

*Assuring the Quality of Distance Education*  
*at*  
*Los Medanos College: A Gap Study*  
**Preparing for the 2020 Accreditation Visit**



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## **Assuring the Quality of Distance Education at LMC- A Gap Study**

### ***Introduction: Distance Education at Los Medanos College Since the 2014 Accreditation***

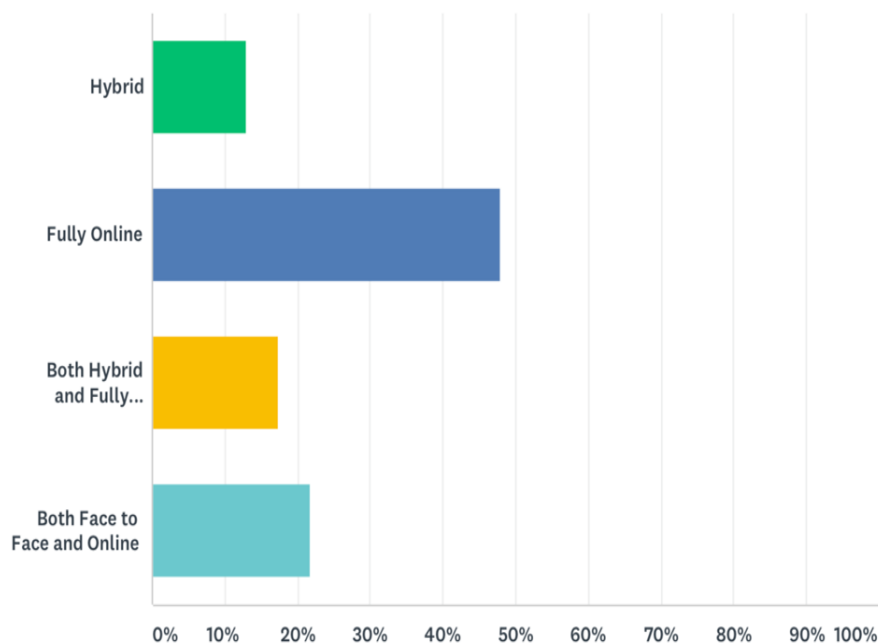
As the Los Medanos College is preparing for accreditation in 2020, this preliminary study will help guide the campus in moving toward compliance in the area of Distance Education (DE). Los Medanos College lists 75 fully online classes and 40 hybrid sections in the Fall 2018 schedule of classes and 84 fully online for Spring 2019. The majority of courses are currently offered in the areas of Business, English, Child Development, Computer Science, Counseling, Drama, Health, History, Math, Music, Political Science, Process Technology, and Spanish. Current online courses in the developmental stages will offer more courses in the areas of STEM. A handful of academic departments are currently planning initial AAT-AST full online degree offerings online by 2019-2020.

In the *2014 LMC Accreditation Self-Evaluation Report*, a few general recommendations regarding Distance Education were mentioned. The Accrediting Commission for Community and Junior Colleges (ACCJC) is now looking more closely at online delivery, design, instructor-student contact and outcomes. This Gap Study has generated some valuable information to support important discussions and decision-making in the area of DE. Areas on campus that may be interested in the outcomes of this Gap Study may include students, student services, administration, the Contra Costa Community College district, DE committee members, the Academic Senate, LMC's Planning Committee and our general community. The intent of the study is to investigate existing gaps in the area of Distance Education. Recommendations will be generated as a result of campus research, district and state initiatives and an ACCJC Accreditation Standards/Eligibility Requirements alignment. LMC Campus committees working closely with distance education will be presented with this report in early 2019. A timeline for integration of eleven key recommendations coupled with an implementation plan is also included in this study.

The college does not offer online AAT/AST degrees at the time of this publication and has one degree/certificate program in Travel. The three colleges in the District provide distance education through a common Learning Management System, Canvas, which is maintained by the District Office in collaboration with the College's Instructional Technology and Services (IT&S) Department. Three Substantive Change proposals were submitted and have received approval from the Commission since the last reaffirmation of accreditation. In March 2013, the College received approval to offer 2 associate degrees and 8 certificates of achievement with more than 50 percent of the program offered through the distance education modality.

A Distance Education survey was presented to LMC online faculty, shown in Figure I. The majority of respondents teach mostly in a totally online format. The majority of fully online instructors (90%) developed their own courses with half (50%) using the Online Education Initiative (OEI) Rubric as a design tool. Currently, LMC is not a part of the Online Education Initiative Consortium; however, in February 2019, the LMC Academic Senate will decide, if the college will move to OEI. Currently, both Diablo Valley College and Contra Costa College are members of the Consortium. Below is a representation of the breakdown of faculty participation in the Distance Education survey. The second largest representation of survey completers represented instructors teaching in dual modalities face-to-face and online.

**Figure 1. Percent of Online Faculty Participants in Gap Survey Study, December 2018**



ANSWER CHOICES	RESPONSES	
Hybrid	13.04%	3
Fully Online	47.83%	11
Both Hybrid and Fully Online	17.39%	4
Both Face to Face and Online	21.74%	5
TOTAL		23

## **Why Online Education at Los Medanos College?**

### ***The California Community College Vision for Success***

The aim of LMC's faculty is to help students complete their college goals. Aligned with the Chancellor's California Community College Vision for Success, LMC's online instructors strive to meet the goals set by the vision of *Strengthening the California Community Colleges to Meet California's Needs*. All courses designed and taught at LMC, follow the goals of Completion, Transfer, Unit Accumulation, Workforce and Equity. However, offerings of online courses at LMC have attempted to reduce achievement gaps by increasing CTE offerings, reducing equity gaps of our underrepresented student population, (Latinx women are the highest represented group of online course completers in the state of California), and increasing transfer and completion rates.

Another reason there has been increased attention to developing distance education at LMC, is due to the Governor's Budget allocation decision of 2018 of \$100 million in one-time money plus an additional \$20 million in ongoing funding for the development of a state-wide online college. This new Online College will build upon existing efforts that foster student success by increasing the availability of online courses and sub-award programs that make college more accessible and affordable. The new Online College will focus on under-served working adults not currently enrolled in California community colleges, who need skills and credentials to advance their careers. The new Online College is programmatically distinct from the Online Education Initiative (OEI) and is not designed to compete with existing colleges for students. In the coming year, concerted efforts will be devoted to this high priority project. As of the time of this writing, the governor of California has funded the Online College for a total of 120 million dollars. (2017-DE-Report). At this time, Los Medanos College is not working directly with the new Online College; however, CTE courses (specifically our Travel degree) could serve as models.

### ***Guided Pathways***

Through the guided pathways model, distance education will play a significant role. By assisting colleges in the marketing of existing distance education program guided pathways, students will find the courses and programs they need to achieve their academic and career goals. Effective use of the Online Course Exchange's (OEI) infrastructure and tools, including the strong online course rubric, will ensure students have focused learning outcomes to stay on their higher education path. (2017-DE-Report).

Currently LMC's Guided Pathways committee has committed to Distance Education by offering a 0.75 release position for a Distance Education specialist. It is within the listing of recommendations of this study, that the Guided Pathways Committee work closely with LMC's Distance Education Committee to engage the assistance of a member of the committee that specializes in DE for this new Guided Pathways position. The majority of DE committee members hold degrees and certificates in Distance Education Methodology, Pedagogy and Policy. In addition, many members of DE are certified to train statewide for OEI as well as for @ONE and local campus course design seminars. Membership in LMC DE includes monthly meetings at the district level collaborating with all campuses in issues related to distance education, equity in DE, union policies, current research, OEI, training etc.

### ***The Online Education Initiative (CVC-OEI)***

The governor's 2013 higher education budget allocated \$56.9 million for online education, with \$16.9 million earmarked to begin an Online Education Initiative (OEI) and additional funding of \$10 million per year through 2017–18. The initiative's overarching goal is to make more online classes available in California community colleges with the goal in helping more students earn associate degrees and transfer to four-year universities. The OEI has several components, including identifying a statewide standard education portal and common learning management system that would allow California students to apply



and register for online courses, developing a basic course quality standard and evaluation rubric, providing students with necessary support services, and training faculty in online pedagogy and technology.

The OEI has actively sought to incorporate current best practices into its online learning program. First, the OEI contracted with an existing vendor to develop a single proprietary learning system. The system, Canvas, is available, at no cost, to all colleges although colleges are not required to adopt it. Canvas incorporates the most technologically advanced software: programs that preserve simplicity for inexperienced instructors, while providing features that advanced instructors can use to develop course content.

The Online Education Initiative, with the support of the individual colleges in the system, initiative selected a group of highly qualified online-learning practitioners to review these courses using a rigorous rubric based on established best practices. As the initiative progresses, this course rubric will be used across colleges within the system to ensure quality and that online courses meet established standards. Both DVC, LMC and the District Office have faculty and an administrator who are trained reviewers for OEI.

The OEI has developed a faculty training and certification program (with additional funds from the Chancellor's Office Telecommunication and Technology Infrastructure Program). The program consists of five online courses followed by a practicum requiring instructors to demonstrate their new skills. The program is being modified to condense the training, allow individual customization, and to recognize previous training. These enhancements should allow faculty and administrators to identify specific training needs and provide those who complete the program with the skills required to meet new online-course design standards.

