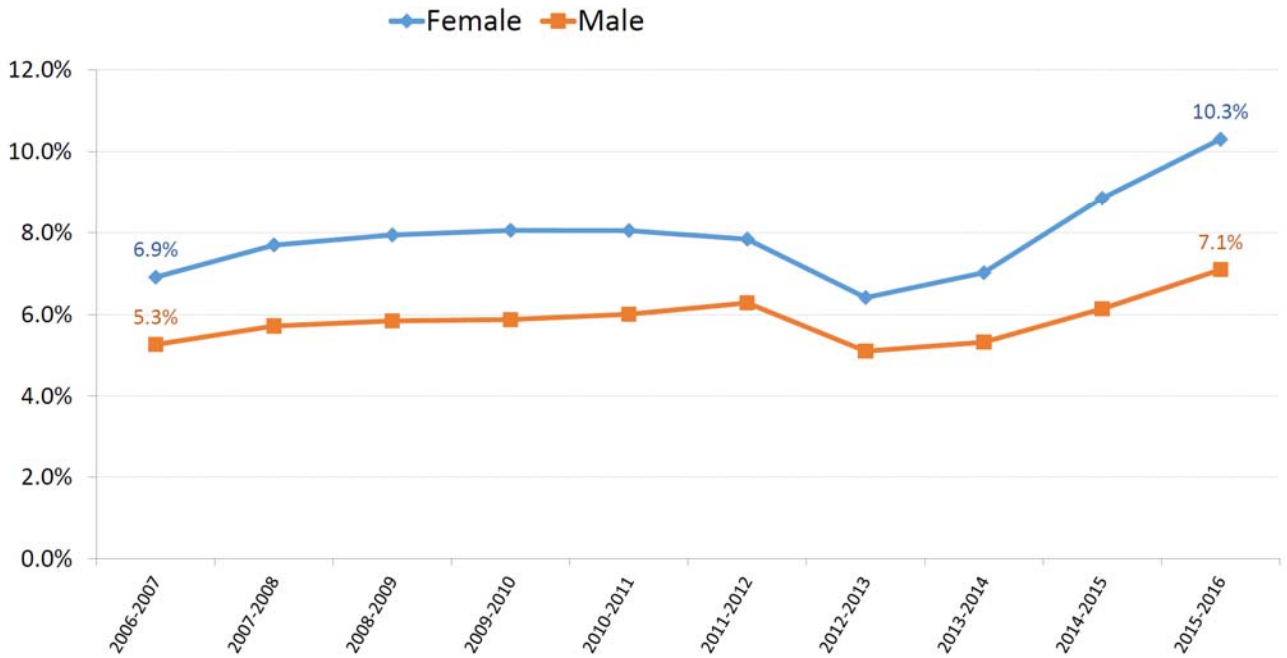


Student participation rates in online courses are growing in every demographic category. While all participation is growing across demographic groups, White, Asian American and Filipino students are enrolling at higher rates than African American and Hispanic students. Additionally, there has been a steady and consistent gap in participation rates by gender, with the widest gap in 2015-2016 with females at 10.3 percent and males at 7.1 percent of students accessing online courses. The gap between traditional college age students, under 25 years old, and older students, above 25 years old, has also consistently grown every year since 2006-2007. Recent high school graduates enroll in online courses to a lesser degree than older students. Whereas, students 40 years and older have experienced the fastest rate of growth in online enrollment districtwide.

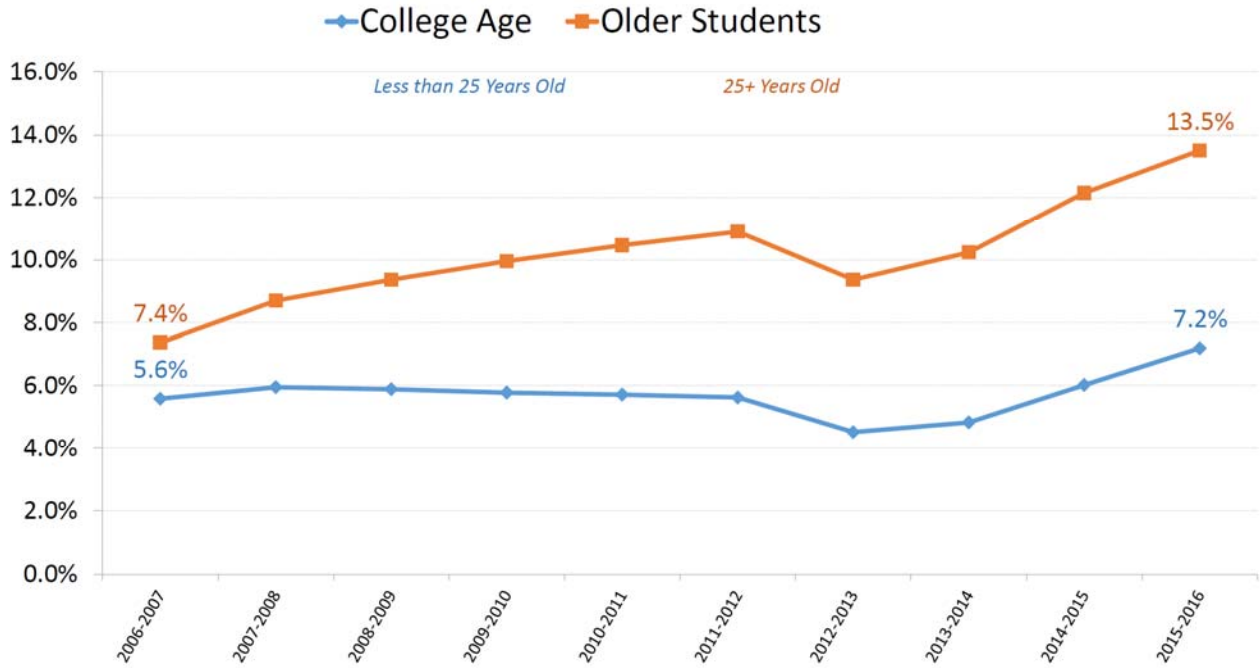
**Table 5: Participation Rates for Online Course by Student Ethnicity**



