



2017-18 LPC Annual Distance Education Report

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Introduction

Las Positas College is pleased to present its annual Distance Education (DE) report for the 2017-18 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.

Selection to the OEI Consortium

On April 25, LPC was one of 33 colleges selected to participate in the Online Education Initiative's 2018 Online Equity Cohort. The OEI, according to its web site, is a collaborative effort among California Community Colleges to ensure that significantly more students are able to complete their educational goals by increasing both access to, and success in, high-quality online courses.

The 2018 cohort will initially have a special focus on student equity, including:

- Culturally responsive teaching with a community of practice around online equity.
- Name/gender identification for instruction and student support services, including counseling, tutoring, health services, etc.
- Pilot additional online resources integrated into Canvas for community building, student engagement, and collaboration.
- Faculty engagement in collaborative course development using open educational resource materials in Canvas.
- Support for the development of a local, peer-faculty course review process to support equity and student success in online courses.
- Programmatic and technical preparation for Course Exchange participation.

The process to being selected began December 1 when Interim President Roanna Bennie and Academic Senate President Melissa Korber signed a letter expressing LPC's interest in the 2018 OEI Consortium Cohort. On February 15, the college's OEI planning team met to complete the college self-assessment packet that is required in order to apply to the Consortium. That packet could not be submitted until the Academic Senate approved a resolution to apply to the consortium. That approval came February 28, and the packet was submitted later that day.

Among the benefits of participating in the consortium are training from the OEI, mentoring from fellow online faculty, and assistance with making courses ADA-compliant. The main benefit, though, will be to our students. Once LPC enters courses into the Course Exchange, those students who cannot get the classes they need to earn a degree or certificate will be able to take those classes online from other colleges in the consortium. Conversely, students from other colleges will be able to take LPC online classes.

According to the OEI in spring 2018, the statewide gap in success rates between face-to-face and online classes is about 6%, OEI Consortium colleges have rates that are 3% above the statewide average, and OEI-aligned sections have rates that are 4.9% above the statewide average.

Transition to Canvas

The 18-month transition from the Blackboard learning management system to Canvas was successfully completed at the end of the spring 2018 semester. From fall 2017 through spring 2018, 303 instructors either made the move from Blackboard or otherwise began teaching with Canvas. These instructors combined to teach 1,393 sections. However, 46 instructors chose to continue teaching with Blackboard through spring 2018 and will have to teach with Canvas going forward. A handful of these instructors retired at the end of the academic year.


Canvas training

As the transition to Canvas continued, so did the faculty training opportunities. From summer 2017 through spring 2018, these opportunities included appointments and workshops by the Canvas faculty mentor-trainers who were hired per the Faculty Association's agreement with the District. They also included flex day workshops and Teaching and Learning Center (TLC) workshops. The above training, all conducted on campus, was supplemented by a host of online training resources. Information about online courses and webinars presented by @ONE and the OEI were routinely sent to faculty. Within Canvas, faculty had access to the Intro to Canvas-LPC course, the Online Course Development Program (OCDP) course, and the Web Accessibility Course. Additional resources were available on the LPC Online Learning web site and from within Lynda.com, which was made available to everyone in the CCC system via the Professional Learning Network.

Attendance figures for the training opportunities during 2017-18:

- Appointments with the Canvas faculty mentor-trainers and TLC staff: 45
- Workshops conducted by the mentor-trainers and TLC staff: 9
- Flex Day Canvas skills workshops: 77
- Flex Day Canvas drop-in: 12
- Flex Day workshops on Using the OEI Online Course Design Rubric to Meet Accreditation Standards: 13
- Flex Day workshops on Making your Canvas Course Site ADA-Compliant: 22
- College Day workshop on Meeting the Laws and Regulations for Distance Education Courses: 25

During summer 2017, the Instructional Technology Coordinator revamped the OCDP to align its training with the OEI Course Design Rubric, a set of standards that assure high-quality courses that meet best practices, along with accreditation and regulatory requirements. The rubric, incidentally, was endorsed by the LPC Academic Senate on November 29. Four faculty members completed OCDP training during the academic year: Elena Cole (English), Marie Mesmer (Sociology), Marcelo Sanchez-Heredia (Psychology Counseling), and Jeff Zolfarelli (Fire Service Technology).