Finally, the Online Education Initiative has established working groups who are studying student readiness, education planning and articulation, and online tutoring. The ultimate goal of these groups is to establish multiple student services provided through the OEI portal that would prepare students to take courses online, help them plan their educational path, and provide online tutoring and counseling services to help students complete their online courses. The Open Educational Resources, through the California Virtual College/Online Education Initiative, have created numerous course shells that can be accessed by faculty using Canvas in the Commons. Zero Cost textbooks are embedded into every course. The sample course shells are housed in Canvas Common and can be found using the following search terms: CCC, OEI, OpenStax, and OER. There is one blank shell in the Campus Common (in Canvas) that allows faculty to embed their own OER content. Each shell is WCAG 2.0 AA compliant and has a Creative Commons Attribution license with attribution to be given to the California Community Colleges Chancellor's Office, funder of the OEI. (TechEDge, Fall, 2018)

The OEI represents a significant step forward in the effort to bring online student success rates even with those of traditional courses. Currently, each community college uses its own learning management system, though some districts, such as ours, the Contra Cost Community College District, use a single district-wide system. The variation in quality and complexity between learning-management-system software products is not large.

One of the OEI's major goals is to lower the cost of student education. Governor Brown championed online learning as a cost saving opportunity. Online courses do not need physical classroom space, and course design and development costs can be amortized over time. Savings might also come through economies of scale, including centralization of online student services. Greater integration of campus online programs would boost purchasing power. Furthermore, if faculty members do not have to invest as much time designing, facilitating, and seeking approval for individual online courses, the community college system's overall labor costs could drop.

Current evidence does not necessarily demonstrate that online learning is less expensive than face-to-face learning. In fact, research shows that preparing an online course is usually more time consuming (and therefore possibly more expensive) than preparing a traditional class (Moller, et al 2008). Los Medanos College Faculty Survey supports this evidence as many instructors of online courses reported that their online course design process was time-consuming. Other faculty members responded to the survey that their department chairs are not necessarily on-board with offering courses online (2017-DE-Report,15-16). Finally, the college may wish to review current demographics in relation to our service area and the need for additional online offerings as 80% of Antioch/Pittsburg/Brentwood residents face a 2-hour commute daily and may not be able to attend face-to-face courses. Online courses would give this commuter population an opportunity to complete their degrees. (Wilkins)

## **LMC External Research On Distance Education**

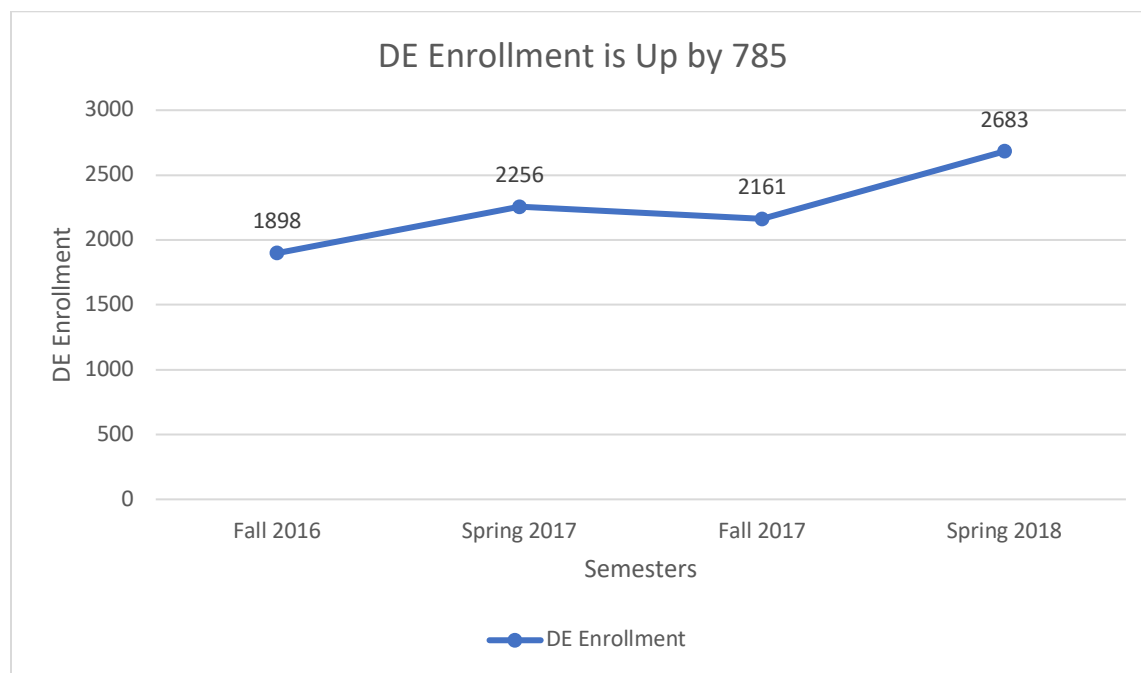
In conjunction with the LMC Campus Faculty Survey and Course Design Peer Review of fully and partially online instructors, this study integrated data from the district research office and LMC's planning committee research pertaining to enrollment and persistence patterns from the last two academic years. Research and takeaways presented below support many of the recommendations for implementation presented in this Gap Study. This study also supports the efforts of the Distance Education Committee to continue efforts in the implementation of complying with the Actionable Improvement Plans presented to ACCJC in the LMC Strategic Plan Grid (Appendix I).

Online students, at LMC, 40 years old or above, had a 5% higher course completion rate. As of fall all of 2016, there is an increase of enrollment of 42% (Figure 2) with only a slight increase in the percentage of FTE online students. Takeaways also concluded that there is one completion gap for the African American students enrolled in online courses at Los Medanos College. Figure 3 shows a -3.71% to -8.56% gap in completion between African American students and students from other ethnicities. In addition, the college is lagging behind the state average for online enrollments by 7%. (Hubbard) (Appendix I, Appendix II)

**Figure 2: Takeaway #1: Raw Enrollment Numbers in Distance Ed (DE) Are Up**

Fall 2016 DE Enrollment	Spring 2017 DE Enrollment	Fall 2017 DE Enrollment	Spring 2018 DE Enrollment
1898	2256	2161	2683

Source: [https://datamart.cccco.edu/Outcomes/Course\\_Ret\\_Success.aspx](https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx);  
Choosing "Distance Education" as Instruction Method; only using Credit courses



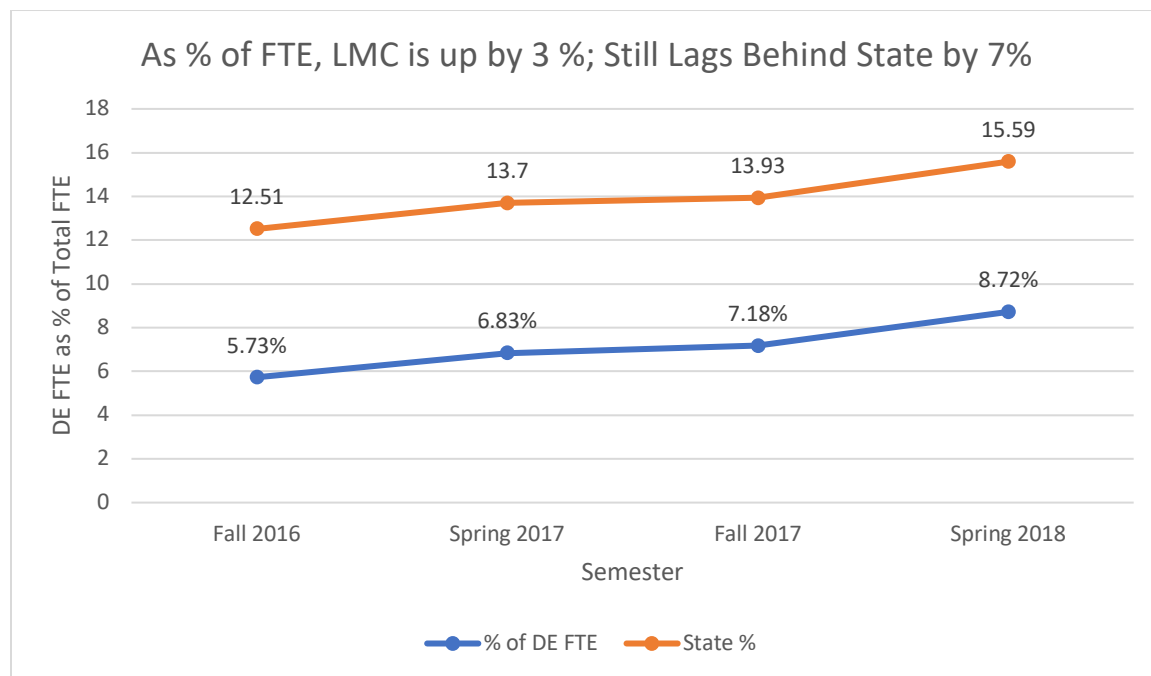
That's an increase of 785 for a **42% increase overall**.



