



2011-12 ANNUAL DISTANCE EDUCATION REPORT TO THE CLPCCD BOARD OF TRUSTEES

Las Positas College

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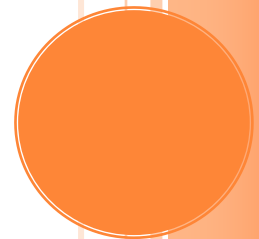


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INTRODUCTION

The 2011-12 academic year was a milestone in the history of Distance Education (DE) at Las Positas College. For the first time, faculty and staff were given approval to design, develop, and implement LPC's own online tutoring program. The result was a program that not only benefitted students, but also helped the college inch closer toward meeting the accreditation guideline of providing comparable support services to online and on-campus students.

Although much effort was put into establishing online tutoring, the DE program dealt with a variety of issues over the past year. This report will summarize those issues and provide a status report on the college's DE program as a whole.

ONLINE TUTORING

Over the course of the past several years, LPC recognized a need to provide additional services to online students. As part of this effort in Spring 2011, the vice presidents of Academic Services and Student Services, along with Tutorial Center Coordinator Pauline Trummel and Instructional Technology/Open Learning Coordinator Scott Vigallon, developed a framework to offer online tutoring on a relatively small scale. The group decided to leverage the existing on-campus tutoring structure and add online tutoring for Writing into it. Math was later added, thanks to a grant from the LPC Foundation that paid for a student tutor.

From there, the Distance Education Committee designed the project, which included assistance from the Teaching and Learning Center staff, the Technology Department staff, the Associated Students of LPC, English and Math faculty, the dean of Student Services, and, of course, the Tutorial Center. Among the initial tasks completed were creating a small web site for students that provided information, resources, and a method of registering for appointments; setting up a virtual tutoring room in CCC Confer; hiring and training student tutors; and marketing the program.

Online tutoring was launched to students Sept. 19, 2011. Both English and Math were available to students for 4 hours a week. The program was monitored to determine what was working well and what needed to be improved. Reports were made back to the DE Committee, which analyzed issues and recommended improvements. Those improvements included:

- Increasing the number of courses whose students were eligible to receive online tutoring. Ultimately, the committee decided that all courses at LPC would be eligible for Writing tutoring and that the following courses would be eligible for Math tutoring: Math 20, 38, 42A, 42B, 44, 45, 55, 55A, 55B, 55X, 55Y, 65, 65A, 65B, 65X, 65Y, 107, 107X, and 107Y.
- Increasing awareness of online tutoring. Among the many tactics were the creation of online videos for training and marketing purposes, mass emails to students,

announcements posted into Blackboard classes, an article published in the school newspaper, and an article in the Las Positas Connections newsletter.

- Evaluating services. Students who received tutoring were surveyed about their experiences and asked how tutoring could be improved. Students who chose not to utilize online tutoring were also surveyed to determine barriers to participation. The first group was tracked to determine how many students were retained and succeeded in their classes. In addition, the student tutors were asked for their feedback and ideas for improvements. All results were analyzed by the DE Committee, which then made recommendations.

The most important results were the retention and success of students utilizing online tutoring. Of the 20 students who participated in Writing tutoring, 19 finished their courses, and of those who finished, 8 received a grade of A, 2 received B's, 7 received C's, and 2 received a D (a 95% retention rate and a success rate of 85%). Of the 10 students who participated in Math tutoring, 9 finished their courses, and of those who finished, 1 received an A, 2 received B's, 4 received C's, and 2 received F's (a 90% retention rate and a success rate of 70%).

In Fall 2012, the DE Committee is hoping to do even more marketing of online tutoring and would like to move tutoring hours from the afternoon to the evening in order to be available to students who work and/or are in classes during the day. Moreover, the committee has already begun preparing to add asynchronous online tutoring as an option for Math students since funding for synchronous Math tutoring is scheduled to end after the Fall semester. In asynchronous tutoring, students will be able to email questions or problems, then receive assistance in the form of a multimedia file containing video and audio that can be played on the student's computer.

DISTANCE ED AND BLACKBOARD STATISTICS

For the second consecutive year, enrollment in DE courses decreased. During 2009-10, enrollments were 7,851, but a year later, that figure fell to 7,119, and this past year, it was 6,914. The decline is attributable to the college's overall decrease in courses offered. Like face-to-face sections, the number of DE sections that were offered declined, from a high of 242 in 2009-10 to 219 in 2011-12.