"I really like Canvas a lot. Canvas is really easy to use for me, and I really feel like it is effective."

-- LPC online student

One important point to note: Any type of technology training in the CLPCCD—Canvas or otherwise—cannot be required of faculty. This includes training to design and teach Distance Education courses.

Migration and support

All Blackboard courses from summer 2016 through spring 2018 have been migrated to Canvas. This was made possible by a District ITS contract with Canvas that not only migrated the courses, but also included an option for faculty to have Canvas clean up their courses after migration, a process called white-glove service. This option was one of a handful presented to faculty in an attempt to make their transitions easier. The other options were:

1. Faculty could do the migrations and cleanup work themselves.
2. Faculty could do the cleanup work themselves after Canvas did the migrations.
3. Faculty could re-create their courses from scratch in Canvas.

During 2017-18, seven instructors participated in the Canvas white-glove service, and 19 courses were cleaned up.

Because colleges must retain student data for auditing purposes and be prepared for students challenging grades or completing incompletes, the district entered into a one-year agreement with Blackboard for access to past courses. This “archive license” will maintain courses, users, data, content, etc., on Blackboard and will only be accessed by specified users as necessary.

Faculty and student support

With the end of the transition from Blackboard, LPC’s contract with Canvas to provide 24x7 technical support to faculty and students also ended. Going forward, daytime support, known as Tier 1 support, will be conducted by LPC. Support for students will be conducted by the instructional assistants in the college’s Computer Center. They had been supporting students with Blackboard issues since 2003. LPC’s Instructional Technology Coordinator and its Instructional Support Specialist, Wanda Butterly, who was hired in July 2017, will take care of daytime faculty support issues. Wanda currently works 25 hours a week in the college’s Teaching and Learning Center.

Additional tasks

The following tasks were also completed:

- Credo InfoLit modules, which are online tutorials that help students learn information literacy skills, were integrated into Canvas. The tutorials also have assessments that pass scores to the Canvas gradebook.
- A Follett app, created by the bookstore company, has been added into all Canvas courses. It enables faculty to order textbook materials directly in Canvas.
- Digital badges were implemented in the Online Course Development Program and Web Accessibility Course faculty training courses. They were also implemented in the Quest for Online Success readiness course for students. Once users in these courses reach certain milestones, they are awarded digital badges as evidence of mastery.
- Twenty-eight non-instructional courses were created in Canvas. Non-instructional courses are used for academic departments, committees, Student Services areas, etc., to post information and communicate among their users.

Upcoming Canvas tasks

Work will continue on the following issues during the next academic year:

- Merging and cross-listing courses and sections in Canvas while remaining FERPA-compliant. This issue has been discussed at the district level. Technological solutions will need to be approved by faculty.
- Automatically creating Canvas shells for all sections. This issue will need more discussion, and if implemented, faculty who merge sections will need to be trained on how to do this in Canvas. Merging is currently done in CLASS-Web.
- Creating guidelines and/or recommendations surrounding various Canvas issues. These issues range from students challenging grades to faculty seeking additional storage in courses.
- Selecting—and paying for—a plagiarism detection service. The service LPC has used since beginning with Canvas, VeriCite, was purchased by Turnitin in February. Although our current license will be honored, it is unclear how much a Turnitin license will cost in the future.

Online Student Services

LPC continued using three of the OEI's student support tools: NetTutor, Cranium Café, and the Quest for Online Success course. NetTutor, a 24x7 online tutoring service, is implemented in every Canvas course and received heavy usage. By the end of spring 2018, 488 students utilized the service, covering 1,691 sessions and 42,977 minutes. The most popular usage in terms of time used was the

"Overall, online is a great college environment -less problematic, and I like the fact that I get help properly and sufficient."

