2015-16 LPC Annual Distance Education Report

July 19, 2016

Submitted by Scott Vigallon, Instructional Technology Coordinator, Las Positas College

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Introduction

Las Positas College is pleased to present its annual Distance Education (DE) report for the 2015-16 academic year. This report attempts to give a comprehensive review of DE activities, data, and important issues that affect the LPC community. While reading it, keep in mind that the ultimate goal of the DE program is to provide high-quality instruction, while also supporting students, enhancing learning, and allowing students the opportunity to attain their educational goals in a flexible format that works best for them. The information in this report is used for making key decisions in the future.

Accreditation

The DE program at LPC underwent two major reviews by the ACCJC last year. The first occurred in October as part of the college's regular evaluation process, and the accrediting commission found that LPC "demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education". In addition, the college's instructional technology efforts, which includes distance education, received a commendation.

From page 8 of the External Evaluation Report:

"The team commends the college for its commitment to providing technology infrastructure and training to support all operations of the college with a focus on supporting instructional programs and services. Specifically, the team commends the high level of collaboration and communication between the Technology Department, College Technology Committee, College Distance Education Committee, and District Technology Committee. The team also commends the Teaching and Learning Center for its robust, high quality instructional technology support and training."

However, the ACCJC did make one recommendation relating to the DE program. From page 5 of the report:

"In order to meet the standard, the team recommends that Student Services evaluate: a. The method by which Student Services determines and monitors learning support needs they provide or need to provide DE students; and, b. The comparability of face-to-face counseling and tutoring services with online counseling and tutoring services. (II.B.3)"

The second major review conducted by the ACCJC was an analysis of LPC's Substantive Change Proposal. Colleges are required to submit lengthy proposals to the accrediting commission when they offer degree and certificate programs that have, or are approaching, at least 50% of their units offered through the Distance Education modality. Since LPC's third, and most recent, Substantive Change Proposal was approved in May 2013, the college had 13 additional degree programs and 10 additional certificate programs needing approval.

Degree Program	Certificate Program
Anthropology, AA-T	Cisco Network Associate, Certificate of Achievement
Business Administration, AS-T	Cisco Network Professional, Certificate of Achievement
Computer Programming, AS	Computer Network Administration (Microsoft), Career Certificate
Computer Programming for the Web, AS	Computer Programming, Certificate of Achievement
Computer Science, AS	Computer Programming for the Web, Certificate of Achievement
Early Childhood Development, AA	ECD: Associate Teacher, Certificate of Achievement
Early Childhood Education, AS-T	ECD: Basic Teacher, Certificate of Achievement
Early Childhood Intervention, AA	ECD: Early Childhood Intervention, Certificate of Achievement
English, AA-T	ECD: Family Child Care, Certificate of Achievement
History, AA-T	Health and Human Services, Certificate of Achievement
International Studies, AA	
Liberal Arts and Sciences, AA	
Philosophy, AS-T	

Prior to being submitted to the ACCJC, the proposal was approved by the Distance Education Committee, College Council, Academic Senate, and Board of Trustees. It was sent to the Curriculum Committee as an information item.

On May 20, the ACCJC approved LPC's Substantive Change Proposal. The approval notice is available at http://bit.ly/1UeidVV.

Online Education Initiative Task Force

While a majority of California Community Colleges committed to using Canvas as its course management system, LPC and Chabot spent a portion the year researching and investigating whether they should switch from Blackboard to Canvas. The state's Online Education Initiative features Canvas as its centerpiece to achieve its goal of allowing significantly more students to complete their educational goals by increasing both access to, and success in, high-quality online courses. The OEI is integrating all of its faculty and student success resources into Canvas.

In Spring 2015, the District Technology Coordinating Committee took the first step towards making a decision on whether or not to join the OEI by making the following recommendation to Chancellor Jackson: "The Technology Coordinating Committee recommends that the Chancellor create a task force to explore, investigate, and research the Online Education Initiative and make a recommendation to the Chancellor about which aspects of the OEI—if any—are appropriate for CLPCCD participation." The task force, which was approved by the Chancellor, commenced Dec. 7, 2015, and included representatives from a variety of affected constituencies across the district. Over the next five months, the task force met 21 times, culminating in a set of final recommendations to the Chancellor.