**Figure 3: Takeaway #2: As a percentage of FTE, DE Enrollment is Only Slightly Up (from 5.73 % to 8.72 %)**

	Fall 2016	Spring 2017	Fall 2017	Spring 2018
DE FTES	205.39	236.79	252.03	302.7
Total FTES	3583.34	3465.98	3509.26	3470.26
(DE / Total) %	<b>5.73 %</b>	<b>6.83 %</b>	<b>7.18 %</b>	<b>8.72 %</b>

Source: [https://datamart.cccco.edu/Students/FTES\\_Summary\\_DE.aspx](https://datamart.cccco.edu/Students/FTES_Summary_DE.aspx)  
For credit FTE only



We've included the state % as a comparison. It's striking that the same % difference from fall 2016 is found in spring 2018—that is, LMC is lagging behind the state by the same amount of 6.8%.

**Figure 4: Takeaway #3: There is one completion gap**

Students who complete a course don't withdraw, so don't have a "W" for the course. When it comes to completion, we were able to find no disproportionate impact between genders and ages. That is, all age groups and genders completed courses at roughly the same rates. (Although, it is very encouraging to note that those students who are 40 years old or more, have a 5% better completion rate.)

There was evidence of disproportionate impact for completion among ethnicities. African American students had a statistically significant difference in their completion rates compared to others. (This was found using a 2 proportion Z test, with a z of -5.31 and a p-value of nearly 0.) At a 95% confidence level, we found a -3.71% to -8.56% gap in completion between African American students and students from other ethnicities.

	Completion %
African-American	75%
American Indian/Alaskan Native	89%
Asian	84%
Hispanic	79%
Multi-Ethnicity	80%
Pacific Islander	68%
Unknown	90%
White Non-Hispanic	84%
<b>Total</b>	<b>80%</b>
	Completion %
Female	80%
Male	80%
Unknown	79%
<b>Total</b>	<b>80%</b>
	Completion %
Less than 20	81%
20 to 24	79%
25 to 39	80%
40 or more	85%
<b>Total</b>	<b>80%</b>

Figures 5 and 6 representing research outcomes for this study align with the majority of final recommendations in this document, *Assuring the Quality of Distance Education at Los Medanos College*. As our campus becomes more diverse and our offerings of online courses extend into the AA-T and AS-T degrees, our DE infrastructure will need to address the disproportion of our success gaps. EOPS students, in Figure 5, are shown to have the highest representation of drops in online classes (1381 out of a total drop of all online students of 1701). Since many of our EOPS students represent a tapestry of needs, it is important that we look closely at these numbers and institute the recommendations in this Gap Study in order to close the disparity. Reasons for the low persistence rates for EOPS students could include, limited access to computers at home or campus, lack of online tutoring, course design not sensitive to DSPS and other high-risk student populations (equity course design), improper onboarding to online courses, limited online counseling, limited access to all student services in general, among others. (Appendix I, Appendix II).

**Figure 5: Takeaway #4: There are several success gaps**

We found that there are disproportionate impacts among two ethnicity labels, African-American and Multi-Ethnicity. Also, there is a disproportionate impact for those students between 25 and 39 years of age. (These gaps are statistically significant at or below the .01 level.) We've highlighted in green the groups that are experiencing those gaps.

	Success %
African-American	52%
American Indian/Alaskan Native	68%
Asian	73%
Hispanic	64%
Multi-Ethnicity	59%
Pacific Islander	62%
Unknown	84%
White Non-Hispanic	73%
<b>Total</b>	<b>65%</b>
	Success %
Female	66%
Male	64%
Unknown	68%
<b>Total</b>	<b>65%</b>
	Success %
Less than 20	67%
20 to 24	65%
25 to 39	62%
40 or more	72%
<b>Total</b>	<b>65%</b>

**Figure 6- District Research on Drops- Fall 2016-Spring 2018**

From the District Research Office, we received the number of students who dropped in fall 2016, spring 2017, fall 2017, and spring 2018. They gave us the records of all students who dropped, as well as just those in hybrid and online sections.

	<b>Non-DE Drops</b>	<b>Hybrid Drops</b>	<b>Online Drops</b>	<b>All DE Drops</b>	<b>Total # of Drops</b>
<b>Totals</b>	11625	378	1634	2012	13637
<b>Category</b>	<b>Non-DE</b>	<b>Hybrid</b>	<b>Online</b>	<b>All DE</b>	<b>All</b>
<i>Female</i>	6276	201	1075	1276	7552
<i>Male</i>	5218	173	546	719	5937
<i>Unknown</i>	132	4	13	17	149
<i>Af Am</i>	2137	84	319	403	2540
<i>Am Ind</i>	17	1	2	3	20
<i>Asian</i>	444	18	52	70	514
<i>Filipino</i>	459	12	70	82	541
<i>Hispanic</i>	4883	135	576	711	5594
<i>Multi-race</i>	1191	45	188	233	1424
<i>Other/Und</i>	37	1	4	5	42
<i>Pac Isl</i>	84	2	18	20	104
<i>White</i>	2373	80	405	485	2858
<i>BOG N</i>	7649	167	563	730	8379
<i>BOG Y</i>	3976	211	1071	1282	5258
<i>EOPS N</i>	425	320	1381	1701	2126
<i>EOPS Y</i>	11200	58	253	311	11511
<i>Vet N</i>	11318	367	1562	1929	13247
<i>Vet Y</i>	309	11	72	83	392

## **ACCJC: Meeting the Standards & Compliance Requirements for DE**

### ***ACCJC Evaluation Team Report 2008 – Findings, Evidence & Observations***

*The following represents the findings from the ACCJC Evaluation Team Report prepared by ACCJC following the team visit to Los Medanos College in October 2008.*

Distance Education is growing rapidly at Los Medanos College thanks to many who have committed time and effort into training, counseling, designing, administrating, teaching and course management implementation. Presently the college is engaged in regular and intense dialogue around the design and delivery of online education particularly as it relates to the quality of instruction, faculty evaluation, and measurement of student learning. The following information outlines the findings, evidence and recommendations of LMC's last ACCJC evaluation team report. Since the last accreditation report, ACCJC has published various white papers and has instituted a more comprehensive evaluative approach to online course delivery.

### ***Standard IIA Findings & Evidence: Observations in Distance Education***

“The College will examine the degree to which the breadth and pattern of online offerings is meeting student needs and supporting completion of certificates and degrees and; analyze data on success and completion rates of online and hybrid courses to inform efforts to improve student learning and success.”

### ***Standard III.C.1.d Findings & Evidence***

In order to increase effectiveness and respond fully to the previous team recommendation, the team recommends the college implement an integrated professional development plan to ensure employees have regular structured trainings on information technology and instructional design. (Standard III.C.1.d)

### ***Recommendation 3: Develop a unified approach to computer training, including software use and instructional and web design for both online and traditional courses (6.4, 7A.2).***

The college is currently working on a revised professional development model. It will be important for the model to integrate a systematic approach to computer and instruction design training. The college has partially responded to this recommendation.

### ***Standard III Technology Resources: Observations***

Technology Advisory Group meeting minutes validate that the updating process has begun. The Technology Advisory Group, an advisory body to the Shared Governance Council, is a participatory governance committee that regularly meets to discuss and evaluate the effectiveness of campus technology and to make recommendations for improvement

Moreover, for 2008-2009, the college has charged the Distance Education Committee and the office of intuitional research to work collaboratively in studying the effectiveness of online courses and report on the feasibility of a complete online associate degree. (IIA1b). ACCJC Team Evaluation Report October-200

## **LMC's Midterm Report to ACCJC – Progress and Next Steps**

*The following section contains excerpts from the LMC 2017 Midterm Report*

### ***Midterm Report: Response to Self-Identified Actionable Improvement Plans***

The DE Committee is currently working on Action Improvement Plans, and as of December 2018 the following progress has been made: (The next survey was scheduled to be administered in the Fall of 2017 – See Appendix III).

#### ***Standardized hybrid course schedules***

LMC currently has a variety of hybrid course schedules with no standard in place. We have hybrid courses that meet onsite less than 10% and some more than 50%. This creates confusion for students as they schedule their classes and determine when they need to meet on campus for class. Due to the variety of hybrid offerings, it is difficult to effectively utilize on-site classroom space. By developing and recommending a standardized hybrid course scheduling model for Academic Senate approval, LMC will not only be able to better utilize facilities, but students will be able to build a cohesive course schedule (AIP.IIA-1). *This actionable improvement plan has not been completed as of December 2018.*

#### ***Distance Education Strategic Plan***

LMC completed a draft of our Distance Education Strategic Plan in May 2015. That plan was presented to the District Distance Education Committee, who in turn used our plan as the foundation of the Districtwide Distance Education Strategic Plan. The District plan was revised, presented to and approved by the Districtwide Governance Council in December 2016. With the Districtwide Distance Education Strategic Plan approved, LMC will revisit and update our own DE Strategic Plan to align it with the District's plan and then present it to our Academic Senate for approval (AIP.IIA-2, AIP.IIA-3). *This was completed, Appendix III, but we have no updated Best Practices Document to support and align with the Strategic Plan.*