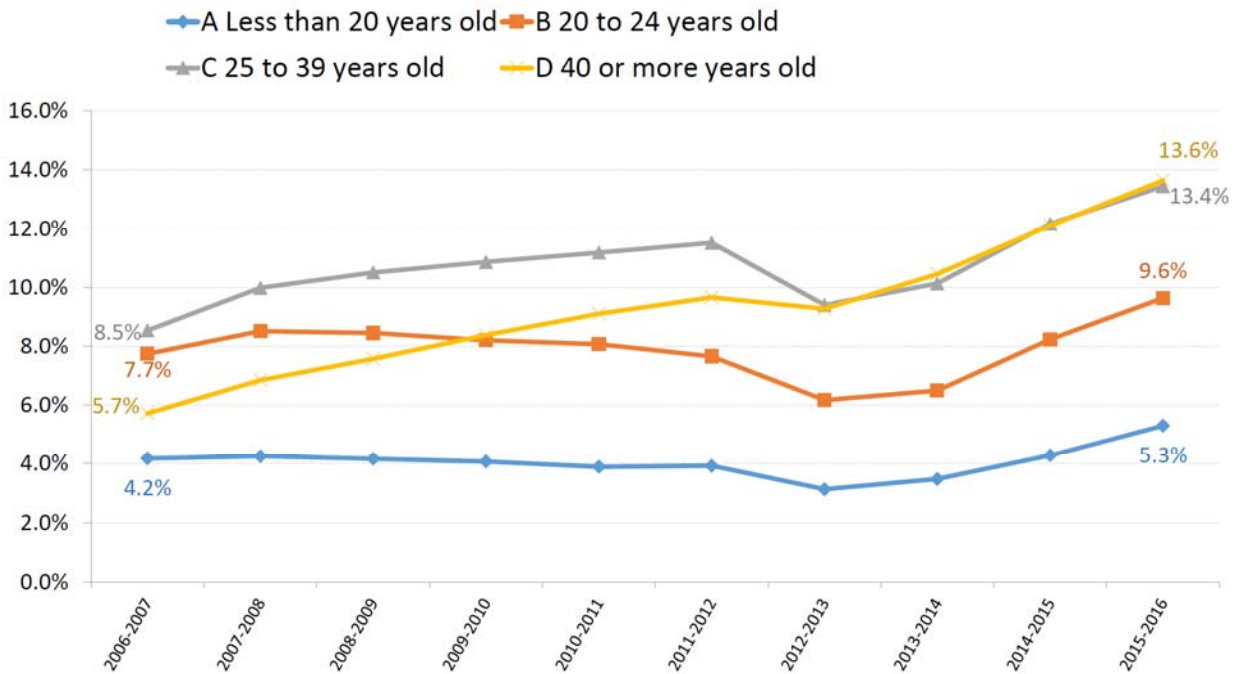
**Table 6: Participation Rates for Online Course by Gender**