Those recommendations reflected a split among the task force's 14 members. Seven members voted to move forward with Canvas, five voted against moving forward and recommended more time for the evaluation of Canvas, one voted to delay the recommendation to allow more faculty more time for evaluation, and one abstained from voting.

The voting was primarily along college lines. Four of the five who voted against moving forward and the one who voted to delay were from Chabot. Five of the seven who voted to move forward with Canvas were from LPC (the other two were from the District). The abstention was from the Faculty Association representative who felt her vote should be neutral, although she said her personal preference was to move forward with Canvas.

The task force's recommendations can be viewed at http://bit.ly/1TeEiGP.

The LPC Academic Senate voted unanimously May 25 to move forward with Canvas. Chancellor Jackson notified the district June 23 that LPC had submitted the necessary paperwork and would begin Canvas implementation over the summer.

Distance Ed and Blackboard Statistics

For the first time ever at LPC, the college offered 300 sections of DE classes. That wasn't the only record set, however. LPC set all-time marks in DE enrollment (8,747), WSCH (28,992), FTES (945.3), online section (256), enrollment for online sections (7,903), and enrollment for hybrid DE sections (904).

Total Distance Education FTES
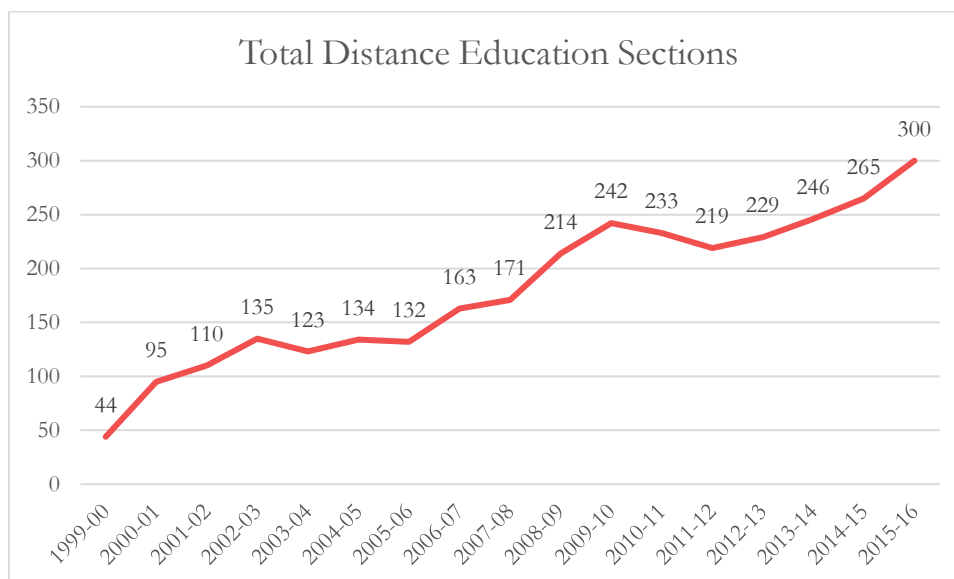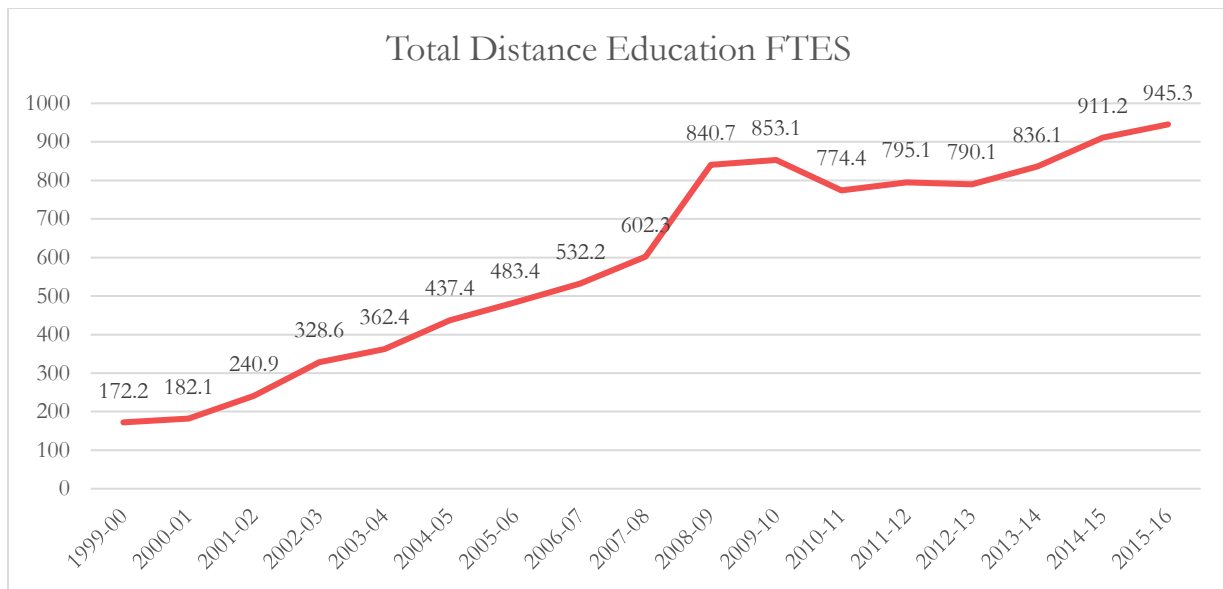
Since LPC uses Blackboard for online, hybrid, and web-enhanced courses, statistics are available for total Blackboard usage. During the past academic year, the following Blackboard records were set: total sections (1,347), enrollments in total sections (38,730), non-DE hybrid sections (33), web-enhanced sections (1,014), and enrollment for web-enhanced sections (29,102).