#### ***Faculty training***

Faculty training in online teaching, instructional technology, and learning how to use our current learning management system (Canvas) is a significant part of our strategic plan. During the Fall 2016 Flex week, LMC offered various online workshops on best practices in Canvas, how to use video conferencing tools, and online teaching tips. We duplicated and extended this training for the Spring 2017 Flex, and we continue to take steps to improve faculty training in order to improve student success in online courses. New data from a Fall 2016 end-of-semester student survey about Canvas was provided by the District IT department in January 2017, and our DEC is using the survey responses to make necessary updates to current Canvas trainings. Since the survey did not represent all students currently utilizing a learning management system, as we are running D2L and Canvas parallel until June 2017, we plan on distributing another survey at the end of Fall 2017, when we complete a full semester with all students using Canvas (AIP.IIA-4, AIP.IIA-5, AIP.IIA-6, AIP.IIA-7, AIP.IIA-8, AIP.IIA-9). *We are doing well in this area with the new district training courses, but more sections need to be offered with incentives for professors. The course is time-consuming and may be offered via individual modules during FLEX sessions in order that faculty members can complete the course over a longer period of time.*

#### ***Online proctoring solutions***

Faculty interest in online proctoring, coupled with the OEI's proctoring options, has led the LMC DEC to explore proctoring solutions in order to improve test integrity. The committee has reviewed Proctorio, a proctoring software solution support by the OEI. Proctorio will be piloted by select courses during Summer 2017. We will continue to research and evaluate proctoring solutions (AIP.IIA-10). *LMC has not fully integrated online proctoring into our Best Practices document as yet; however, if the college moves to OEI, this will be easier to initialize with all fully and partially online courses.*

#### ***Student online readiness program***

The OEI has provided all California Community Colleges with free access to the QUEST by SmarterMeasure Online Readiness Program. The LMC DEC will explore the program options for prospective, novice, and experienced online students. We will work with online course instructors on how to best incorporate and promote the QUEST program in their courses (AIP.IIA-11). *According to online faculty survey responses, a Comprehensive Student Services Module that includes an onboarding module with all student services is needed. The module would be permanently updated and loaded directly into Canvas prior to each semester.*

#### ***Department Distance Education Plan***

The LMC DEC is developing an inquiry letter to all departments in order to gauge their plans for online course offerings and any plans for offering department programs 100% online (AIP.IIA-12). *Only a limited number of Department Chairs responded to the inquiry letter sent by the Distance Education Committee Chairs. It may be possible that the majority of departments have not had a formal discussion or lack a decision-making process on the implementation of online courses/degrees.*



## **ACCJC's Guidelines for Evaluating Distance Education**

The *ACCJC Thought Paper on Peer Review of Distance Education* (January 2017) suggests that actions be taken prior to the visit are designed to promote consistency in online classes.

### ***Writing the ISER***

In either Standard II.A.1 or II.A.2 reference should be made to:

- Ensure content and methodology for teaching Distance Ed is equivalent to those of F-2-F courses and programs.
- Definitions and guidelines for Best Practices, defining “regular and substantive” interactions between instructor and student. Documents such as administrative procedures, standard operating procedures, faculty handbook, or curriculum handbook can be used as evidence.
- Evidence of faculty training or best practices for “regular and substantive” interaction in Distance Education.
- Description of features within the Canvas classroom that facilitates substantive interaction. Data analysis of faculty use of these features will serve as evidence.
- Evidence of student verification and privacy (federal policy 602.17(g)).
- Careful attention and support evidence to the Eligibility Requirements (below) must be included in the self-study.

### ***Preparing for the Comprehensive Peer Review Visit***

- The college should inform distance education faculty that the peer review team will “observe” a randomly selected group of both fully and hybrid online courses. Courses for review will be those offered one semester prior and the current semester of the visit.
- No fewer than 15 sections will be observed, but no more than 10% of the total number of distance education courses offered in one semester (more than 50% of the courses reviewed must show regular and substantive interaction between instructor and student)
- The college will assist team members in accessing the courses, but will not hand-pick the courses for review
- The peer review team will maintain all confidentiality of student-instructor information

### ***Eligibility Requirements Related to Distance Education***

- ER 9. Educational Programs (Standard II.A.1 and II.A.6)
- ER 10. Academic Credit (Standard II.A.9 and II.A.10)
- ER 11. Student Learning and Student Achievement (Standard I.B.2, I.B.3 and II.A.1)
- ER 14. Faculty (Standard III.A.7 and III.A.2)
- ER 15. Student Support Services (Standard II. C.1 and II.C.3)

## **Current Status: Observations, Compliance and Progress**

### ***Can LMC answer these questions?***

- Does the college have in place, processes and guidelines for the management, training, design, development, infrastructure and assessment of Distance Education courses?
- At the course level, does the instructor initiate contact, is there language referring to accepted practices for regular effective contact, such as forms of contact with students, between students, including course announcements, orientation; regular or online office hours; faculty expectations of students; content delivery; and, notifications of office hour availability or unavailability.

**Note:** Since technology is a key component to online design and delivery, it is important to address the challenges that LMC is currently facing in this area. As of spring, 2019, the Technology Committee will reconvene after not having met for nearly a year. There are several recommendations related to the role of the LMC Technology Committee in the listing of compliance requirements in this gap study.

### ***Current LMC initiatives that align with ACCJC's compliance recommendations***

Professional Development, Course design and delivery, OEI, Best Practices, Peer Review study, Online Faculty Perceptions Survey, Student Services initiatives, Training initiatives.

- Early Alert for Online Classes
- Online Counseling
- Online Library Services
- Online Admissions Policies for DE Prerequisite Challenges
- Guided Pathways- lead position for DE
- Faculty Training for Distance Ed/through the Online Teaching Academy 4CD
- DE Strategic Plan
- DE Policy
- Faculty/Student Evaluation Toolkit
- Grant for DE
- Instructional Design Support/Accessibility Training

## **Recommendations for Meeting Compliance in Distance Education**

*Listed below are the top 11 Recommendations to be implemented prior to the ACCJC Team Visit. Balance of Recommendations to be started ASAP and/or referenced in the ISER as in progress of completion.*

1. Distance Education Committee Chair needs support; Possible Release Time/Stipend
2. Guided Pathways DE Specialist could create a possible DE Campus Coordinator Position. (joining DE Chair as one position or team effort)
3. Join the CVC/OEI Consortium (Senate vote in February 2019)
4. Revision of the existing LMC/ DE Best Practices Document (Possible collaboration on a District-wide Best Practices Publication)
5. Professional Development- Frequent Access to Trainings, Implementation of Peer Review Process and Accessibility Training through District Online Institute
6. Prepare for the Accreditation Visit with Online Peer Course Review, Rubric and Process
7. Update the Distance Education Website
8. Complete and Integrate Midterm Report Charges
9. Align LMC Technology Infrastructure with DE Strategic Plan
10. Complete 508 Review of all online courses/Begin training specific to accessibility
11. Institute Online Proctoring, Counseling, Tutoring, etc. integrated into each Canvas Course room (OEI will offer these tools when the college joins the Consortium)
12. Creation of a Student Services Module that integrates all assistive links for online student success, Onboarding, Tutoring, Proctoring, Counseling, Library Resources, Technology Support etc. (Possible video onboarding module)

### ***Implementation Timeline of Top 11 Distance Education Recommendations***

<b>Spring 2019</b>	<b>Release time for DE Chair, Stipend, or DE Coordinator Position. DE Committee moves to SGC Membership. Recommend link to Guided Pathways Leadership Position.</b>
<b>Spring 2019</b>	<b>LMC joins the OEI Consortium (Academic Senate vote Feb.)</b>
<b>Spring 2019</b>	<b>Revision of the existing LMC/DE Best Practice Document (Collaboration on a District-wide Best Practices publication)</b>
<b>Ongoing</b>	<b>Professional Development: Multiple training options implementation of Peer Review Process and Accessibility Training through District Online Institute</b>
<b>Fall 2019</b>	<b>Prepare for LMC's accreditation visit with Online Peer Course Review, Rubric and Process</b>
<b>Ongoing</b>	<b>Update the Distance Education website</b>
<b>Ongoing</b>	<b>Fall 2019: Complete and integrate Midterm Report Changes</b>
<b>Spring 2019</b>	<b>Align LMC technology infrastructure with Distance Education Strategic Plan</b>
<b>Spring 2019-Fall 2020</b>	<b>Complete 508 Review of all online courses/begin training specific to accessibility</b>
<b>Spring and Summer 2019</b>	<b>Institute online proctoring, counseling, tutoring, on boarding, etc. integrated into each Canvas course room (OEI will offer these tools when the college joins the Consortium in Spring 2019).</b>
<b>Fall 2019</b>	<b>Creation of a Student Services Module that integrates all assistive links for online student success, onboarding, tutoring, proctoring, counseling, library resources, technology support, etc. (possible video onboarding module)</b>