**Table 7: Participation Rates for Online Course by Age**

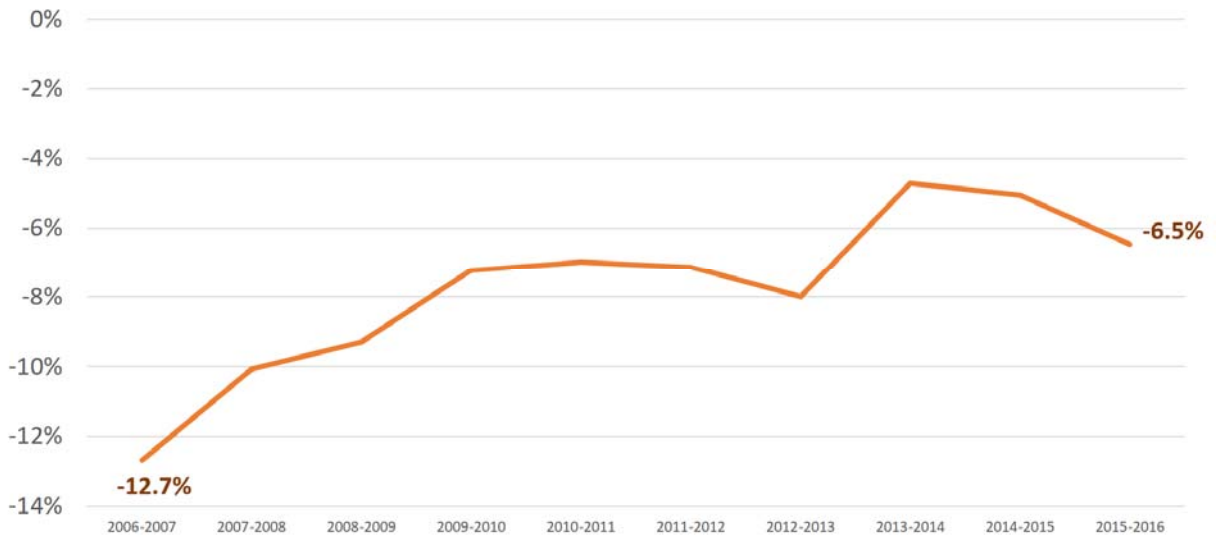


**Table 8: Participation Rates for Online Course by Age (Detailed View)**

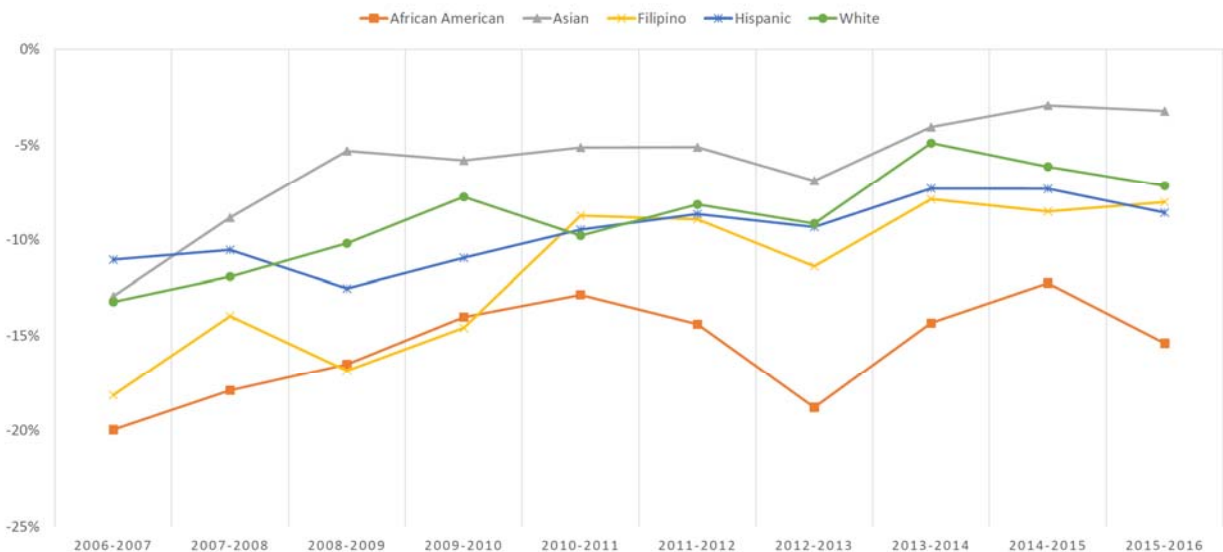


Consistent with statewide findings, the District’s online course success rates are lower than traditional face-to-face courses for every student demographic category. However, the gaps in success rates, across nearly all student populations, is shrinking and nearly all the gaps are smaller than what has been observed statewide. In 2006-2007 the success rate for online courses was 12.7 percentage points lower than those taking face-to-face courses. In 2015-2016 the gap in success rate shrunk by almost half to 6.5 percentage points.

**Table 9: Ten Year Trend in Online Performance Gap (percentage point difference in course success rates, online minus face-to-face)**



**Table 10: Ten Year Trend in Online Performance Gap (percentage point difference in course success rates, online minus face-to-face)**



# DISTANCE EDUCATION STRATEGIC GOALS

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## **Goal 1: Develop Principles of Excellence.**

### **Objectives**

- 1.1 Develop districtwide principles and best practices that promote equitable student outcomes for online teaching in collaboration with the academic senates at each college.
- 1.2 Develop recommended course templates and models to improve the student user experience districtwide.
- 1.3 Provide dedicated instructional design support to ensure course development, consistency and accessibility.

### **Possible Action Items**

- Collect and analyze best practices from other colleges and organizations.
- Align best practices with accreditation standards.
- Hire instructional designer(s).

## **Goal 2: Enhance Professional Development.**

### **Objectives**

- 2.1 Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services.
- 2.2. Establish regular discipline-specific and cross-disciplinary conversation sessions to discuss pedagogy and course development across the district.
- 2.3 Explore developing a mentorship support program for new online instructors.
- 2.4 Leverage resources to promote access and parity in training opportunities at each college.

### **Possible Action Items**

- Coordinate districtwide distance education training calendar.
- Plan discipline-specific and cross-disciplinary activities.
- Survey faculty on training needs and mentorship interest.
- Collect and analyze best practices from other colleges and organizations.

## **Goal 3: Expand Student Support Services.**

### **Objectives**

- 3.1 Develop districtwide principles and best practices for online student service delivery.
- 3.2 Provide a distance education orientation for students to assess their technology skills and readiness for online instruction.
- 3.3 Develop district website for a single-point of access to a full range of student support services and online course information.
- 3.4 Explore and promote cost saving opportunities for students, such as technology and textbook alternatives.

### **Possible Action Items**

- Explore adoption of distance education orientation.
- Curate and share resources on Open Educational Resources (OER).
- Collect and analyze best practices from other colleges and organizations.

## **Goal 4: Improve Technology Infrastructure and Support.**

### **Objectives**

- 4.1 Create access to a media production studio to support faculty and staff to professionalize learning materials and resources for online instruction and services.
- 4.2 Explore providing peer-based support for students needing help with both hardware and software related issues.
- 4.3 Evaluate district technology infrastructure for providing high quality distance education in collaboration with technology staff.

### **Possible Action Items**

- Analyze technology infrastructure (i.e., course search tools, Wi-Fi, LTI integration).
- Establish media production studio(s).
- Collect and analyze best practices from other colleges and organizations.

## **Goal 5: Strengthen District Support for Coordination and Continuous Improvement.**

### **Objectives**

5.1 Explore models for districtwide coordination of distance education to provide leadership to fully implement the distance education strategic plan and to facilitate communication between the district and colleges.

5.2 Identify funding to create an ongoing budget to support high quality distance education including funding for professional development, infrastructure-related needs and marketing.

5.3 Develop a regular process for districtwide data analysis of distance education to promote ongoing improvement including standardized metrics and feedback from students, staff and faculty.

5.4 Monitor and assess external developments and explore integrating opportunities that will improve distance education districtwide.

### **Possible Action Items**

- Determine best structure of districtwide distance education coordination and budget.
- Assign and recommend responsibilities for coordinator of districtwide distance education plan implementation.
- Collaborate with district research to create a data dashboard and regularly scheduled reports.
- Create an ongoing process for collecting and analyzing external developments.