A further breakdown of the numbers show that the 300 DE sections made up 14% of the total number of sections offered at LPC for the year, and the 1,347 sections using Blackboard made up 63% of the total sections.

Distance Education statistics (1999-00 through 2015-16)

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Total sections	44	95	110	135	123	134	132	163
Total disciplines	12	13	14	17	15	20	26	25
Enrollment	1,746	2,196	2,571	3,405	3,369	4,366	4,744	4,991
WSCH	5,291	5,580	7,236	9,816	10,931	13,288	14,732	16,202
FTES	172.2	182.1	240.9	328.6	362.4	437.4	483.4	532.2
Online sections	8	65	89	124	123	134	132	163
Hybrid sections	0	0	0	0	0	0	0	0
Telecourse sections	34	30	21	12	0	0	0	0
Videoconf. sections	2	0	0	1	0	0	0	0

	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Total sections	171	214	242	233	219	229	246	265	300
Total disciplines	26	29	30	31	30	30	30	30	29
Enrollment	5,669	6,795	7,851	7,119	6,914	7,080	7,288	8,210	8,747
WSCH	18,253	25,539	25,991	23,606	24,309	24,224	25,713	27,945	28,992
FTES	602.3	840.7	853.1	774.4	795.1	790.1	836.1	911.2	945.3
Online sections	157	176	205	198	188	188	198	224	256
Hybrid sections	14	38	37	35	31	41	48	41	44
Telecourse sections	0	0	0	0	0	0	0	0	0
Videoconf. sections	0	0	0	0	0	0	0	0	0