***Additional Recommendations to be completed and/or referenced in the ISER***

12. Distance Education Enrollment process for Online Students out of state/country
13. DSPS Online Compliance/Specialist hired to review all online courses  
AAT-AST Degree development
14. Faculty stipends for training/course development and cost reimbursement of @One and district trainings
15. Training for online course reviewers-especially in designing for students with disabilities  
Universal Design and ADA
16. More online trainings during FLEX/summers for fully online courses
17. Review of Online Supplement to the COOR
18. Training for Curriculum Committee on course design for fully online courses
19. Support for faculty moving to OEI (one-year minimum to complete the process)
20. Additional departmental support for Distance Education- Training for Dept. Chairs in DE
21. Preparation of a self “check off” faculty rubric for preparation of ACCJC’s review of courses
22. Administration commitment to offering more online courses to prepare to move to OEI and offer transfer AA-T, AS-T degrees
23. Separate training in accessibility and legal import of digital media
24. Innovative tech training, videos etc.
25. Ongoing OER support in online teaching, Free Open Ed Resources
26. Reviewing publisher content (how much publisher content is appropriate in the course design?)
27. Discussions in persistence and retention of fully online courses- Flex series for DE (every semester). LMC Institute for DE
28. Clearly define regular and effective contact in online courses
29. Training on equity/diversity inclusion into online courses
30. Sharing your online Course-Faculty Property Rights to Published Online Courses
31. Alert faculty two semesters prior to accreditation that their hybrid/fully online class may be reviewed by the team members of ACCJC. Attach self-reflective rubric and assign a coach (besides Institutional Online Designer. possible charge of DE committee to act as coaches).
32. Students trained in course design as assistants for Instructional Design
33. Transparent timeline for faculty teaching online to prepare for accreditation visit. (10-15% of our courses will be reviewed, no prior warning and all courses must be prepared). Flex sessions to begin in August to prepare courses. Best Practices include a self-reflective rubric
34. Prove we are using our Assessment data to improve DE Courses add this to the ISER
35. Technology Committee and Distance Ed. Wifi/computer access/laptops for loan
36. Equity design evaluation tool designed to help online teachers make the online course experience more equitable for all students

37. Foster an expanded understanding and appreciation for student populations, particularly for disproportionately impacted students, and their experiences in online courses
38. Guide online teachers in addressing aspects of online courses that most negatively affect online student persistence and/or success, especially for disproportionately impacted students.
39. Increase DE course offerings through Online Intersessions in January
40. More training/direction for use of Zero Textbook Cost Program
41. Hybrid course standards (what constitutes a hybrid course at LMC)
42. Review and update of the Distance Education Strategic Planning Grid
43. AB 705 Accelerated English and Math – how are the online courses in developmental Math and English following the mandate of passing students to transfer level Math and English?
44. Single sign-on for all student services support systems
45. Address disproportionate impact and access in terms of equitable outcomes for online students
46. Access to video program (s) and training that assist in project captioning, monitoring captioning and other accessibility requirements for our faculty course designers.
47. Discussions and trainings regarding the design of online course shells for non-native speakers and DSPS students

#### ***Concerns on Equity in Online Design and Delivery***

- Online syllabi should be available 3 months prior to the start-date of the semester so students understand the requirements of the course well in advance.
- FERPA- Forms should be available online for student/parent/faculty access.
- DSPS- Integration of online success strategies for DSPS students who need specific services, example: Onboarding module specific to DSPS students enrolled in online course
- Designing for Equity and Inclusion- Alternatives to technology limitations for low income students, designing courses with images of diverse representation and discussions highlighting the diversity of the students enrolled

## **LMC Internal Research on Distance Education**

### ***LMC Distance Education Faculty Survey 2018: Faculty Satisfaction with Distance Education***

To assist in determining how distance education faculty perceive their level of satisfaction with their courses, a distance education faculty satisfaction survey was developed and conducted during the fall semester of 2018. Faculty members, full-time and adjunct who designed and taught both hybrid and fully online courses were invited to participate. Twenty-two faculty members participated in the survey which included descriptive questions soliciting information regarding design, training, perception and content of their online classes. Faculty members were also asked about their experiences in key areas:

- **50% of faculty responses stated use of the OEI Rubric or Best Practices Document for Course Design**
- **Faculty Barriers to Online Teaching: Limited support from administration, lack of confidence in all areas of Instructional Design, time limitations, limited buy-in for online courses in some departments**
- **More than 90% of the survey responses were from faculty who designed their own online courses**
- **The majority of respondents use online publisher content related materials, for example: My MathLab, Open Education Initiative, iLearn, MindTap**
- **Over 60% of the faculty surveyed use online student services links within their course modules such as NetTutor, Quest, Starfish etc.**
- **Over 90% stated that their course design. was ADA compliant**
- **Nearly 90% stated their courses were in compliance for ACCJC to review**
- **60% have completed and support continued staff development for Distance Education**

Highlights from the survey are included in this report (Appendix I) and cover overall satisfaction with distance education courses, reasons for designing distance education courses, orientation courses/workshops prior to designing distance education courses, faculty thoughts on discussion board use in distance education, and meeting the learning needs of students through distance education courses.

### ***Faculty Online Course Design Challenges – Final Thoughts***

Based upon a peer review of ten fully and hybrid online courses, it is evident that instructors feel the need for more consistent standards in course development and design. Often, due to limited training, instructors may create a version of their face-to-face course in an online environment. The result of a non-comprehensive design is a course that may have a piecemeal approach with no clear and consistent standards. After the peer-review of fully and hybrid online courses during the fall of 2018, it was apparent that issues such as accessibility, technology in design, student services links, and student success are primary concerns of our DE faculty. Per a district research study on LMC's Success and Retention Rates by Course Attribute for fully online courses from Fall 2014 through Fall and summer 2017, retention rates hovered above 80% with a success rate of 60-70%, with the average success percentage falling at 65. It is clear that the college will need to work on raising the success rate of the fully online courses. Hybrid courses consistently result in higher retention and success rates. Current research presented at the Spring, 2019 Academic Senate meeting, per OEI CEO Kate Jordahl, shows that online and face-to-face courses are now nearly equal in terms of student retention and persistence statewide.



## **Conclusion**

Many faculty members, and departments, at Los Medanos College are currently “on the fence” regarding a move to CVC-OEI. Non-traditional fully online course designs in certain departments, such as Speech and Biology, are a concern. The overall quality of online course design is another concern of the LMC faculty. Understandably, these departments are not in agreement with our students taking courses online that do not meet the rigor of our campus-based offerings. In addition, some departments are concerned that online sections may take enrollments from on- ground courses offered at both the Pittsburg and Brentwood campuses.

Faculty members who have designed and taught successfully online have expressed interest in moving their courses into the CVC/OEI exchange. Currently there are sufficient numbers of DE courses/sections and instructors who are willing to present their courses through the rigorous CVC/OEI approval process. During our first year with OEI (if the college decides to join), LMC will be required to present 17 sections of online courses as part of the agreement. As of February 2019, there were nearly 10 sections (of LMC courses/instructors) interested in submitting their courses for approval through the CVC-OEI. The survey below (Appendix 1) shows how current online faculty view the success of their courses and the specific challenges they have faced in the development and implementation of their virtual courses. As referenced earlier in this study, the majority of current online faculty see their work as purposeful, meaningful and successful for themselves and their students. This is not to say that there is no room for improvement as there exist many gaps; however, our online pioneering instructors who have spent many hours in the design and implementation of their fully online courses should be applauded.

Currently, students have the opportunity to enroll in any articulated course that is offered online, and LMC students are taking advantage of these courses. Moving to the CVC/OEI would allow LMC to offer the courses that our students are seeking elsewhere in the state. As more ‘badged’ non-traditional and high-quality courses are offered for online access (STEM), LMC will be able to access these courses in the Canvas Commons. With the implementation of quality training, offered from CVC/OEI/@ONE, campus funding, and sample badged online courses for faculty access LMC can easily create a stronger culture of Distance Education.

As Los Medanos College continues to create its culture of Distance Education, the implementation of a timeline, with the most pressing recommendations, is included in this study as a reference. The Distance Education Committee, when writing its narrative for the ISER, may include a similar timeline with goals that may not yet be completed prior to the accreditation visit, but follow the strategic planning efforts already in place.

## **References**

ACCJC Evaluation Report, Los Medanos College, October 13-16, 2008 Visit

ACCJC Accreditation Standards, (Adopted June 2014) <https://accjc.org/publications/>

ACCJC Policy on Distance Education: <https://accjc.org/wp-content/uploads/Distance-Correspondence-Education.pdf>

Distance Education Final Report, California Community College's Chancellor's Office, Eloy Oritiz Oakley, Chancellor

Distance Education Survey LMC, 2018 Scott Hubbard, Laurie Huffman

FACCTS Journal of the Faculty Association of California Community Colleges, Spring 2018

Johnson, Hans P., and Marisol Cuellar Mejia. 2014. *Online Learning and Student Outcomes in California's Community Colleges*. Public Policy Institute of California.  
Online Education Website: California Virtua Campus: <https://cvc.edu>

Los Medanos College Distance Education Chairs and Committee membership

Successful Online Courses in California's Community Colleges, Public Policy Institute of California

TechEDGE, Leading Technology in Education for California's Education:  
<https://ccctechedge.org/news/miscellaneous/608-online-education-initiative-consortium-launches>

Zero Textbook Cost program: <http://www.losmedanos.edu/oer/index.aspx>

## **Additional Evidence and Items for Reference**

[LMC Distance Education Strategic Planning Grid](#)

[ACCJC Team Evaluation Report – October 2008](#)

[Distance Education Faculty Survey Results](#)

## **Acknowledgements**

I would like to acknowledge Scott Hubbard for his help designing our survey and requesting the research necessary for this Gap Study from both the Planning Office at LMC and the 4CD Research office. His data and personal ‘takeaways’ helped me frame many of the recommendations included in this report.