-- LPC online student

the

paper review service. NetTutor tutors reviewed 926 papers, using 28,014 minutes. In order to allow NetTutor access to students who do not have courses in Canvas, a separate course has been established into which those students can be manually enrolled.

Cranium Café is a real-time, online counseling platform offered by college Counseling office. Students were able to make appointments or

attend drop-in sessions. During the academic year, 97 students used Cranium Café, with 80 opting to drop-in and 17 making appointments. The Counseling office also offered asynchronous email services, and 390 students utilized that service.

The Quest for Online Success course, which helps prepare new and experienced students for online learning, is an optional service provided to those interested. Due to a technological glitch, LPC statistics were not available for summer 2017 or fall 2017. But in spring 2018, 775 students self-enrolled into the course, with 432 completing at least one of the course's eight quizzes, and 79 completed all of the quizzes. The first module in the Quest course includes the SmarterMeasure assessment, which helps students: 1) Determine their levels of readiness for online learning, 2) Better understand their strengths and weaknesses in preparing for online learning, and 3) Succeed online. In spring 2018, 516 students began the assessment, and 405 completed it. Students earn digital badges for completing modules 2-4 and modules 4-8. The OEI is working with a vendor called Intellify to develop analytics combining student data from the Quest course and Canvas. It wants to measure the success level of students using Quest in their online courses. Cabrillo and Ventura colleges are piloting this project.

Accreditation and Legal Requirements

Led by the Distance Education Committee, an emphasis was placed on meeting the accreditation and legal requirements of DE. On College Day on Aug. 15, committee co-chair Scott Vigallon led a session titled Meeting the Laws and Regulations for Distance Education Courses. Aside from sponsoring three sessions on Canvas techniques during the fall flex day, the committee sponsored sessions called Using the OEI Online Course Design Rubric to Meet Accreditation Standards and Making your Canvas Course Site ADA-Compliant on both the fall and spring flex days. In addition, at the March 7 town meeting, Christina Lee, Bill Komanetsky, and Scott Vigallon conducted a presentation titled DE Legal Requirements that expounded upon regular effective contact, web accessibility, copyright, and FERPA. Finally, using a document from Fresno City College as a guide, Scott modified the checklist he sends to online faculty at the beginning of each semester to help them meet accreditation and legal requirements while teaching.

Regular Effective Contact

Regular effective contact, a stipulation in Title 5 that guides distance education in the California Community Colleges, means that instructors in DE classes must engage regularly with their students. The federal Department of Education has essentially the same stipulation, which, for accreditation purposes is referred to as regular and substantive interaction. This form of human interaction is paramount in DE classes and is an important tenet in the OEI Course Design Rubric. Because of its importance, the DE Committee decided to update its Regular Effective Contact Guidelines, which was approved by the Academic Senate in 2012. The updates included language and examples from federal auditors' and accreditors' reports on other college's DE programs. However, the updated guidelines were not finished because the CCC's Distance Education and Educational Technology Advisory Committee is proposing changes to Title 5 that would, among other things, replace the phrase "regular effective contact" with "regular and substantive interaction" and expand the regular contact from instructors to students to among students.

Web Accessibility

Making course content accessible to students with disabilities was a major topic at the state level.

- The state Chancellor’s Office convened an Accessibility Standards Work Group. The general task of the group is to review and recommend procedures around accessibility and the expectations of colleges. Possible outcomes include a sample board policy and a series of training opportunities.
- To support colleges and districts obtain answers on accessibility issues, the state Chancellor’s Office launched the Accessibility Center Help Desk. According to its web site, the Accessibility Center Help Desk provides answers and information regarding web accessibility issues common to California Community Colleges.
- On December 5, the state auditor sent the governor and legislative leaders the results of its report concerning the CCCs monitoring of services for technology accessibility and the procedures for upgrading information technology. Three colleges—American River, Cerritos, and De Anza—were audited, and all three were found lacking in the area of making instructional materials accessible to students with disabilities. The state Chancellor’s Office was also called out for not providing enough guidance to the colleges. Among the findings:
 - “To ensure that students with disabilities have equal access to instructional materials, by June 2018, American River, Cerritos, and De Anza should each develop procedures to monitor and periodically review the accessibility of instructional materials. For example, each college could develop an accessibility checklist for instructors to complete when developing or selecting instructional materials, from which the college could periodically review a sample of course content to ensure that instructors completed the checklist and that the instructional materials comply with accessibility standards.”
 - “To ensure that all instructors are aware of the accessibility standards for instructional materials, American River, De Anza, and Cerritos should each include in their next collective bargaining negotiations a requirement for instructors to periodically attend accessibility trainings.”