*Blackboard usage statistics (2003-04 through 2015-16)**

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Total sections	168	307	383	559	706	1055	1195	1115	1081	1091	1216	1247	1347
Enrlmt for total sections	4426	8618	11361	16094	18958	26143	32295	31553	31838	32225	34942	35912	38730
Online course sections	116**	134	132	163	157	176	205	198	188	188	198	224	256
Enrlmt for online course sections	3338	4366	4744	4991	5338	6053	7105	6485	6233	6335	6475	7316	7903
Hybrid course sections (DE)	0	0	0	0	14	38	37	35	31	41	48	41	44
Enrlmt for hybrid sections (DE)	0	0	0	0	331	742	746	634	681	745	813	894	904
Hybrid course sections (non-DE)***	0	0	0	8	9	14	17	32	25	24	29	32	33
Enrlmt for hybrid sections (non-DE)	0	0	0	158	158	323	486	875	680	677	723	823	821
Web-enhanced sections	52	173	251	388	526	827	930	853	837	838	939	950	1014
Enrlmt for web-enhanced sections	1088	4252	6617	10945	13131	19025	23958	23559	24244	24468	26931	26879	29102

*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.*

Retention and Success Rates

LPC set one mark and equaled two others last year. During Summer 2015, students succeeded at a rate of 70%, which is the highest ever for a Summer session. The previous high was 69% set in Summer 2014. In Fall 2015, the success rate of 60% tied the highest ever for a Fall semester, originally set in Fall 2011 and Fall 2012. In Spring 2016, the success rate of 65% tied the highest ever for a Spring semester, originally set in Spring 2014.

> "Because of classes like this, I am better prepared for when I transfer to ASU online!"
>
> -- LPC online student

Many of the retention and success rates for DE are below the state averages, however. One possible reason is that LPC does not offer the same level of student services online that it does on campus. In its letter to LPC on Feb. 5, the ACCJC noted this as a deficiency that needs to be resolved. Another possible reason, according to the accrediting representative who analyzed LPC's DE program during the site visit, is that the college does not require instructors new to teaching online courses to undergo pedagogical and technical training.

Complete rates are below. For comparison purposes, figures for 2014-15 are also provided. LPC rates were provided by the college's Office of Institutional Research, while the state results come from the California Community Colleges Chancellor's Office Data Mart.

	Summer 2015		Fall 2015		Spring 2016	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	70%	81%	60%	72%	65%	74%
State Success	71%	81%	62%	71%	63%	71%
LPC Retention	82%	89%	76%	85%	80%	86%
State Retention	85%	91%	81%	87%	81%	86%

	Summer 2014		Fall 2014		Spring 2015	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	69%	82%	59%	71%	62%	73%
State Success	70%	81%	61%	70%	62%	71%
LPC Retention	84%	89%	77%	85%	77%	86%
State Retention	84%	91%	80%	87%	80%	86%

DE success and retention rates dating to Fall 1999 can be found at http://bit.ly/1deijvz.

LPC uses the Class-Web DE acknowledgements page as another tool to analyze retention. The Class-Web DE acknowledgements page asks students to acknowledge that they: a) have access to the requisite technology for taking a DE class, b) possess basic technology skills, c) understand that DE classes require as much time as on-campus classes, d) will be completing and turning in their own work, and e) will abide by the district's student conduct and due process policy. Gathering these statistics allows LPC to determine how many students are receiving this important information. This data can also be used as evidence for accreditation. Courtesy of District ITS, here are the findings for 2015-16:

1. Total unduplicate count of students currently enrolled including dropped = 7,641
2. Total unduplicate count of students currently enrolled only not including dropped = 5,061
3. Total students who agreed to DE agreement form from #1 = 3,632
4. Total students who agreed to DE agreement form from #2 = 2,645
5. Of the total in #1, how many dropped with an NGR and how many dropped with a W? NGR = 2,088, W = 1,413
6. Of the total students who agreed to the DE agreement form (#3), how many dropped? And of those students who dropped, how many did so with an NGR and how many with a W? (NGR = 833, W = 621)

Online Tutoring

Once again, the college offered online tutoring for Writing and Math to students at a distance. The Writing tutoring, officially called Ask an English Tutor, is conducted by full-time and adjunct English instructors working through the Reading and Writing Center. This asynchronous tutoring is available to students in all disciplines. Math tutoring is also asynchronous and is conducted by student tutors from the Tutorial Center. Both Writing and Math online tutoring are available during the Fall and Spring semesters.