## PROPOSED FIVE-YEAR ACTION PLAN FOR IMPLEMENTATION

Possible Action Item	Strategic Goal	Proposed Timeline
<ul style="list-style-type: none"> <li>Explore adoption of distance education orientation.</li> </ul>	<b>3.2</b> Provide a distance education orientation for students to assess their technology skills and readiness for online instruction.	Spring 2017
<ul style="list-style-type: none"> <li>Analyze technology infrastructure (i.e., course search tools, Wi-Fi, LTI integration).</li> </ul>	<b>4.3</b> Evaluate district technology infrastructure for providing high quality distance education in collaboration with technology staff.	Spring 2017-ongoing
<ul style="list-style-type: none"> <li>Assign and recommend responsibilities for coordinator of districtwide distance education plan implementation.</li> </ul>	<b>5.1</b> Explore models for districtwide coordination of distance education to provide leadership to fully implement the distance education strategic plan and to facilitate communication between the district and colleges.	Spring 2017
<ul style="list-style-type: none"> <li>Determine best structure of districtwide distance education coordination and budget.</li> </ul>	<b>5.2</b> Identify funding to create an ongoing budget to support high quality distance education including funding for professional development, infrastructure-related needs and marketing.	Spring 2017
<ul style="list-style-type: none"> <li>Create an ongoing process for collecting and analyzing external developments.</li> </ul>	<b>5.4</b> Monitor and assess external developments and explore integrating opportunities that will improve distance education districtwide.	Spring 2017-ongoing
<ul style="list-style-type: none"> <li>Collect and analyze best practices from other colleges and organizations.</li> <li>Align best practices with accreditation standards.</li> </ul>	<b>1.1</b> Develop districtwide principles and best practices that promote equitable student outcomes for online teaching in collaboration with the academic senates at each college.	2017-2018
<ul style="list-style-type: none"> <li>Coordinate districtwide distance education training calendar.</li> </ul>	<b>2.1</b> Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services.	2017-2018

	<b>2.4</b> Leverage resources to promote access and parity in training opportunities at each college.	
<ul style="list-style-type: none"> <li>Collect and analyze best practices from other colleges and organizations.</li> </ul>	<p><b>2.1</b> Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services.</p> <p><b>2.3</b> Explore developing a mentorship support program for new online instructors.</p>	2017-2018
<ul style="list-style-type: none"> <li>Collect and analyze best practices from other colleges and organizations.</li> </ul>	<p><b>3.1</b> Develop districtwide principles and best practices for online student service delivery.</p> <p><b>3.3</b> Develop district website for a single-point of access to a full range of student support services and online course information.</p>	2017-2018
<ul style="list-style-type: none"> <li>Collaborate with district research to create a data dashboard and regularly scheduled reports.</li> </ul>	<b>5.3</b> Develop a regular process for districtwide data analysis of distance education to promote ongoing improvement including standardized metrics and feedback from students, staff and faculty.	2017-2018
<ul style="list-style-type: none"> <li>Hire instructional designer(s).</li> </ul>	<p><b>1.2</b> Develop recommended course templates and models to improve the student user experience districtwide.</p> <p><b>1.3</b> Provide dedicated instructional design support to ensure course development, consistency and accessibility.</p>	2018-2019
<ul style="list-style-type: none"> <li>Plan discipline-specific and cross-disciplinary activities.</li> </ul>	<p><b>2.1</b> Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services.</p> <p><b>2.2</b> Establish regular discipline-specific and cross-disciplinary conversation sessions to</p>	2018-2019

	discuss pedagogy and course development across the district.	
<ul style="list-style-type: none"> <li>Survey faculty on training needs and mentorship interest.</li> </ul>	<p><b>2.1</b> Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services development across the district.</p> <p><b>2.3</b> Explore developing a mentorship support program for new online instructors.</p>	2018-2019
<ul style="list-style-type: none"> <li>Curate and share resources on Open Educational Resources (OER).</li> </ul>	<p><b>3.4</b> Explore and promote cost saving opportunities for students, such as technology and textbook alternatives.</p>	2018-2019
<ul style="list-style-type: none"> <li>Establish media production studio(s).</li> </ul>	<p><b>4.1</b> Create access to a media production studio to support faculty and staff to professionalize learning materials and resources for online instruction and services.</p>	2019-2020
<ul style="list-style-type: none"> <li>Collect and analyze best practices from other colleges and organizations.</li> </ul>	<p><b>4.1</b> Create access to a media production studio to support faculty and staff to professionalize learning materials and resources for online instruction and services.</p> <p><b>4.2</b> Explore providing peer-based support for students needing help with both hardware and software related issues.</p>	2019-2020

## APPENDIX

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### DEFINITIONS

**Distance Education (ACCJC):** “Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one of more technologies to deliver instruction to students who are separated from the instructor and which support regular or substantive interaction between the student and the instructor, either synchronously or asynchronously.”

**Distance Education (Title 5, section 55200):** “Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”

**Instructional Technology:** “Instructional Technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning. ...Resources are sources of support for learning, including support systems and instructional materials and environments. ... The purpose of instructional technology is to affect and effect learning” (Association for Educational Communications and Technology).

**Online Course:** An online course in the Contra Costa Community College District is a class offered entirely online that has no required face-to-face meetings. In the schedule of classes these courses are coded as **online**.

**Hybrid Course:** A hybrid course in the Contra Costa Community College District is a class that offers instruction both online and on-campus. Required in-person class meetings are included in the schedule of classes following a predictable pattern (on the same day(s) of the week and at the same time). In the schedule of classes these courses are coded as **partially online**.

### REFERENCES & SOURCES OF AUTHORITY

#### **Distance Education (ACCJC Guide to Evaluating Distance Education and Correspondence Education)**

Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one of more technologies to deliver instruction to students who are separated from the instructor and which support regular or substantive interaction between the student and the instructor, either synchronously or asynchronously. Distance education often incorporated technologies such as the internet; on-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellites or wireless communication devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs in conjunction with any other technologies.

#### **Instructor Contact (ACCJC Implementation of New U.S. Department of Education Regulations, New Evaluation Team Responsibilities)**

The (evaluation) team must assess whether the courses are distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as a part of the student’s grade).

**Distance Education (Title 5, section 55200)**

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

**Standards of Course Quality (Title 5, section 55202)**

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.)

**Instructor Contact (Title 5, section 55204)**

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

**Separate Course Approval (Title 5, section 55206)**

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. (Title 5, section 55206)

**Faculty Selection and Workload (Title 5, section 55208)**

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the

list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(c) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. (Title 5, section 55208)

### **Distance Education (U.S. Department of Education)**

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audioconferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

### **Student Authentication (CCCCD Board Policy 4014)**

To ensure the integrity of the Distance and Correspondence Education offerings and comply with federal regulations (34 CFR§602.17g) and ACCJC policies, each college will ensure student authentication to Distance and Correspondence Education classes using the unique student ID and password issued by the Contra Costa Community College District 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. The District and the colleges will, at all times, work to ensure that each student's password is protected against public disclosure. Students shall be notified about steps to take in order to request the issuance of a new password should they believe that their existing password has been compromised.