Since LPC uses Blackboard for online, hybrid, and web-enhanced courses (those that enhance on-campus courses), statistics are available for total usage. Enrollments for all sections using Blackboard increased by about 300 this past year to 31,838. That is still off from the high of 32,295 in 2009-10. Interestingly, LPC set an all-time high in enrollments for web-enhanced courses in 2011-12 with 24,244 even though there were fewer sections than the previous two years. This can be attributable to larger enrollments in classes.

Distance Education statistics (1999-00 through 2011-12)

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Total sections	44	95	110	135	123	134	132	163	171	214	242	233	219
Total disciplines	12	13	14	17	15	20	26	25	26	29	30	31	30
Enrollment	1,746	2,196	2,571	3,405	3,369	4,366	4,744	4,991	5,669	6,795	7,851	7,119	6,914
WSCH	5,291	5,580	7,236	9,816	10,931	13,288	14,732	16,202	18,253	25,539	25,991	23,606	24,309
FTES	172.2	182.1	240.9	328.6	362.4	437.4	483.4	532.2	602.3	840.7	853.1	774.4	795.1
Online sections	8	65	89	124	123	134	132	163	157	176	205	198	188
Hybrid sections	0	0	0	0	0	0	0	0	14	38	37	35	31
Telecourse sections	34	30	21	12	0	0	0	0	0	0	0	0	0
Videoconf. sections	2	0	0	1	0	0	0	0	0	0	0	0	0

*Blackboard usage statistics (2003-04 through 2011-12)**

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Total sections	168	307	383	559	706	1,055	1,195	1,115	1,081
Enrollment for total sections	4,426	8,618	11,361	16,094	18,958	26,143	32,295	31,553	31,838
Online course sections	116**	134	132	163	157	176	205	198	188
Enrollment for online course sections	3,338	4,366	4,744	4,991	5,338	6,053	7,105	6,485	6,233
Hybrid course sections (DE)	0	0	0	0	14	38	37	35	31
Enrollment for hybrid sections (DE)	0	0	0	0	331	742	746	634	681
Hybrid course sections (non-DE)***	0	0	0	8	9	14	17	32	25
Enrollment for hybrid sections (non-DE)	0	0	0	158	158	323	486	875	680
Web-enhanced sections	52	173	251	388	526	827	930	853	837
Enrollment for web-enhanced sections	1,088	4,252	6,617	10,945	13,131	19,025	23,958	23,559	24,244

*The CLPCCD began using Blackboard in Summer 2003.

**Seven online course sections did not use Blackboard.

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

ACCREDITATION

One year after the new Guide to Evaluating Distance Education and Correspondence Education, published by ACCJC/WASC, was released, an updated version was made available in June 2011. The DE Committee dedicated time in each of its meetings to brainstorm how the college could meet the most recent guidelines. Since the guidelines are so vast, the committee did not get through all of the issues. Included in the issues it did address were guidelines on DE information in college catalog and academic honesty among DE students. It not only brainstormed these issues, but it took action. The committee approved new DE information, along with the DE additions to the Academic Honesty Statement that focused on student authentication in DE courses (i.e., the verification of student identity). These were then approved by the Academic Senate and will be placed in the next edition of the catalog. They are already online.

Although no recommendations for DE were made by the visiting accreditation team after its October 2009 visit, one DE-related planning agenda item had to be addressed in the college's Mid-Term Report this fall. That self-identified issue was the lack of weekend technical support for DE students. The DE Committee began discussing the possibility of providing weekend support at its Aug. 28, 2009 meeting. With the understanding that the budget scenario at the time most likely precluded hiring additional personnel, the committee brainstormed ways to creatively cover weekends, including having staff rotate weekends to be on-call to answer phone messages and email. Once it was decided by the dean that oversees the help desk that no staff weekend support would work for budgetary and staffing reasons, the committee let the online learning staff work with the help desk staff to seek a software solution. After evaluating different solutions, free help desk software called HESK was obtained and placed on a server for testing. HESK provides automated responses to student inquiries, an online knowledge base, and a ticketing system to help track student questions and answers. After the successful testing phase, the DE Committee reviewed it and gave suggestions for its implementation. It went online live with students at the beginning of the Summer 2010 session.

STATEWIDE ISSUES AFFECTING LAS POSITAS COLLEGE

Instructional Materials Fee

During the summer of 2011, a controversy erupted over a complaint by Foothill College students that they were illegally charged a fee because they had to pay \$78 to use textbook publisher-created online materials in an online Math class. The students claimed that the fee violated Title 5 because they couldn't download and keep the materials after the class ended. Many classes within the California Community College system, including those at LPC, charge such fees. The state chancellor's office convened a task force to determine the legality of the fees, and that task force decided that the fee is legal since it is comparable to the cost of textbooks or other instructional materials.