My thanks to all of the distance education faculty who shared their courses and generously provided their expertise. I also appreciate the Los Medanos Campus faculty and administrators who were willing to give of their precious time to discuss the needs of our online instructors. We benefitted from the excellent comments we received from our Distance Ed Chairs, Penny Wilkins and Courtney Diputado and our District DE Dean, Joanna Miller. Final thanks to Beth and Chialin for all of their help in finalizing, formatting and helping me move this Gap Study through campus committees. Finally, this work would not have been possible without the support of our grant IEPI-PRT grant. Any errors are my own.

# ***APPENDICES***

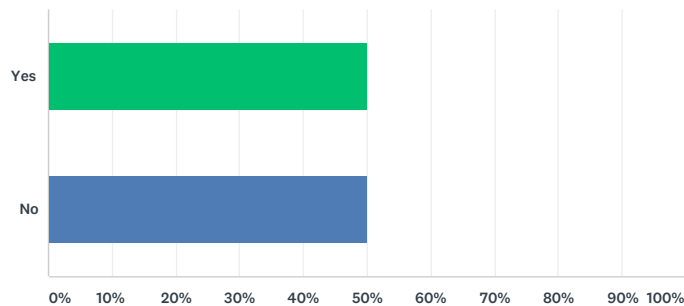


## APPENDIX I: Distance Education Faculty Survey Results

### Distance Education Faculty Survey

**Q9 Have you used the LMC Distance Education Best Practices Document or the OEI Rubric as a basis for your Canvas design? If you have used them, please explain how and where you have used them in course design or practice.**

Answered: 22 Skipped: 1



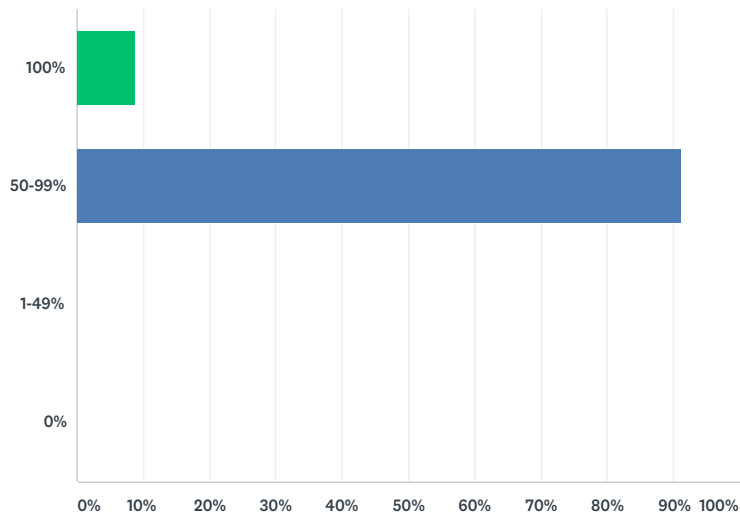
ANSWER CHOICES	RESPONSES
Yes	50.00% 11
No	50.00% 11
TOTAL	22

#	PLEASE EXPLAIN YOUR ANSWER.	DATE
1	We used these documents in the online summer training to design our entire course in Canvas.	11/30/2018 10:23 AM
2	I have been reviewed by both LMC and Laney college professors who have attended my office hours and reviewed my classes. Any further guidance is always appreciated.	11/29/2018 6:44 PM
3	I've set up my course based on the OEI Rubric, specifically in regards to the design and incorporation of student services and support.	11/29/2018 1:11 PM
4	I have reviewed these documents to include concepts such as "Universal Design" and ADA accommodations	11/29/2018 12:48 PM
5	I have used the LMC Distance Ed best practices document. I was able to create a "HELP!" module.	11/29/2018 11:02 AM
6	No, but I have used Quality Matters rubric as a rough guide (I used it at a previous job).	11/27/2018 9:33 AM
7	No but I have begun to use the OEI rubric to retrofit a course.	11/26/2018 5:52 PM
8	I've worked with the LMC Best Practices document since Madeline and you first wrote it those many years ago. :-)	11/26/2018 1:23 PM
9	Not familiar with these.	11/26/2018 12:57 PM
10	I went through POOR training, and as part of that training, I self-assessed a course. I also incorporate the rubric into new courses (such as pedagogy training for CCC and 4CD) as well as a try to make sure all of my courses are compliant with the rubric.	11/26/2018 11:21 AM
11	I have not seen the LMC Best Practices Document lately, but try to use the OEI for my design	11/25/2018 6:50 PM

## Distance Education Faculty Survey

Q6 Federal and state law require that online course materials are accessible to students with impairments, including descriptive text for images, captions for videos, and formatted headers for documents, and Canvas Pages. What percentage of your course materials do you believe are compliant?

Answered: 23 Skipped: 0



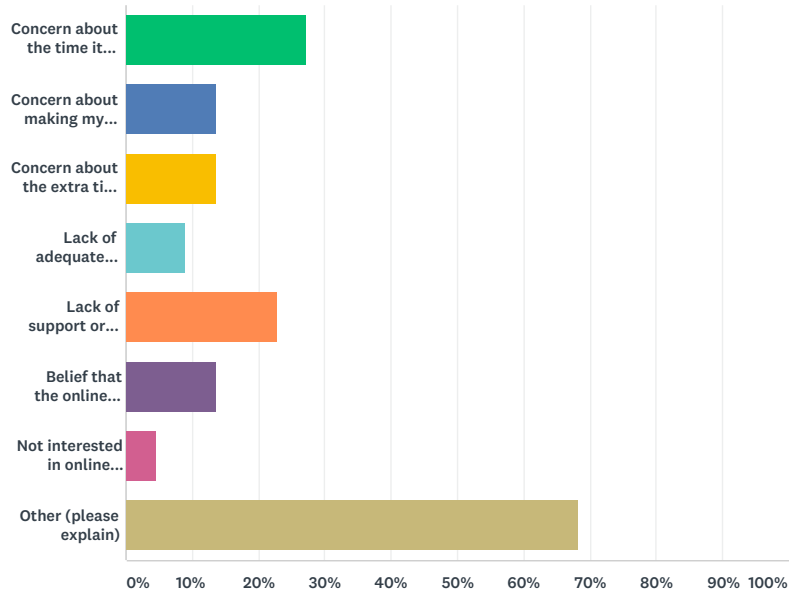
ANSWER CHOICES	RESPONSES
100%	8.70% 2
50-99%	91.30% 21
1-49%	0.00% 0
0%	0.00% 0
<b>TOTAL</b>	<b>23</b>

#	PLEASE EXPLAIN YOUR ANSWER.	DATE
1	90% I have many medical photos in my lectures in my slide that are not always CC/decorative images.	12/2/2018 3:41 PM
2	We learned a lot about this during the online training last summer. I think my materials all are, but I might have missed something. I ask all my students to please let me know if they have any difficulties.	11/30/2018 10:23 AM
3	I ask students to let me know up front what is needed. I record my voice, as well as provide online information to read. I extend exams and timelines when there is reason. One semester I had a paraplegic who stayed in close communication with me and had assistants help him in the exams. I felt from all of his communication with me that he truly learned from the class and went on in health sciences. Many students with learning disabilities have commented my classes really helped. I find I have to push more writing in my online classes that take me an extensive time to grade but it helps me ensure honesty and learning success.	11/29/2018 6:44 PM

# Distance Education Faculty Survey

## Q14 What factors are hindering or have hindered you from offering your class online?(Check all that apply.)

Answered: 22 Skipped: 1



ANSWER CHOICES		RESPONSES	
Concern about the time it will take to build my course online		27.27%	6
Concern about making my content accessible		13.64%	3
Concern about the extra time online teaching involves		13.64%	3
Lack of adequate training to teach online		9.09%	2
Lack of support or permission from department to offer classes online		22.73%	5
Belief that the online format is inappropriate for my discipline		13.64%	3
Not interested in online teaching		4.55%	1
Other (please explain)		68.18%	15
Total Respondents: 22			

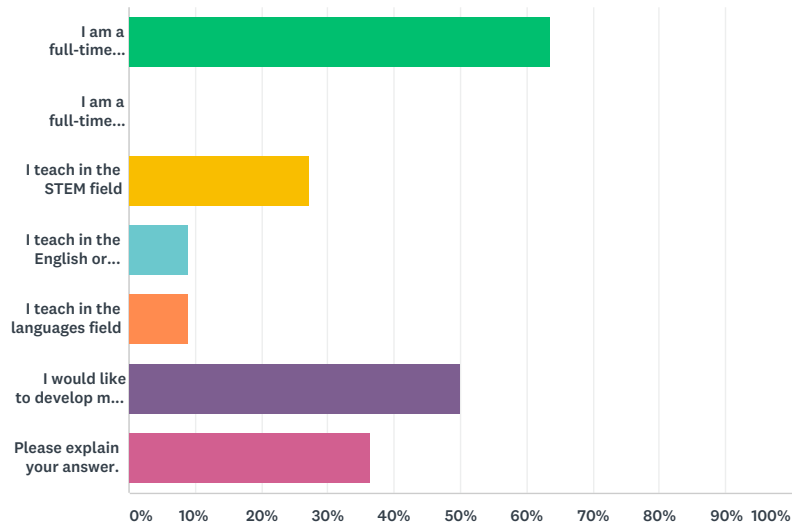
#	OTHER (PLEASE EXPLAIN)	DATE
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## Distance Education Faculty Survey