Here are the statistics for Writing tutoring last year:

- 73 total students served

- 112 total papers reviewed

- 26 students in classes served multiple times

- 3 students enrolled in 2 courses served

- 72 students retained

- 69 students had success

- Grades received: 29 A's, 16 B's, 17 C's, 2 D's, 1 F, 1 W, 7 P.

Here are the statistics for Math tutoring last year:

- 11 total students served

- 2 students served twice

- 11 students retained

- 10 students had success

- Grades received: 2 A's, 3 B's, 4 C's, 1 D, 1 P

During the Fall semester students Sara Parlagreco and Ben Gatten provided online tutoring for Math. During the Spring semester, it was provided by Jack Chervet and Evlin Martinez.

Online Learning Orientations

"I love the distance education at LPC. I have been given many options that let me balance my educational studies and my professional work. I prefer to take online classes rather than commute from Tracy to Livermore because it is very easy for me to just access my classes from home."

-- LPC online student

In order to further measure the effectiveness of the Online Learning Orientations that are conducted at the beginning of each semester, LPC tracks the students who attended both the on-campus and the online orientations. Eighty-two students attended the orientations in 2015-16, but we were only able to track 52 because some students withdrew prior to Census, some attended the orientations for informational purposes only and did not enroll in a DE course, and some were hoping to add a course after the registration period but were not able to.

Of the students we were able to track, they succeeded at a rate of 79% (several students took multiple classes) and achieved a retention rate of their classes. These rates exceeded the rates presented earlier in this report.

97% in The above stats are measured against the student learning outcome: Students who complete online learning orientations will successfully complete an online course. Here is the grade breakdown of the 52 students' 71 grades:

	A	B	C	D	F	P	CR	W	I	NC
Summer 2015	6	1	0	0	3	0	0	1	0	0
Fall 2015	13	5	3	0	6	0	0	1	1	0
Spring 2016	16	7	4	0	3	1	0	0	0	0
Totals	35	13	7	0	12	1	0	2	1	0
	49%	18%	10%	0%	17%	1%	0%	3%	1%	0%

Online Counseling

In March 2015, LPC launched an online counseling service. It uses SARS to track student usage and to aggregate queries to one central location to make responding to them easier. Counselors are be able to log into SARS to pull out students' files and records in order to do research before answering queries. The service is used more for academic advising than personal counseling. Online counseling is asynchronous, so students' queries are answered via email. During 2015-16, 224 students utilized the service a total of 288 times. In addition, 211 students used email outside of the service to contact counselors.

LPC counselors researched a web-based system called Cranium Café to provide online counseling services. Cranium Café is used to facilitate individual and group synchronous counseling sessions, online workshops, drop-in/walk-in sessions, as well as online group presentations. It is ADA- and FERPA-compliant, and everything added to the system gets archived and stored. The Counseling Department is planning to pilot Cranium Café during Fall 2016.

LPC Survey Results

The annual DE Student Satisfaction Survey was completed in December, and like previous years, results were positive. When asked to rate their level of satisfaction with different components of online learning, the 343 students who completed the survey were mostly satisfied or very satisfied in all areas. This included the DE program as a whole (74%), overall course quality (72%) and overall course satisfaction (70%).

When asked if they would take another DE course from LPC, 86 percent indicated that they would (7 percent had no opinion). Students also indicated (60 percent) that they learned about the same in their DE classes than they would have in an on-campus class. Interestingly, 18 percent said they learned more in their DE classes, and 22 percent said they learned less.