The chancellor's office then put together an Online Materials Advisory Committee that researched the issues surrounding the use of online materials within the instructional/curriculum world. The purpose of the advisory committee was to evaluate current practice and regulations related to the use of these materials within the CCCs and to make recommendations on possible changes to Title 5. An aim was to minimize student fees yet allow faculty to use online materials that enhance learning. Scott Vigallon, representing the statewide Educational Technology Advisory Committee, participated.

The main revisions were to remove the word "tangible" from the regulations and to include this section: *"Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase."*

Revisions were vetted through various statewide committees, Consultation Council, and the Board of Governors. The new language was approved by the BOG at its July 9-10, 2012 meeting.

Open Educational Resources

Additional attempts to lower costs for students are going through the legislative process. Senate Bill 1052 would establish the California Open Education Resources Council (composed of 3 faculty senate members from each of the higher education segments in California), which would determine the 50 most popular courses, then review and approve open source materials before promoting strategies for their use. SB 1053 would establish the California Digital Open Source Library (under the administration of the CSU) to house open source materials and provide free or low-cost online access to these materials for students, faculty and staff. As of this writing, both bills have passed the Senate and Assembly Appropriations Committees and the Senate floor. If they become law, they will become operative only if funding is secured.

Distance Education Coordinators Resources

Roughly a decade ago, the DEC (Distance Education Coordinators) Online tutorial was created with the goal of assisting new DE coordinators in all of the functions and knowledge required of the position. Scott Vigallon is part of a state group that is updating the DEC Online with new text and new resources. When finished, the tutorial will be housed in an online space that will also contain resources for all DE coordinators, as well as a forum for communications. Furthermore, the coordinators are in the midst of attempting to organize themselves into an official body that will have increased influence at the state level. Mr. Vigallon is also active in that effort.

FEDERAL ISSUES AFFECTING LPC

State Authorization

For the second consecutive year, the issue of state authorization dominated DE nationwide. This mandate, coming from the federal Department of Education, forces colleges and universities that receive federal aid to prove they are certified to operate in every state in

which they have online students. Approval is costly, and several groups challenged this rule. One group, the Association of Private Sector Colleges and Universities, actually sued. As a result, the mandate was first “vacated,” or nullified, by the U.S. District Court for the District of Columbia due to a procedural error on the DOE’s part. It seems the Department did not give appropriate notice and opportunity for the community to provide comments. The DOE appealed, but the U.S. Court of Appeals for the District of Columbia agreed with the lower court. Since the Department can simply reissue the mandate the correct way by providing appropriate notice and opportunity for feedback, and because state regulations are still in effect, LPC will continue to prepare to follow the rule until the rule goes away completely. Preparation includes determining any states other than California where DE students reside and providing evidence of a good-faith effort to contact other states for authorization.

Last Day of Attendance

The DOE changed the way colleges are supposed to report the last day of attendance (LDA) for students in online courses for auditing purposes. At issue is the DOE’s attempt to limit financial aid fraud by changing the LDA from the last time a student accessed the course to the last time the student participated in the class. The DOE hopes the more stringent standard will help colleges recoup federal financial aid from students who drop online courses early in the semester, thus allowing colleges to return more of that money to the federal government. Examples of the new standard include evidence of student work in discussion boards, blogs, wikis, journals, written assignments, along with emails between student and instructor. Archived courses in Blackboard can capture student participation in all places except email. Therefore, instructors have been notified to archive their class emails and were given instruction on how to do this in GroupWise.

The DE Committee, realizing that its current withdrawal policy only covered students for the first week of classes, developed additional language that covered student drops after that period. The new policy is now commensurate with the Instructor’s Withdrawal Policy for face-to-face courses and is in line with the DOE’s LDA policy. The additional language, which states “DE instructors may drop students if they have not submitted work and/or accessed the class for two consecutive weeks,” was approved by the committee and the Academic Senate. It has been posted online and will be added to the next catalog edition.

Student Authentication

Accrediting agencies throughout the country are requiring that DE programs have processes in place to verify a student's identity and to publicize those processes. This is in reaction to the federal Higher Education Opportunity Act of 2008 that states that institutions verify that the student who registered for a DE course is the one who completes it. LPC meets this standard by utilizing a password-protected course management system, Blackboard. The district authenticates enrolled students through a secure login process. Passwords are encrypted by Blackboard, and the login page is encrypted by SSL technology. LPC publicizes the above on its Online Learning web site on a page titled *LPC’s Blackboard Privacy Statement*.