Aside from the aforementioned workshops and presentation, work was done locally at LPC in the area of web accessibility:

- The new 3C Media app was installed in Canvas. It allows for hosting and free, accurate captioning of instructor-created videos.
- Training was provided on the new Canvas accessibility checker within its Rich Content Editor. It will check common accessibility errors within the editor so content will be ADA-compliant. It also provides explanations of errors and allows faculty to fix those errors.
- Other web accessibility software was reviewed. One that shows promise is Ally, which, among many other features, checks uploaded Microsoft Word and PowerPoint files and offers alternative formats for downloading and viewing.
- All DE instructors were asked to voluntarily have their Canvas courses reviewed for web accessibility since the DE Committee was denied the ability to do this involuntarily. Unfortunately, only three instructors volunteered their courses.

- The revised Online Learning web site and a newly launched Online Learning newsletter both include a section on web accessibility.

FERPA

As mentioned above, the district will need to solve the issue of merging courses and sections in Canvas without violating FERPA. The problem is that students are not supposed to see students who are enrolled in other courses or sections within the same Canvas shell. District ITS has been working on a solution that disallows students in different courses or sections from seeing each other, while still allowing students in officially cross-listed courses to see each other. If implemented, faculty would have to merge courses or sections from within Canvas and not within CLASS-Web, which has been the venue for merging for many years. Faculty would need to undergo training to merge within Canvas. Because other consequences are unforeseen at this point, faculty will need to be consulted before the technological solution is implemented.

During the state Chancellor's Office's Maintaining a Quality Distance Education Program online conference January 24, it was reiterated that third-party tools used in Canvas, including publisher content, apps and other tools, have to be accessible to students with disabilities and also FERPA-compliant. A presenter from the federal Department of Education recommended that colleges have policies and procedures to evaluate and approve third-party tools before they are used in Canvas. Because of this, the DE Committee created guidelines for vetting third-party tools for FERPA compliance.