Students voiced other opinions in the comments section of the survey. Several students expressed their appreciation that LPC offers online and hybrid classes because this allows them to continue their education. Many hoped the college would offer even more DE classes in the future. Other positive comments centered on the instructors, the way they organized their classes, the assignments they gave, their responsiveness to student emails, and their consideration of students' time. Negative comments also centered on the instructors, namely how disorganized their classes were, their late responses to student emails, and their assigning of too much work with too little time to complete it. Some students said that certain links did not work, assignments were not posted on time, and there were too many typos. Some desired that all courses would follow a standard course design so it would be easier for students to find what they are looking for when they take multiple classes. One student did not like working with the Blackboard Mobile Learn app, and another would like to see LPC offer tech support late night and on weekends.
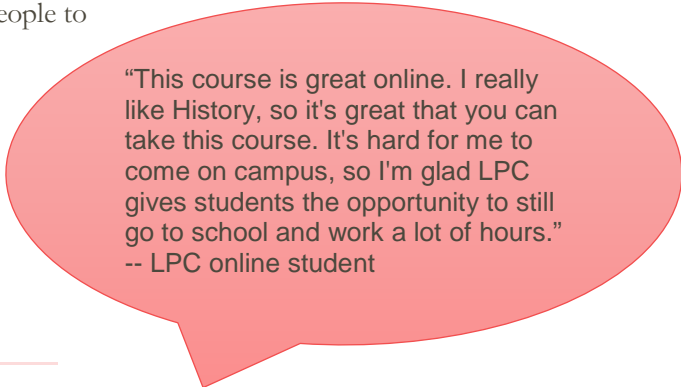
Complete DE Student Satisfaction Survey results can be found at http://bit.ly/1TOTLdI.

CCCDECO

LPC has joined the California Community Colleges Distance Education Coordinators (and professionals) Organization, which is a new non-profit organization that will "work with the Chancellor's Office and other state and local entities involved in distance education to promote online student success, support quality distance education programs within the California Community College system, and build resources to provide input and expert advice." Its activities include:

- Provide statewide voice and advocacy for Distance Education Coordinators and Professionals.
- Serve as a one-stop information resource.
- Create opportunities for peer networking and interaction at all levels, professional initiatives, dialogue, and community-building.
- Facilitate collaboration among DE staff and stakeholders.
- Encourage a shared commitment to the professional development of Distance Education Coordinators and Professionals.
- Offer leadership and career development opportunities.

LPC has become an institutional member, which allows for five people to join CCCDECO: Scott Vigallon, Toby Bielawski, Vicky Austin, Christina Lee, and Jeremiah Bodnar. All are members of the college's Distance Education Committee.

"This course is great online. I really like History, so it's great that you can take this course. It's hard for me to come on campus, so I'm glad LPC gives students the opportunity to still go to school and work a lot of hours." -- LPC online student

Other Notable Achievements

Other achievements during the 2015-16 academic year included:

- During the academic year, 286 instructors used Blackboard to teach either online, hybrid, or web-enhanced courses. Sixty-six instructors taught DE courses.

- Six new DE courses were launched: Business 48 (Human Relations in the Workplace), Computer Information Systems 59A (Web Development: HTML/XHTML), CIS 59B (Web Development: DHTML/XHTML, CSS, Java), Early Childhood Education 65 (Admin 1: Programs in ECE), English 19A (Literary Magazine), and Mass Communications 19A (Literary Magazine).

- Five 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 five are: Angelo Bummer (English), Debbie Lignell (Psychology), Dan Marschak (Music), Steven Budd (English), and Kali Davis (Library).

- Thirty-nine instructors completed the Integrating the Internet Into Instruction (Four I's) program, which trains them in Blackboard basics and allows them to use Blackboard to enhance their face-to-face courses. Twenty-three of those instructors completed their training online.

- As per the faculty contract, 13 official evaluations of instruction were conducted for DE classes.

- LPC's Instructional Technology Student Support desk fielded 1,528 inquiries from students. Among this total, 709 inquiries were telephone calls, 275 were emails, and 544 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 (LPC works with the vendor RapidText). Captioning work is paid for by the grant. In 2015-16, LPC had 20 videos captioned, bringing its 7-year total to 293.