MOBILE LEARNING

LPC introduced two new mobile apps aimed at helping students conduct research while they are on the go: Bookmyne and EBSCOhost. Bookmyne allows users with iPhone/iPod Touch users to search the library catalog, renew checked out items (if items are not already overdue), place and cancel holds, check their account details, and navigate to the library's homepage. The EBSCOhost app allows iPhone/iPod Touch/Android users to access LPC's suite of databases. EBSCOhost also has a mobile-friendly web site that students can access.

In addition to the two aforementioned apps, LPC also offers students access to CafeScribe, a digital textbook reader, and Blackboard Mobile Learn, which allows students to complete most of their coursework on their mobile devices. Recently, Blackboard added a feature that allows exams to be optimized for these devices.

Web pages with information about the four apps can be found at <http://www.laspositascollege.edu/onlinelearning/mobile.php>.

LPC continues to offer training to any interested instructor on how to optimize their content for mobile delivery.

LPC SURVEY RESULTS

The annual DE Student Satisfaction Survey was completed in December, and like every other year, results were very positive. When asked to rate their level of satisfaction with different components of online learning, the 238 students who completed the survey were mostly satisfied or very satisfied in all areas. This included the DE program as a whole (78%), overall course quality (74%) and overall course satisfaction (75%).

When asked if they would take another DE course from LPC, 87 percent indicated that they would. Students also indicated (61 percent) that they learned about the same in their DE classes than they would have in an on-campus class. Interestingly, 21 percent said they learned more in their DE classes, and 18 percent said they learned less.

Because of the recent proliferation in mobile devices used by students, a new question was introduced: Would you like to see more instructional content optimized for mobile delivery (e.g. for a smart phone or tablet)? Not surprisingly, 62 percent of the students responded with a yes.

Many of the student comments centered on communication and organization. Those who posted positive comments felt that there was sufficient communication between students and the instructor and among students, and they felt that the class was organized in a manner that helped them succeed. Those who posted negative comments felt just the opposite. Other complaints included classes that made students do too much work, had fast paces to them, and were not sufficiently updated. Other positive comments included the accessibility of certain instructors and the desire of many students to have more DE courses—particularly of the General Education variety—offered. In addition, they want more degrees and certificate programs offered online.

Complete DE Student Satisfaction Survey results can be found at
http://grapevine.laspositacollege.edu/distanceeducation/documents/fall2011_student_DE_survey-results.pdf

SUCCESS AND RETENTION RATES

For the second straight year, LPC set milestones in success and retention rates among LPC DE students. In Fall 2011, the retention rate was 78 percent, which is the highest rate for a fall semester since the college began recording rates in 1999. It also matched the highest rate for a non-summer term (Spring 2008 and Spring 2011). The success rate was 60 percent, which is the highest rate for a fall semester since 1999. The previous high marks for a fall semester came last year at 76 percent retention and 59 percent success.

The news got even better for Spring 2012. For the first time in either a fall or spring semester, the retention rate reached 80 percent. In fact, it was only 6 percentage points below the retention rate of students in non-DE courses. Moreover, the success rate was 63 percent, the highest for a spring semester ever at LPC. The previous high was 61 percent in Spring 2010.

LPC's rates are slightly better than rates statewide. In Fall 2011, DE students' success rate statewide was 58%, and their retention rate was 78%. In Spring 2012, DE students' success rate statewide was 59%, and their retention rate was 79%.

Still, like most community colleges in California, Las Positas has seen lower success and retention rates in its DE courses compared to its face-to-face courses. The statewide success rate for Fall 2011 face-to-face courses was 70%, and the retention rate was 86%. In Spring 2012, the rates were 70% and 85%.

Below are the LPC figures for the 2011-12 academic year. For comparison purposes, figures for 2010-11 also provided.

	Summer 2011		Fall 2011		Spring 2012	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
Success	64%	78%	60%	72%	63%	72%
Retention	77%	87%	78%	86%	80%	86%

	Summer 2010		Fall 2010		Spring 2011	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
Success	64%	75%	59%	72%	60%	72%
Retention	80%	85%	76%	86%	78%	85%

DE success and retention rates dating to Fall 1999 can be found at http://grapevine.laspositascollege.edu/distanceeducation/documents/de_rates_charts.pdf.