**Learning Management System Work Group (LMSWG):** The focus of the LMS Work Group is on post implementation and governance factors of the learning management system. The Work Group will meet regularly to review the operation and usage components of the system.

**District Distance Education Council (DDEC):** The focus of DDEC is districtwide coordination and strategic planning of distance education efforts, districtwide representation of faculty regarding learning management system and decisions, preparation of the colleges and district for participation of in the statewide Online Education Initiative and state authorization requirements.

**Curriculum Committee:** Approves course outline of record and online supplement.

## STRATEGIC PLAN DEVELOPMENT FEEDBACK

### Districtwide Distance Education Strategic Planning Session

Friday, September 16, 2016

#### Breakout Group Feedback

41 attendees

1. **What do you believe is the fundamental goal of offering distance education option to students?**

- Increasing completion rates
- Increasing success rates
- Greater access
- Limiting loss of students going elsewhere for classes (\*=1)
- Increase the number of AA/AAT degrees online
- Provide a self-paced learning environment
- Opportunities for access & completion
- Convenience
- Meets learning style
- Increases enrollment numbers
- Flexibility; Extend quality teaching into new modalities to increase access for all populations
- Target & incorporate different populations
- Access (\*=2)
- Increase speed to graduation
- Promote student success
- Variety of course offerings
- Increase enrollment
- Professional enhancement opportunities (i.e. Continuing Education (CEU))
- "Meet students where they are at"
- Access
- Increase enrollment
- Completion timeline
- Improve success
- Increase enrollment
- Increase diversity
- Flexibility
- Reduce barriers to degree
- Greater opportunity



What do you believe is the fundamental goal of offering distance education option to students?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes
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Increasing Completion Rates	Increasing success rates	Greater access	Increases enrollment numbers
Opportunities for access & completion	Promote student success	Opportunities for access & completion	Target and incorporate different populations
Increase speed to graduation	Improve Success	Convenience	Increase enrollment
Completion timeline		Flexibility; extend quality of teaching into new modalities to increase access for all populations	Increase enrollment
Reduce barriers to degree		Access	Increase enrollment
		“Meet students where they are at”	Limiting loss of students going elsewhere for classes
		Access	
		Flexibility	
		Greater opportunity	
	Meets learning style	Increase the number of AA/AAT degrees online	Professional enhancement opportunities (i.e. Continuing Education (CEU))
	Provide self-paced learning environment	Variety of course offerings	
		Increase diversity	

## 2. What do you believe will help students be more successful in distance education courses?

- Student readiness module
  - Assess their skills in tech, time-management, etc. (\*=1)
  - Follow-up by college to help fix gaps in knowledge, skills
- A “welcome to online classes” portal that will connect students with syllabi, book requirements, skill assessments/placement (\*=4)
- Cohort Model (\*=2)
- Training for faculty in good practices for DE
- Increasing peer interaction
- Include online components into all classes
- Preparing students realistically for online courses
- Instructor engagement (\*=8)
- Personal/Individual interactions
- Supportive interaction/encouragement/realistic expectations
- Online quizzes—enables immediate feedback & corrective comments
- Archive course content enhances review of material; enhance communication
- Revision of writing because of quick feedback loop
- The teacher essential for interactive environment (\*=1)
- Student course/grade standing
- Facilitate more interactions between students
- Help to be successful in DE
- Access to “free technology” -computer checkouts/loans for faculty and students (\*=1)
- Student help desk for tech issues (hardware & software) ex. Geek Squad (\*=10)
- Online readiness program-how to; expectations; question-required or optional, incentive, # of units (\*=4)
- Rethink student services (\*=5)
- Districtwide support services: pre-support online readiness/digital readiness (\*=2)
- OER grants and program
- Counseling
- Tutoring
- Library reference
- Proctoring
- Supplemental instruction-help
- More computer labs
- Consistent feedback
- Intro video from instructors
- Personal laptops for students
- Student productivity apps
- Training for instructors
- Regular contact

What do you believe will help students be more successful in distance education courses?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes
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Student Readiness Module: Assess skills in tech/time management; Follow-up by college to help fill the gaps	Cohort model	Training for faculty in good practices for DE	Rethink student services	Include online components into all classes
A “welcome to online classes” portal that will connect students with syllabi, book requirements, skill assessments/placement	Increasing peer interaction	Instructor engagement	Counseling	Archive course content enhances review of material
Preparing students realistically for online courses	Personal/individual interactions	Enhance communication	Tutoring	Access to “free technology”-computer checkouts/loans for faculty & students
Supportive interaction/encouragement/realistic expectations	Supportive interaction/encouragement/realistic expectations	Online quizzes-enables immediate feedback & corrective comments	Library reference	Student help desk for tech issues (hardware & software) ex. Geek Squad
Help to be successful in DE	Facilitate more interaction between students	Revision of writing because quick feedback loop	Proctoring	More computer labs
Online readiness program-how to; expectations; question-required or optional, incentive, # of units	Regular contact	The teacher essential for interactive environment	Supplemental instruction-help	Personal laptops for students
Districtwide support services: pre-support online readiness/digital readiness		Training for instructors		Student productivity apps
		Consistent feedback		
		Intro video from instructors		