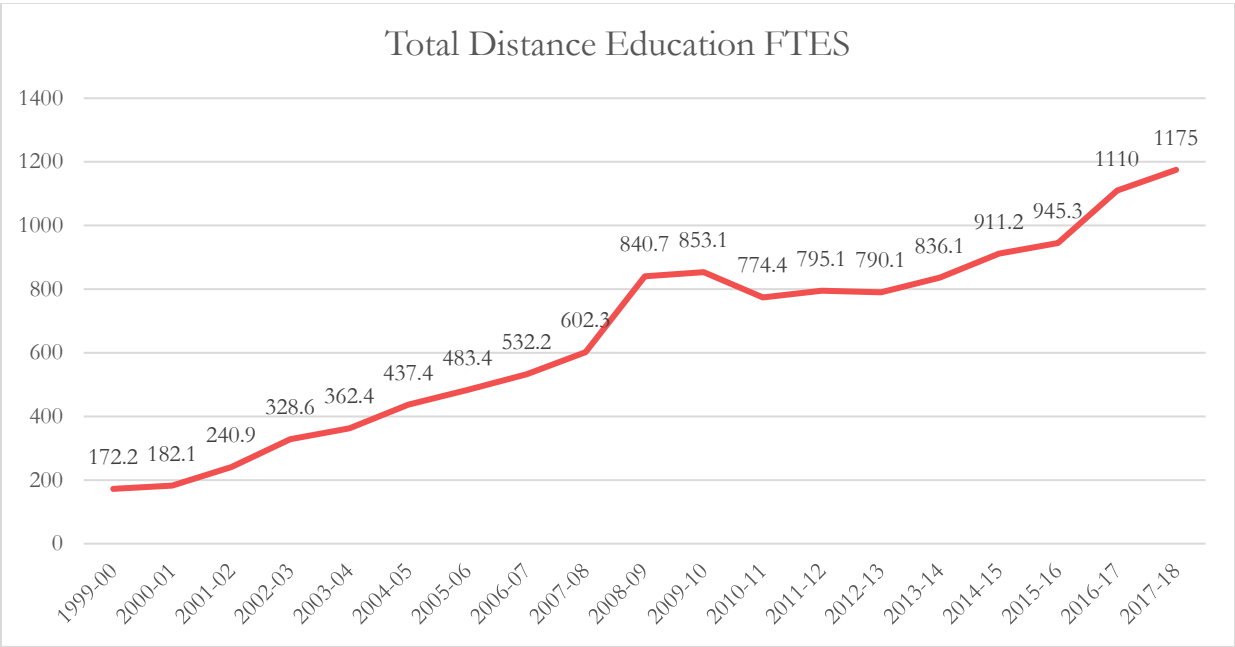
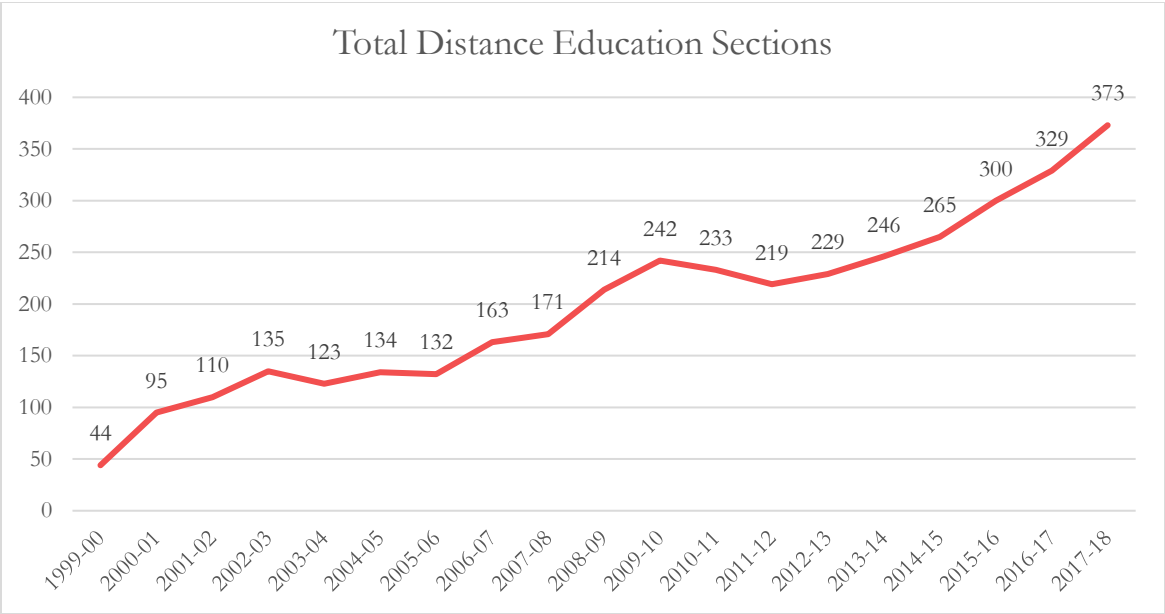
State Authorization

The federal Department of Education recently announced that the implementation of amended state authorization rules on distance education—originally set to take effect July 1, 2018— will be delayed until 2020. At its core, state authorization requires colleges offering DE to obtain certification or an exemption from each student's home state that their DE program meets that state's requirements. Depending on the state, this certification can cost thousands of dollars.

Despite the delay, however, colleges must still adhere to the laws in each state governing distance education. Because of this, colleges might still have to pay for educating students outside of California. CCCs have the option to enroll students from other states or not. Anecdotally, at the annual CCC Distance Education Coordinators meeting June 18 in Anaheim, the majority of coordinators indicated that their colleges do not allow students from other states to enroll in their DE classes. In the CLPCCD, this is allowed.