NEW STUDENT SUCCESS EFFORTS

DE Teachers Teaching Teachers

On Nov. 1, 2011, LPC's Staff Development Committee sponsored a Faculty Flex Day with a theme of student success. The Teaching and Learning Center hosted a session focusing on student success in DE classes. Patterned after LPC's successful Teachers Teaching Teachers model, this session featured DE instructors sharing strategies that work with their students. Twenty-three instructors, including seven adjuncts, participated, and anecdotal feedback afterwards was positive. Scott Vigallon facilitated the discussion and also presented statistics and survey results. One instructor described a current initiative called the CTE Mentoring Pilot.

CTE Mentoring Pilot

Toward the end of the 2010-11 academic year, Mr. Vigallon, along with Business instructor Lisa Weaver, applied for a Career & Technical Education mini-grant to implement a pilot mentoring program in which a class mentor provides proactive support to students in the online Marketing 50 class. The goal was to improve, increase, and/or maintain the retention and success rates in Marketing 50 for the Fall 2011 and Spring 2012 terms. The idea behind this approach was that the more contact students have with either the instructor or the mentor, the better chance students will finish, and succeed in, their courses. The mentor was to build strong personal relationships with students, and this "human touch" would help students overcome any isolation they might feel from taking a course online.

During the Fall semester, the mentor, Leslie Gravino, reached out to students by telephone and email, reminding them when assignments were due, asking if they had questions or concerns, and getting to know them and their personal situations (e.g. whether they had family obligations, how many hours they worked, etc.). During the Spring, she did the same thing, but additional technologies were introduced. This time, a class Facebook page was set up in December, and students began posting to it in early January after emails from Dr. Weaver. Leslie facilitated the Facebook page the entire semester in order to build community and support among the students. Students had the option of posting their first class assignment, an introduction of themselves, into Facebook or on the Blackboard discussion board; most chose Facebook. Dr. Weaver, Ms. Gravino and Mr. Vigallon used the web conferencing system CCC Confer to conduct two virtual orientations to the course on Jan. 17 and 19. More than half the students participated in the orientations, and according to class survey results, they felt that it was helpful. For students who couldn't make either session, a recording of the second session was provided.

For the Fall 2011 course, 27 of the 42 students were retained for a retention rate of 64 percent. For Spring 2012, 35 of the 46 students were retained for a retention rate of 76 percent. The success rate was 74 percent in the Fall, compared to 68.5 percent in the Spring. Initially, the plan was to have a content expert (aside from the instructor) providing tutoring support to students, but that plan proved more difficult to implement than expected.

BLACKBOARD NEWS

As usual, the Teaching and Learning Center hosted Blackboard training throughout the year. Training on version 9.1, which began during Spring 2011, concluded with a session on College Day in August. After the Blackboard system was upgraded to 9.1 Service Pack 5 (a bug-fix release) in January, training was offered in Spring 2012 in preparation for new features in 9.1 Service Pack 7, which the district upgraded to June 4-5. These new features included interactive rubrics and auto-submission of timed assessments. Information, tutorials, and an opportunity to test the tools were made available to instructors. In addition, Blackboard training on specific tools continued to be offered during the 2011-12 year.

On July 1, 2011, Blackboard was purchased by Providence Equity Partners Inc. Providence owns Sungard, which operates the district's Banner software. Blackboard customers were told that the deal will bring forth more innovation in the Blackboard software. Since then, Blackboard has announced several partnerships, including ones with Pearson, Cengage, and Macmillan.

With its partnerships with textbook publishers, Blackboard has promised tighter integration between online publisher content for course and its software. For example, learning activities can be automatically downloaded into Blackboard, and quiz results can flow directly from the publisher web site into the Blackboard Grade Center. The first publisher to offer such tight integration was McGraw-Hill through its Connect service. In Fall 2011, an LPC online instructor, Steve Navarro, used Connect to teach his online Health course. After the semester, he expressed pleasure with the course. Mr. Navarro then used Connect again while teaching the course in Spring 2012.