### Q13 Please tell us the following:

Answered: 22 Skipped: 1



ANSWER CHOICES	RESPONSES	
I am a full-time faculty at LMC	63.64%	14
I am a full-time faculty at another college, part-time at LMC.	0.00%	0
I teach in the STEM field	27.27%	6
I teach in the English or humanities field	9.09%	2
I teach in the languages field	9.09%	2
I would like to develop more classes online.	50.00%	11
Please explain your answer.	36.36%	8
Total Respondents: 22		

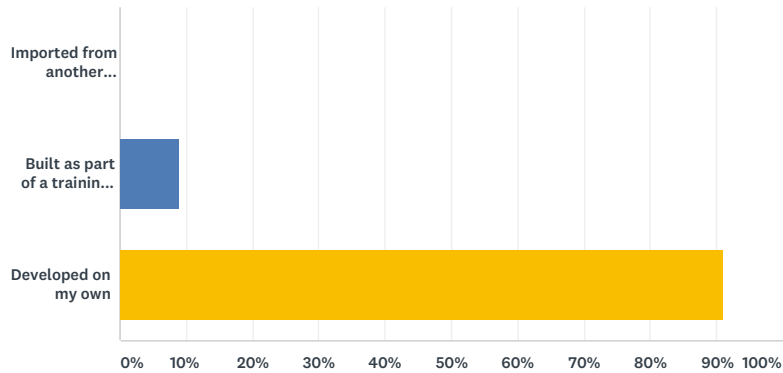
#	PLEASE EXPLAIN YOUR ANSWER.	DATE
1	I would like to develop a fully online class in the near future but I definitely need more support and training in order to achieve this. I am a person that learns slow and step by step everything that is related to technology and online teaching. I need guidance and people who can teach me how to become a knowledgeable online professor.	12/6/2018 10:54 PM
2	I am adjunct at both LMC and CCC. I've developed one online course for the LVN (Nursing) Dept, and have been attempting to create another for LVN/RN Prerequisites courses there, and have been told no.	12/2/2018 3:41 PM
3	I teach math part-time at LMC	11/30/2018 10:23 AM
4	N/A	11/26/2018 5:52 PM
5	Here the comment box is attached to a checkbox.	11/26/2018 1:23 PM
6	I am a part-time faculty at LMC.	11/26/2018 12:57 PM

20 / 23

## Distance Education Faculty Survey

### Q11 How was your course developed?

Answered: 22 Skipped: 1



ANSWER CHOICES	RESPONSES
Imported from another instructor	0.00% 0
Built as part of a training class	9.09% 2
Developed on my own	90.91% 20
<b>TOTAL</b>	<b>22</b>

#	ADD ANYTHING YOU WOULD LIKE TO SHARE ABOUT YOUR EXPERIENCE	DATE
1	I have been learning on my own and developing my own discussions. However, I need to learn a lot more. I need to learn how to better use Canvas and design my modules.	12/6/2018 10:54 PM
2	I've developed my own and LMC and other schools and built a course at CCC with the @One training course.	12/2/2018 3:41 PM
3	For the most part it was built as part of a training class, but I added a lot and made a few changes.	11/30/2018 10:23 AM
4	I can't say this is fully on my own. My department gives great direction for each class but I had to figure out how to adapt it.	11/29/2018 6:44 PM
5	I developed it on my own using best practices and strategies from another instructor in my department.	11/29/2018 3:44 PM
6	I took a sabbatical to learn online pedagogy and developed my first 2 online courses from that.	11/29/2018 2:30 PM
7	I was the first instructor in my department to offer 2 of our courses online which meant I had to fully build the courses from scratch - luckily I was able to complete these tasks during intersession months so I was able to devote the necessary time to building an online course.	11/29/2018 12:48 PM
8	N/A	11/26/2018 5:52 PM
9	The design of my courses has gone through many iterations over the years as they have transitioned from Blackboard to D2L to Canvas.	11/26/2018 1:23 PM
10	I did attend a Canvas training meeting before it was fully adopted which was very helpful when creating my course classroom.	11/26/2018 12:57 PM
11	It took and takes me many many hours!!!	11/25/2018 6:50 PM

## ***Appendix II: District Research Office Data***

From the District research office, we received the number of students who dropped in fall 2016, spring 2017, fall 2017, and spring 2018. They gave us the records of all students who dropped, as well as just those in hybrid and online sections.

	<b>Non-DE Drops</b>	<b>Hybrid Drops</b>	<b>Online Drops</b>	<b>All DE Drops</b>	<b>Total # of Drops</b>
<b>Totals</b>	11625	378	1634	2012	13637
<b>Category</b>	<b>Non-DE</b>	<b>Hybrid</b>	<b>Online</b>	<b>All DE</b>	<b>All</b>
<i>Female</i>	6276	201	1075	1276	7552
<i>Male</i>	5218	173	546	719	5937
<i>Unknown</i>	132	4	13	17	149
<i>Af Am</i>	2137	84	319	403	2540
<i>Am Ind</i>	17	1	2	3	20
<i>Asian</i>	444	18	52	70	514
<i>Filipino</i>	459	12	70	82	541
<i>Hispanic</i>	4883	135	576	711	5594
<i>Multi-race</i>	1191	45	188	233	1424
<i>Other/Und</i>	37	1	4	5	42
<i>Pac Isl</i>	84	2	18	20	104
<i>White</i>	2373	80	405	485	2858
<i>BOG N</i>	7649	167	563	730	8379
<i>BOG Y</i>	3976	211	1071	1282	5258
<i>EOPS N</i>	425	320	1381	1701	2126
<i>EOPS Y</i>	11200	58	253	311	11511
<i>Vet N</i>	11318	367	1562	1929	13247
<i>Vet Y</i>	309	11	72	83	392

### ***Appendix III: DataMart***

These data were pulled from the California State Chancellor's Office's DataMart tool. These refer to only Distance Education students. Note that DataMart does not differentiate between hybrid and fully online. These are also from the four semesters we used above, namely fall 2016, spring 2017, fall 2017 and spring 2018.

	<b>Enrollment</b>	<b>Retention</b>	<b>Success</b>	<b>Completion %</b>	<b>Success %</b>	<b>Withdraw %</b>
African-American	1403	1055	732	75%	52%	25%
American Indian/Alaskan Native	19	17	13	89%	68%	11%
Asian	889	748	649	84%	73%	16%
Hispanic	3042	2398	1952	79%	64%	21%
Multi-Ethnicity	843	672	499	80%	59%	20%
Pacific Islander	60	41	37	68%	62%	32%
Unknown	51	46	43	90%	84%	10%
White Non-Hispanic	2691	2255	1956	84%	73%	16%
<b>Total</b>	<b>8998</b>	<b>7232</b>	<b>5881</b>	<b>80%</b>	<b>65%</b>	<b>20%</b>
	<b>Enrollment</b>	<b>Retention</b>	<b>Success</b>	<b>Completion %</b>	<b>Success %</b>	<b>Withdraw %</b>
Female	5859	4709	3864	80%	66%	20%
Male	3066	2465	1967	80%	64%	20%
Unknown	73	58	50	79%	68%	21%
<b>Total</b>	<b>8998</b>	<b>7232</b>	<b>5881</b>	<b>80%</b>	<b>65%</b>	<b>20%</b>
	<b>Enrollment</b>	<b>Retention</b>	<b>Success</b>	<b>Completion %</b>	<b>Success %</b>	<b>Withdraw %</b>
Less than 20	1880	1526	1251	81%	67%	19%
20 to 24	3392	2679	2198	79%	65%	21%
25 to 39	2561	2041	1599	80%	62%	20%
40 or more	1165	986	833	85%	72%	15%
<b>Total</b>	<b>8998</b>	<b>7232</b>	<b>5881</b>	<b>80%</b>	<b>65%</b>	<b>20%</b>