Distance Ed and LMS Statistics

For the third consecutive year, LPC set all-time marks in DE enrollment (11,265), WSCH (36,114), FTES (1,175), DE sections (373), online sections (341), and enrollment for online sections (10,483). To help put the numbers into context, the 341 DE sections made up 16% of the total number of sections offered at LPC for the year.



Distance Education statistics (1999-00 through 2017-18)

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

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Total sections	242	233	219	229	246	265	300	329	373
Total disciplines	30	31	30	30	30	30	29	30	29
Enrollment	7,851	7,119	6,914	7,080	7,288	8,210	8,747	10,227	11,265
WSCH	25,991	23,606	24,309	24,224	25,713	27,945	28,992	34,210	36,114
FTES	853.1	774.4	795.1	790.1	836.1	911.2	945.3	1,110	1,175
Online sections	205	198	188	188	198	224	256	288	341
Hybrid sections	37	35	31	41	48	41	44	41	32
Telecourse sections	0	0	0	0	0	0	0	0	0
Videoconf. sections	0	0	0	0	0	0	0	0	0

Since LPC used Blackboard and Canvas during 2017-18 for online, hybrid, and web-enhanced courses, statistics are available for total learning management system usage. During the past academic year, the following CMS records were set: total sections (1,579), non-DE hybrid sections (55), enrollment in non-DE hybrid sections (1,356), and web-enhanced sections (1,183).

The 1,579 sections using Blackboard and Canvas made up 68% of the total sections offered at LPC.

*Learning Management System usage statistics (2003-04 through 2017-18)**

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Total sections	168	307	383	559	706	1055	1195	1115
Enrlmt for total sections	4,426	8,618	11,361	16,094	18,958	26,143	32,295	31,553
Online course sections	116	134	132	163	157	176	205	198
Enrlmt for online course sections	3,338	4,366	4,744	4,991	5,338	6,053	7,105	6,485
Hybrid course sections (DE)	0	0	0	0	14	38	37	35
Enrlmt for hybrid sections (DE)	0	0	0	0	331	742	746	634
Hybrid course sections (non-DE)***	0	0	0	8	9	14	17	32
Enrlmt for hybrid sections (non-DE)	0	0	0	158	158	323	486	875
Web-enhanced sections	52	173	251	388	526	827	930	853
Enrlmt for web-enhanced sections	1,088	4,252	6,617	10,945	13,131	19,025	23,958	23,559

	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Total sections	1081	1091	1216	1247	1347	1,487	1,579
Enrlmt for total sections	31,838	32,225	34,942	35,912	38,730	41,794	41,230
Online course sections	188	188	198	224	256	288	341
Enrlmt for online course sections	6,233	6,335	6,475	7,316	7,903	10,227	10,483
Hybrid course sections (DE)	31	41	48	41	44	41	32
Enrlmt for hybrid sections (DE)	681	745	813	894	904	955	782
Hybrid course sections (non-DE)**	25	24	29	32	33	51	55
Enrlmt for hybrid sections (non-DE)	680	677	723	823	821	1,215	1,356
Web-enhanced sections	837	838	939	950	1,014	1,107	1,183
Enrlmt for web-enhanced sections	24,244	24,468	26,931	26,879	29,102	30,352	28,609

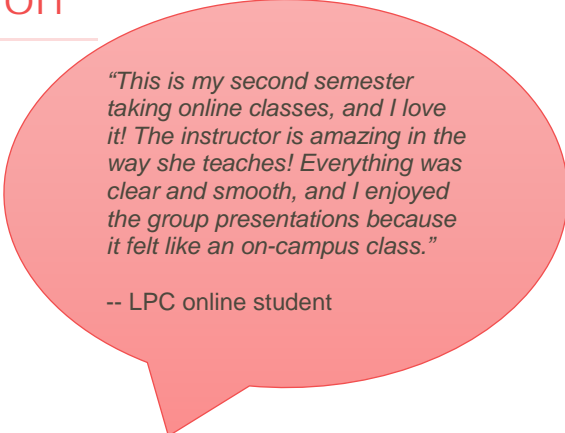
*The CLPCCD began using Blackboard in summer 2003 and Canvas in spring 2017. Statistics for 2017-18 include both Blackboard and Canvas.