### 3. What do we need to do to offer quality distance education courses/programs within the District?

- Continue to discuss & train faculty to evaluate online classes/teaching
- Standards for design (course): consistent, clear, logical, intuitive
- Student support services
- Requirements to teach online
- Consistency & continuity of CMS (\*=2)
- Consistency in District Policy regarding DE
- Instructor/staff training and support in technology & pedagogy (\*=4)
- Share sessions between DE instructors-even across Districts (for specific disciplines) (\*=4)
- More tech support for new online students (\*=1)
- Distance orientation training (onboarding through student services integrations) (\*=1)
- Send email with link for students to “areyoureadycourses.com” (centralized resource) (\*=1)
- Instructor training for online minimum standards on the tech side AND pedagogical side; high expectation for both students and faculty! (\*=1)
- Mentorship with \$ for support (\*=2)
- Student centered to reduce competition
- Shared resources: library, marketing
- Hire instructional designers
- Districtwide DE coordinator (\*=10)
  - Dean position (\*=1)
- IT support dedicated for online (\*=1)
- 4CD Online college: Online campus webpage (\*6)
- Faculty technology (quality)
- P/T tech checkout
- \$400,000 LMS D2L (\*=1)
  - Professional development: pedagogy, technology support, new developments (\*=7)
  - Help with compliance & supporting students with disabilities and or obstacles to access (\*=6)
- District support
- Professional development
- Funding

**What do we need to do to offer quality distance education courses/programs within the District?**

1-3 Votes	4-6 votes	7-9 votes	10-12 votes
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Standards for design (course): consistent, clear, logical, intuitive	Student support services	Instructor/staff training and support in technology & pedagogy	Consistency in District Policy regarding DE	Hire instructional designers
Consistency & continuity of CMS	More tech support for new online students	Instructor training for online minimum standards on the tech side and pedagogical side; high expectations for students and faculty!	Continue to discuss & train faculty to evaluate online classes/teaching	Districtwide DE Coordinator Dean position (1 vote)
Share resources: library, marketing	Distance orientation training (onboarding through student services integrations)	Mentorship with \$ for support	Requirements to teach online	IT support dedicated for online
4CD Online College: online campus webpage		Share sessions between DE instructors-even across Districts (for specific disciplines)		District support
Help with compliance & supporting students with disabilities or obstacles to access		Professional development: pedagogy, technology, support, new development		
		Professional development		
Student centered to reduce competition	Send email with link for students to areyoureadyciscourses.com (centralized resource)			Faculty technology (quality)
				P/T tech checkout
				\$400,000 LMS D2L
				Funding

#### 4. What support and infrastructure is needed to support student success and quality distance education offerings?

- Online tutoring (\*=3)
- Each college needs a DE budget to use for needs
- Cost of books & access codes (\*=4)
- Research on closing success gap. How can we support all students?
- Exit poll for why students drop/withdraw
- Intervention strategies (\*=2)
- Focus/research on equality of results across demographic groups (\*=5)
- Computer labs/tech support for students
- High quality online services: e.g. tutoring, readiness, zoom embedded in courses (\*=1)
- Instructional design support including some consistency in navigation (\*=6)
- Providing some template options for instructor use.
- Facility for training & production (\*=1)
- Hire student beta testers to go over the course before going live (\*=3)
- Equitable student services for online students (\*=2)
- More tech support for new online students (\*=1)
- Distance orientation training (onboarding through student services integrations) (\*=1)
- Send email with link for students to “areyoureadyciscourses.com” (centralized resource) (\*=1)
- Instructor training for online minimum standards on the tech side AND pedagogical side; high expectation for both students and faculty! (\*=1)
- Mentorship with \$ for support (\*=2)
- Stipends to develop online programs/classes (\*=11)
- Protection for newly offered courses: 2 semesters to prevent from being cut due to low enrollment (\*=1)
- DSS support-vetting the question, regular and consistent feedback from instruction (\*1)
- ADA-support for making classes accessible (Section 508) (\*=1)
- Technology evaluation
- Each campus should have a point person
- Equitable district-wide support of specific college goals (\*=1)
- DE created IT support plan
- Target intervention strategies
- Tech for students
- Instructional designers-faculty at every campus (\*=11)
- More research: texture & variegated (\*=1)
- Trained support staff
- Tech support
- Quality online instructors (\*=3)
- Support services
- Orientation (online & F2F option) not class related

## What support and infrastructure is needed to support student success and quality distance education offerings?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes
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Online tutoring	Computer labs/tech support for students	Instructor training for online minimum standards on the tech side AND pedagogical side; high expectations for both students and faculty	Research on closing the success gap. How can we support all students?	Instructional design support including some consistency in navigation
High quality online services: e.g. tutoring, readiness, zoom embedded in courses	More tech support for new online students	Mentorship with \$ for support	Exit poll for why students drop/withdraw	Providing some template options for instructor use
Equitable student services for online students	Tech for students	DSS support-vetting the question-regular and consistent feedback from instruction	Focus/research on equality of results across demographic groups	Facility for training & production
Distance orientation training (onboarding through student services integrations)	Trained support staff		Intervention strategies	Stipends to develop online programs/classes
Support services	Tech support		Technology evaluation	ADA support for making classes accessible (Section 508)
Orientation (online & F2F option) not class related!			Target intervention strategies	Instructional designers-faculty at every campus
			More research: textured & variegated	
Send email with link for students to areyoureadyciscourses.com (centralized resource)	Each college needs a DE budget to use for needs	Quality online instructors		Protection for newly offered courses: 2 semesters to prevent from being cut due to low enrollment
Cost of books & access codes	DE created IT support plan			Each campus should have a point person
	Equitable district-wide support of specific-college goals			Hire student beta testers to go over the course before going live

**5. If there were no limits on funding, what is your vision of what we want our distance education/online offerings to look like within the District?**

- Supplies that support learning for students and faculty: textbooks, access codes, equipment, training (\*=3)
- Supplemental Instruction/T.A.s
- Access to instructional consultant-instructional designers for each college (\*=6)
- More hours for CMS support & training
- Establish & maintain PACE & weekend programs at each college
- Studio for faculty to record lectures for DE courses. (\*=6)
- UC/CSU interns for Team Teaching
- Tech specialists to “professionalize” the content & accessibility (\*=9)
- Funding for additional training
- As many as possible (all?) courses have online version
- F2F tutoring 4 DE—traveling tutors
- Supply tech for students (comp)
- Effective evaluations of online teaching (\*=2)
- Training & support
- Tech support for students
- Mentoring and team teaching model excellence in online teaching
- Department level bylaws that establish interactive standards for online teaching (\*=2)
- District level pathway development of pathways
- Course search for 100% online courses
- Cohort students for online
- Pay & Time faculty to develop courses or move them online
- Production studio with staff (\*=9)
- Ipads/laptops for students & faculty (\*=4)
- Smart classrooms
- Student employment: TA’s for online/accessibility (\*=6)
- Conferences (fully-funded)
- Reduce faculty teaching load (3 classes per semester) (\*=1)