OTHER NOTABLE ACHIEVEMENTS

Other achievements during the 2011-12 academic year included:

- For the first time at LPC, students can earn a certificate solely online. Computer Network Technology's TCP/IP Network Analysis Career Certificate offers all six of its courses online.
- During the academic year, 198 instructors used Blackboard to teach either online, hybrid, or web-enhanced courses. Fifty-six instructors taught DE courses.
- Seven new DE courses were launched: Computer Information Systems 9002 (Database Design/SQL Programming), CIS 9003 (Oracle: Database Programming PL/SQL), CIS 9101 (Internet Business Fundamentals), CIS 9102 (Network Technology Foundations), CIS 9104 (Web Design Specialist), Early Childhood Education 54 (Child Health/Safety/Nutrition), Geology 12 (Introduction to Oceanography).
- Five courses were approved for Distance Education delivery by the Curriculum Committee: Business 47 (Supervisory Management for Direct Support), Business 61 (Introduction to Quickbooks), Nutrition 5 (Nutrition for Performance and Sport),

Early Childhood Development 50 (ECD Principles and Practices), and Physical Education 17 (Introduction to Athletic Training).

- Three faculty members completed the Online Course Development Program, which trains instructors new to online learning how to design, develop, and teach an online course. Those three are: Rachel Whitworth (Psychology) Toby Bielawski (English), and Nadiyah Taylor (Early Childhood Development).
- Twenty-eight faculty members completed the Integrating the Internet Into Instruction (Four I's) program, which trains instructors in Blackboard basics and allows them to use Blackboard to enhance their face-to-face courses. Six of those instructors completed their training online.
- The Teaching and Learning Center continued offering on-campus and live, virtual orientations to students new to Online Learning at the beginning of each semester. These orientations are conducted using the CCC Confer web-conferencing system.
- LPC's Instructional Technology Student Support desk fielded 1,918 inquiries from students. Among this total, 920 inquiries were telephone calls, 380 were emails, and 618 were walk-ins.
- LPC continued its participation in the statewide DE Captioning Grant. The grant, administered by College of the Canyons, allows participating colleges to have videos in all courses that use a course management system (Blackboard) captioned by a vendor (RapidText). Captioning work is paid for by the grant. In 2011-12, LPC had seven videos captioned, bringing its three-year history to a total of 132.
- The LPC Online Learning home page continued to be one of the most viewed pages on the entire LPC web site. During the academic year, the Online Learning home page amassed 209,424 page views. The mobile version of the page had 1,236 page views.
- During Summer 2011, LPC transitioned from using the online anti-plagiarism service Turnitin to Blackboard's solution called SafeAssign. The college had been using Turnitin since 2003, so in order to maintain the integrity of future student assignment submissions, the Teaching and Learning staff moved thousands of past submissions into the SafeAssign database. This allowed—and continues to allow—written papers submitted to SafeAssign to be compared to past submissions.

FUTURE TASKS

Since many of the issues described in this report require continual attention, the 2011-12 academic year will be spent developing, evaluating, refining, and complying. These include online tutoring, state authorization, mobile learning, and accreditation guidelines. This is in addition to the daily tasks of DE administration, faculty technical and pedagogical training and support, Blackboard system administration, etc.

Other areas of focus:

- Preparing for, and writing, a third Substantive Change Proposal to the ACCJC. This proposal must be submitted for additional programs that offer at least 50 percent of their courses via DE.
- Preparing for an upgrade to Blackboard 9.1 Service Pack 8. This upgrade introduces a more modern design and user interface. More importantly, perhaps, it changes the way student, faculty, and course data is integrated into Blackboard from Banner. Faculty training and information for the former will be made available. System administrator training for the latter will need to be set up.
- Offering training on Elluminate and CCC Confer. For the first time since Blackboard purchased the web conferencing company Elluminate in 2007, CCC Confer has scheduled a major upgrade. Elluminate, now called Blackboard Collaborate, is the engine that runs CCC Confer and will have a new interface. The implication for LPC is that student tutors who conduct online tutoring sessions will need to be trained, and faculty who use Elluminate within their courses will also require training.
- Increasing awareness of open educational resources. With a recent push statewide (and nationally) toward making OER freely available and making open textbooks accessible in order to lower costs for students, faculty should know where they can obtain these resources and how students can take advantage of them.
- Obtaining Division and Curriculum Committee approval for the proposed General Studies 1, Introduction to Online Learning course. Once done, the course would need to be designed and developed, then depending on the Enrollment Management situation, it would be launched. The plan was to have much of this done last year, but for various reasons, it wasn't done. Hopefully, it can happen in 2012-13.

AND FINALLY...

Since delivering DE to thousands of students is a collective effort, special thanks goes to each of the faculty members, Classified employees, and administrators who work to make it happen. In particular, Jeff Sperry, LPC's Instructional Technology Support Specialist who works in the Teaching and Learning Center, has been instrumental with his contributions to the success of the program.

Thank you for your time.



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