- Jacquie Reardon, a student in the Geology 5 online course, won the DE Scholarship Award. The award is based on the following criteria: 1) frequent, early, thoughtful and supportive posts; 2) outstanding quality of work; 3) initiative; 4) leadership qualities; 5) balancing multiple commitments; 6) punctuality with assignment submissions; 7) improving the course experience for others; 8) actively building online community; 9) uses resources well; 10) course must have 5 or fewer on-campus meetings.

- Toby Bielawski was voted co-chair of the college Distance Education Committee, sharing duties with Scott Vigallon.

- The LPC Technology Committee has agreed to discuss methods of ensuring that all web content is made accessible to students with disabilities. Despite past training efforts, this is still an issue.

- The DE Committee made subtle changes to its DE outcomes, which are measured each year in the annual satisfaction survey to students.

- Workshops specifically for DE instructors were conducted at both faculty flex days this past year. At the Fall Flex Day, there were two sessions: Social Media in the Classroom and Instructional Uses of Video in Online Classes. The first session had 46 attendees, and the second had 42. At the Spring Flex Day, 46 faculty and staff members participated in an introductory workshop on Canvas.

- Twenty-five courses were approved for DE by the Curriculum Committee: CIS 66 (Networking Fundamentals), CNT 52 (Networking Fundamentals), CNT 55 (Windows Server MCSA I), CNT 56 (Administering Windows Server MCSA II), CNT 57 (Microsoft Server Advanced MCSA III), CS 47 (Capstone Project), SOC 11 (Sociology of Gender), CNT 51 (CompTIA'S A+ Certification), KIN 16 (The Successful Student Athlete), PSCN 30 (Student Success and the College Experience), KIN XX (Science of Soccer 1), PSCN 5 (Introduction to Human Services), BUSN XX (Entrepreneurship), MATH 201 (Math Jam for Pre‑Algebra), MATH 202 (Math Jam for Elementary Algebra)' MATH 203 (Math Jam for Intermediate Algebra), MATH 204 (Math Jam for Statistics & Probability and Mathematics for the Liberal Arts), MATH 205 (Math Jam for Trigonometry/Pre‑Calculus and Business Calculus), MUS X (History of Rock & Roll), PSCN 18 (University Transfer Planning), PSCN 3 (Theories and Concepts of Counseling: An Introduction), PSYC 6 (Abnormal Psychology), ECD 74 (Child Guidance), PSCN 40 (Life Skills: Financial Literacy), and MSCM 5 (Introduction to Mass Communications).

Future Tasks

The upcoming academic year promises to be a critical one in the history of Distance Education at Las Positas College. After building a program around Blackboard and using that platform for 13 years, LPC will begin the transition to Canvas by creating plans and timelines for course migration, training, and support. Events will be done in stages in order to minimize the impact on faculty and staff. Plans and timelines will be created collaboratively among faculty, staff, administrators, and District ITS personnel. Since the OEI's 9-month implementation period began in Summer 2016, LPC will be obligated to offer at least a handful of courses in Canvas by Spring 2017. During Fall 2016, LPC will pilot the Cranium Café online counseling platform offered by the OEI. The college's participation in the OEI's course exchange, which allows students to take online classes at any other California community colleges, might be discussed during 2016-17.

Since the OEI stresses that every course in Canvas be accessible to students with disabilities, the LPC Technology Committee will take the lead on how to address courses that are not accessible. The Technology Committee will also oversee the creation of an overall college technology plan. This plan will include DE.

With the upcoming implementation of the OmniUpdate web content management system, LPC's Online Learning, DE Committee, and Teaching and Learning Center web sites will have to be restructured and rewritten.

And finally, with the upcoming implementation of a new eLumen Student Learning Outcomes management system, assessment data between DE courses and face-to-face courses will be compared.

And Finally…

Since delivering Distance Education to thousands of students is a collective effort, special thanks go to each of the LPC faculty members, classified employees, administrators, and District ITS workers who make it happen.

Thank you for your time.

Scott Vigallon
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Las Positas College