- Increase salary
- Increase offerings
- Ads in California
- More data research
- Hire more “new” faculty (online)
- SIL for everyone (\*=1)
- Instructional design
- Online training certified (\*=2)
- Online training to offer faculty growth
- OEI
- Media lab for student & instructors: Build stuff and to solve online problems (\*=4)
- Classroom update
- Designate areas for faculty support
- Fast WIFI district-wide (\*=2)
- Software stipend
- Update tech: contemporary tech
- Variation in offering?
- Need online student services (counseling, FA, tutoring, assessment) (\*=1)
- Current accurate degree audits
- Hybrid?
- Faculty buy-in?
- Graduated
- Infrastructure
- Single portal
- Faster
- Reassessing Faculty DE (\*=1)
- Course development stipends \$\$ (\*=3)

**If there were no limits on funding, what is your vision of what we want our distance education/online offerings to look like within the District**

	1-3 Votes	4-6 votes	7-9 votes	10-12 votes	
Supplies that support learning for students and faculty: textbooks, access codes, equipment & training	Supplemental instruction/T.A.s	Access to instructional consultant-instructional designers for each college	Supplies that support learning for students and faculty: <b>textbooks, access codes, equipment &amp; training</b>	Effective evaluations of online teaching	Smart classrooms
More hours for CMS support & training	UC/CSU interns for team teaching	Studio for faculty to record lectures for DE courses	Supply tech for students (comp)	Department level bylaws that establish interactive standards for online teaching	Classroom update
Funding for additional training	F2F tutoring 4 DE—traveling tutors	Tech specialists to “professionalize” the content & accessibility	Tech support for students	Reassessing Faculty DE	Fast WIFI district-wide
Training and support	Student employment: TAs for online/accessibility	Production studio with staff	Ipads/laptops for students and faculty	Hire more “new” faculty (online)	Update tech: contemporary tech
Mentoring and team teaching model excellence in online teaching	SIL for everyone	Instructional design	Software stipend		Infrastructure
Conference (fully-funded)		Media lab for students & instructors: build stuff and to solve problems online			Single Portal
Online training certified		Designate areas for faculty support			Faster
Online training to offer faculty growth					
Ads in California	Cohort students for online	Pay & time faculty to develop courses or move them online	Establish & maintain PACE & weekend programs at each college	More data research	Course search for 100% online courses
	Need online student services (counseling, FA, tutoring, assessment)	Reduce faculty teaching load (3 classes per semester)	As many as possible (all?) courses have online version		Current accurate degree audits
		Increase salary	District level pathway development of pathways		OEI
		Course development stipends \$\$	Increase offerings		
			Variation in offering?		
			Hybrid?		

## ONLINE SURVEY FEEDBACK

### Q1 What do you believe is the fundamental goal of offering distance education options to students?

Answered: 9 Skipped: 0

#	Responses	Date
1	To meet the educational needs of students in an economical and ecologically sustainable fashion.	9/28/2016 1:56 PM
2	To provide increased access to courses and programs.	9/27/2016 7:56 PM
3	The goal of distance education is to offer students more flexibility in completing their educational goals.	9/27/2016 2:56 PM
4	Access to an education in instances where for whatever reason the student cannot attend "live" classes	9/26/2016 5:02 PM
5	To provide educational opportunities to people who otherwise would not attend or who have difficulty attending traditional classroom courses, due to time, distance or transportation issues, work, or other responsibilities and challenges.	9/21/2016 7:58 AM
6	Increasing the type and number of students we can serve	9/20/2016 8:33 PM
7	Provide a variety of options to complete coursework, can help with accommodating various student groups - students with full work schedules, students with family responsibilities, students with limited transportation, etc.	9/20/2016 6:14 PM
8	Allow students to obtain a degree without ever having to physically attend any of the campuses	9/20/2016 4:05 PM
9	offer alternatives for students who cannot attend college face to face	9/20/2016 3:55 PM

### Q2 What do you believe will help students be more successful in distance education courses?

Answered: 9 Skipped: 0

#	Responses	Date
1	Lower success rates are a given for distance education courses. Accept it and allow increased maximum course enrollments. However, an online primer could be required for first time distance education students. My experience suggests that hybrid courses are much more successful.	9/28/2016 1:56 PM
2	Setting a base line of competency for students taking online classes, to provide faculty with a base line of training competency to teach online classes.	9/27/2016 7:56 PM
3	Realizing that online courses require more hours of study and is not easier.	9/27/2016 2:56 PM
4	Course design and readiness assessment	9/26/2016 5:02 PM
5	"Facetime" or live in-person interaction, and if that is not possible, frequent "online" interaction with teachers and other students, and occasional "online" interaction with counselors and other support professionals. Also, the technology must be simple and reliable.	9/21/2016 7:58 AM
6	1. Excellent course design and instructor support--most important 2. Student support services provided virtually--tutoring, help desk, etc.	9/20/2016 8:33 PM
7	This might exist already, but maybe a required pre-test or online orientation before enrolling in an online course to see if students will be prepared to take an online course.	9/20/2016 6:14 PM
8	Quality non-publisher based courses generated by experienced online faculty. Single line of technical support district-wide that solves issues in a matter of hours, not days.	9/20/2016 4:05 PM
9	Having a strong personal responsibility ethic and desire to learn independently.	9/20/2016 3:55 PM