### *Appendix IV: LMC Strategic Plan Grid- Actionable Improvement Plan- Accreditation Midterm Report*

LMC Objective & Strategies	Key indicators	Where are we now?	DE Goal (Where do we want to be & when?)	DE Strategies	Actionable items
<b>Objective 1.2:</b> <b>Increase the number of students who: complete courses, certificates, and degrees; are prepared for transfer and career opportunities; and enter or advance within the workforce.</b> <b>Strategy D:</b> Offer robust distance education programs with clear pathways that lead to degree and certificate completion.	Number of fully online courses, degrees and certificates offered.	Hybrid Classes 100% Online Sections (Spring 2015: 43)  100% Online College Skills Certificates (3)  100% Certificates of Achievement (1) Associates Degree for Transfer (0) Associates Degree (0)	AA/S degree (1) Offered by 2016-2017.  AA/S-T degree (1) Offered by 2017-2018.	1. LMC GE pattern offered completely online. 2. CSU pattern offered completely online. 3. IGETC pattern offered completely online. 4. Increase the number of fully online courses. 5. Require departments to submit distance education plans that outline the current and future courses to be offered in distance education format.	1. Revise Online Supplement to COOR form to ensure an efficient process of online course approval for faculty. (Spring 2015) 2. Determine the courses not offered online that are required by LMC GE, CSU and IGETC. (Spring 2015) 3. Identify certificate and degree programs best positioned for being offered completely online. (Spring 2015) 4. Approach departments to develop distance education plans. (Fall 2015) 5. Develop sample departmental distance education plans (Spring/Fall 2015) 6. Develop and recommend instructor professional development. (Ongoing) 7. Collaborate with DDEC to update and improve D2L Help & Support Tutorials website. (Ongoing) 8. Advise on student success factors such as student access to technology, online counseling, online library resources, online orientation, etc. (Ongoing)
	Number and percentage of students successfully completing online courses.	Spring 2015:  Hybrid Classes (20 unique courses, 27 sections)	For the purpose of enrollment management, identify standard course schedules for hybrids classes.  Sufficient classes and sections to offer a completely online	Advise of best practices to ensure online student success.	1. Provide student orientation to online & hybrid classes as a part of LMC's online college orientation. (Courtney working with Student Services, Spring 2015) 2. Provide in-person, drop-in student tutorial to online & hybrid classes. (Courtney, Beginning Fall 2015, ongoing three times per semester.)

LMC Objective & Strategies	Key indicators	Where are we now?	DE Goal (Where do we want to be & when?)	DE Strategies	Actionable items
		100% Online Classes (32 unique courses, 44 sections)	degree by the end of the 2016-17 academic year.		3. Provide online student tutorial to the LMS. (Move responsibility to ITC at each college, Spring 2015) 4. Offer online & phone support. (DDEC) 5. Investigate and recommend on-campus student access to technology. 6. Assess student readiness and provide accelerated technology literacy training. 7. Investigate peer support options. (2016) 8. Investigate instructional support resources. (2016)
	Number of students successfully completing fully online degrees and certificates.	100% Online College Skills Certificates (17)  100% Certificates of Achievement (7)  Associates Degree for Transfer (0)  Associates Degree (0)	100% Online College Skills Certificates (17)  100% Certificates of Achievement (7)  Associates Degree for Transfer (0)  Associates Degree (0)	Increase awareness of online certificate and degree completion opportunities.	1. Ensure representation from counseling faculty on DE Committee 2. DE Committee works with departments on forming department level DE strategic plans
<b>Objective 1.4. Increase and promote equitable access.</b>  <b>Strategy B:</b>	Number and completeness of services. A&R Financial Aid Counseling Orientation Assessment Tutoring Library DSPS		All student services offered 100% online by 2018.	Collaborate with Student Services to ensure online student services meet the needs of online students.	1. Identify all existing online student services. 2. Evaluate ease of student access. 3. Advise on changes to improve access or effectiveness. 4. Initiate online teaching welcome website to include update of services for online students, 5. Investigate potential widgets or other introductory information for all CMS course sites.

LMC Objective & Strategies	Key indicators	Where are we now?	DE Goal (Where do we want to be & when?)	DE Strategies	Actionable items
<b>Improve access to Student Services at all LMC sites – Pittsburg, Brentwood, Academies, and online.</b>	Bookstore Transfer Center Career Center				
<b>Objective 3.1 Encourage and support innovation.</b>  <b>Strategy A:</b> Create opportunities for the campus community to explore and institutionalize innovative, sustainable curricula, services, practices, and technologies	Offering courses in new subject areas online. Student services are fully available online. Increased participation in training on new technologies and methods of online learning. Increase in student completion and success for online classes.	Technology Training & Development Coordinator and DE members offer flex sessions and training.  Training by outside vendors: D2L, @One, 3CMedia, various textbook vendors, TurnItIn campus presentations.  Participation in regional and state distance education organizations.	Faculty and staff are aware of statewide initiatives related to Distance Education by end of 2015-16 academic year. Increase utilization and proficiency with Desire2Learn. (Ongoing.)  Prepare college to participate in Online Education Initiative.	Prepare college to offer fully online degree. Increase department FTEF load available for fully online classes. Provide resources for new online course creation. Provide resources to increase online student services.	1. Coordinate faculty and staff to attend relevant conferences on instructional technology. 2. Work with departments to establish department standards for technology and innovation adoption. 3. Establish an operating budget for the Technology Training & Development Coordinator. 4. Coordinate with 3SP manager to identify resources for online student services related technology for distance education.
<b>Objective 4.1. Provide sustainable, state-of the-art technology.</b>  <b>Strategy C:</b> Provide faculty and students with accessible and effective technological	Faculty have access to current technology and training Amount of funding for conferences. Number of classes enhanced by	All smart classroom equipment is out of warranty  Faculty and lab computers are old and not updated consistently.	Identify faculty and student technology needs. Maintain robust network and Internet performance. Provide sufficient, accessible, sustainable	Utilize the technology advisory group TAG survey to identify technology needs. Remain current on a variety of relevant technologies. Work with TAG to obtain ongoing funding for technology sustainability program.	1. In collaboration with TAG, investigate and develop recommendations for an appropriate distance education technology resource selection, infrastructure and support systems for students, faculty and staff. 2. In collaboration with student services, investigate and develop recommendations for supporting distance education student services.



LMC Objective & Strategies	Key indicators	Where are we now?	DE Goal (Where do we want to be & when?)	DE Strategies	Actionable items
infrastructure and support for online instruction and student services.	Instructional Technology Support.	<p>No clear policy and program for technology acquisitions or upgrade.</p> <p>Inconsistent network and Internet performance.</p> <p>Faculty are not made aware of available state-of-the- art technology and how they can implement it at LMC.</p> <p>There is no coordination of technology resources so that departments can learn from each other or share resources.</p>	technology in library, computer labs, and classroom.		

## Appendix V: Example Distance Education Equity Rubric



### Peralta Community College District Equity Rubric

	Incomplete	Aligned	Additional Exemplary Elements
<b>F1: Technology access</b>	Technology needs aren't clear, or issues related to technology access (devices, software, etc.) are not addressed.	All technology required for the course is listed and described in the course syllabus; each technology is listed in the learning unit that requires it; and resources for technology help are provided where appropriate (e.g., video tutorials, help desk info).	Offers alternatives for students with technology impediments, and clearly delineates where/how students can get assistance with required course technology.
<b>F2: Diversity and Inclusion</b>	Nothing present that indicates that diversity is valued in the course.	Diversity is explicitly valued through the following: a diversity statement and/or course content and activities that acknowledge the importance of inclusivity.	Course content, activities, and instructor statements consistently demonstrate that diversity is valued in the course.
<b>F3: Images and representation</b>	Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation.	Images and representations are diverse, and/or the instructor acknowledges the lack of diversity and provides a platform for discussion around representations and stereotypes.	Images and representations reflect broad diversity, and course activities encourage students to analyze representations and stereotypes throughout the course.
<b>F4: Human Interaction Bias</b>	No acknowledgement of human bias is present.	Human biases are acknowledged, and there is information about mitigating, addressing, and handling bias in the class.	Instructor demonstrates self-reflection of their own biases, and course activities encourage ongoing learning about human biases.
<b>F5: Content Meaning</b>	There are no clear connections between course content and students' lives.	At least three course activities require students to connect course content to their own lives and/or reflect on course content in relation to a variety of perspectives.	Multiple course activities require students to connect course content to their socio-cultural backgrounds and/or the socio-cultural backgrounds of others.

*Equity Rubric developed as part of the Peralta Online Equity Initiative – rev. Sept. 2018  
Design by PCCD Office of Distance Education and Kevin Kelly, EdD*

## Appendix VI: CCCC Board Policy 4014

### DISTANCE AND CORRESPONDENCE EDUCATION

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.

The District will make available to each student, at the time of registration, a statement of the process in place to ensure student privacy.

#### Definitions per Federal Regulations

Distance Education means [34 CFR §602.3]:

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. audio conferencing; 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).

Correspondence education means [34 CFR §602.3]:

1. education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor;
2. interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student;
3. correspondence courses are typically self-paced; and
4. correspondence education is not distance education.

#### Course Review and Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education. The occasional online assignment does not necessitate separate approval.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Curriculum and Instruction Procedure 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs. Distance education courses shall be approved under the same conditions and criteria as all other courses and must be in compliance with the Americans with Disabilities Act.

(over)

### **Certification**

When approving distance education courses, the college curriculum/instruction committee will certify the following:

Course Quality Standards – The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

Course Quality Determinations – Determinations and judgments about the quality of the distance education course were made with the full involvement of the college curriculum/instruction committee and followed the adopted course approval procedures.

Instructor Contact – Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.

Duration of Approval – All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

Student Learning Outcomes - All distance education courses must demonstrate how they will achieve the student learning outcomes in an online learning environment

Code of Federal Regulations, Title 34, Sections 602.17g and 602.3

Historical Annotation:  
Adopted 11/14/12