### Q3 What do we need to do to offer quality distance education courses/programs within the District?

Answered: 9 Skipped: 0

#	Responses	Date
1	Form a collaborative effort with local college districts to allow hiring dedicated administrative dean and at least three webmasters to provide 24/7 tech support.	9/28/2016 1:56 PM
2	We need to develop faculty training tools and a standard of competency for faculty teaching online. There is too much disparity between classes currently.	9/27/2016 7:56 PM
3	Train faculty on how to develop and maintain online courses.	9/27/2016 2:56 PM
4	Instructors need support with course design - not technical help such as what we have now, but course designers who are well versed in online pedagogy and facile with the LMS. Other institutions offer this type of support, but we don't.	9/26/2016 5:02 PM
5	Figure out how the faculty payment structure will work and how our LMS (Canvas) can be leveraged for this purpose.	9/21/2016 7:58 AM
6	Offer lots of trainings in best practices in DE, possibly the resources of an instructional designer or mentor for newer faculty, do course review for instructional design along with faculty evaluations.	9/20/2016 8:33 PM
7	Have a variety of courses offered across the District to provide students with different options at all three colleges.	9/20/2016 6:14 PM
8	Leadership and an understanding that even though not all faculty believe online is the right mode for them, it is the right mode for some students. Folks need to participate or at least let it happen without obstruction. This is an expansion of our offerings as a District.	9/20/2016 4:05 PM
9	Hire trained teachers who know how to conduct effective distance education courses: have a online platform that is conducive to teaching and learning	9/20/2016 3:55 PM

### Q4 What support and infrastructure is needed to support student success and quality distance education offerings?

Answered: 8 Skipped: 1

#	Responses	Date
1	Collaborate with current state wide efforts to standardize course management tool and tech support.	9/28/2016 1:56 PM
2	The infrastructure needed to support both students and faculty is an ongoing one. The drop in labs are excellent for faculty teaching and refining online courses. Students who are taking classes online need similar resources for support on campus.	9/27/2016 2:56 PM
3	Course designers dedicated to support faculty, and readiness tools for counselors and students. Instructors need individualized and group support with course design. Way too often when our classes are full students are encouraged to take the course online. This is not a reason to take a course online - online learning takes a specific skill set.	9/26/2016 5:02 PM
4	I don't know.	9/21/2016 7:58 AM
5	Most important is support for faculty to make the transition to teaching online and continuing support for faculty to create and sustain quality courses. Making sure that the time commitment is not a surprise, sharing and vetting ideas and approaches, providing training resources in a variety of modalities....	9/20/2016 8:33 PM
6	Offer more trainings for the new Canvas	9/20/2016 6:14 PM
7	There needs to be a single contact point for all student support, technical or otherwise that is properly staffed and resolves issues in short order (2 - 3hours at the most). This means we need to own our content and not rely on publisher material. The Student Support offices will need to work more efficiently and not delay students. The online offerings could be limited in scope to a few subjects to help streamline the process. There needs to be a solid support system for faculty as well to aid in development of content and to keep it fresh and relevant to students. Also the content must be accessible which I think means a bigger role for the DSPS office. They seem to have no involvement in online now. District eBook publishing would be a great offering as well. This would again streamline courses and could also cut costs to students. Perhaps online should run as it's own virtual campus within the District.	9/20/2016 4:05 PM
8	Reliable online platform that is teacher and student friendly. Professional development and network of other teachers to call upon and support for students via the internet.	9/20/2016 3:55 PM

**Q5 If there were no limits on funding, what is your vision of what we want our distance education/online offerings to look like within the District?**

Answered: 9 Skipped: 0

#	Responses	Date
1	Focus on IGETC by creating a robust subset that is offered year round as open entry exit without usual semester restrictions.	9/28/2016 1:56 PM
2	I think it would be the 4th college within the district. This kind of infrastructure would catapult the quality and breadth of online offerings. There is too much pocket repetition between the 3 colleges currently.	9/27/2016 7:56 PM
3	Distance education should be the same learning experience as face-2-face classes. The interaction in my opinion, should reflect the same learning experience. It, however, requires a greater commitment from online faculty. For example, conducting face-2-face weekly online classes with focused discussions builds a community of learners.	9/27/2016 2:56 PM
4	There should be a percentage of online offerings set as a portion of our overall course offerings - a thoughtful strategy for online course offerings. There should be on-staff course designers familiar with the LMS and online pedagogy designated to support instructors in their course design. There should be a readiness instrument for students that is interactive, attractive, easy to use, and accurate in its diagnosis. Counselors, department chairs, and instructors should understand the readiness issues integral to online learning so that we are strategic in our assessment and enrollment of students in online classes. Online instructors should be compensated for time spent on course design; online instructors should also be evaluated for their effective and strategic use of online pedagogy. Instructors would have a platform for sharing their courses and instructional and assessment strategies. Publishers' materials should be used thoughtfully and strategically, not as a substitute for instruction but as an instructional tool - there is a big difference.	9/26/2016 5:02 PM
5	There would be online courses available that could be completed at the students' own pace but within a defined time period, there would be courses that were taught in a classroom but delivered in real-time online, and there would be courses that were real-time classroom courses that would be recorded and students could watch the recordings on their own time within a pre-defined period of time. Penn State's "World Campus" is a good model.	9/21/2016 7:58 AM
6	Supporting course design and faculty with a permanent full-time instructional designer at each college, creating mentorship and support programs for faculty transitioning to teaching online including course release/reassigned time while they are designing an online course or converting a course to online. More tools integrated into the LMS--VoiceThread in particular has cross-disciplinary applications. Lots of PD trainings and opportunities--possibly increased funding for outside trainings from @One or OLC or others.	9/20/2016 8:33 PM
7	With the move to the compressed calendar, it would be great to offer online classes, specifically transfer GE courses, across the district during a December/January Winter Intersession. Classes offered during this time period would help students who are close to transferring to fit in or take any last minute classes needed to fulfill their general education/transfer requirements.	9/20/2016 6:14 PM
8	A complete online degree without ever having to attend a physical campus. Throw in the previously mentioned items. Thank you!	9/20/2016 4:05 PM
9	I think your question is vague and will not illicit good responses. This is the kind of question that a good online instructor would not ask.	9/20/2016 3:55 PM