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

Distance Education Satisfaction

Student Satisfaction

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, students 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 (71%).



"This is my second semester taking online classes, and I love it! The instructor is amazing in the way she teaches! Everything was clear and smooth, and I enjoyed the group presentations because it felt like an on-campus class."

-- LPC online student

When asked if they would take another DE course from LPC, 84 percent indicated that they would (7 percent had no opinion). Students also indicated (70 percent) that they learned about the same in their DE classes than they would have in a similar on-campus class. Interestingly, 16 percent said they learned more in their DE classes, and 14 percent said they learned less.

When asked which, if any, degrees or certificates they would like to see offered online, students listed a wide variety of these programs. Also, 86 percent of students indicated that if they had the opportunity to take an online course at another California Community College because the course they need to take at LPC is either full or not offered, they would be interested in taking that course.

Students voiced other opinions in the comments sections of the survey. Students gave many positive comments and many suggestions for improvements. Multiple students mentioned how Canvas is an upgrade over Blackboard. There was also praise for the organization of certain classes and for certain instructors. One student mentioned how helpful the online tutoring service NetTutor has been. Conversely, there were criticisms about instructors whose classes were disorganized, who rely too much on the textbook, and do not grade in a timely manner. One student who took three online classes had a positive experience in one, a mediocre experience in another, and a negative experience in the third. Other comments included a desire for more video lectures, a desire for more time on assignments, and a desire for less group work.

Complete DE Student Satisfaction Survey results can be found at <https://bit.ly/2HQNu1y>.

Faculty Satisfaction

According to results of the DE Faculty Satisfaction Survey, faculty seem to be happy teaching online at LPC. Among the results:

- 97% were either satisfied or very satisfied with the DE program as a whole.
- 97% were either satisfied or very satisfied with faculty support from Teaching and Learning Center staff.
- 77% were either satisfied or very satisfied with faculty support from Canvas.

- 69% were either satisfied or very satisfied with student success in their classes.
- 50% were either satisfied or very satisfied with student retention in their classes.

Complete DE Faculty Satisfaction Survey results can be found at <https://bit.ly/2HkTaji>.

Success and Retention Rates

Success and retention rates of DE students continued to show positive progress during 2017-18 when compared against past LPC results. Success rates are defined as the percentage of students receiving a passing grade (A, B, C, CR, or P) relative to all students receiving a grade. Retention rates are the percentage of students receiving any grade other than a W (Withdrawal) relative to all students receiving a grade.

During summer 2017, the retention rate of students in DE classes was 85 percent, which matched the highest ever for a summer term at LPC (2013 and 2016). The success rate of 75 percent was the highest for a summer term, besting the previous high of 73 percent set in 2016.

The fall 2017 success rate of 63% is the highest for a fall semester at LPC since it began offering the bulk of its DE courses as online courses in 2000. The previous high was 61% set in fall 2016. Also, fall 2017 marked the first time ever in a fall semester that the difference in success rates between DE classes and non-DE classes narrowed to single digits (9%). The previous best difference was 11% in fall 2016. The retention rate of 78% equaled the high for a fall semester (Fall 2011 and 2012). In addition, fall 2017 marked the first time in a fall semester that the difference in retention rates between DE classes and non-DE classes narrowed to 6%. The previous best difference was 8% set four previous times.

The news got even better in spring 2018. The success rate of 69% is the highest for a spring semester at LPC, improving upon the previous high (set multiple times) by 4 percentage points. The gap between DE and non-DE classes closed to 5%, which is the closest ever for a spring semester and tied the mark for any semester (summer 2017). The retention rate of 82% tied for the highest for a spring semester (Spring 2013), and the retention rate gap of 4% was the best for a spring or fall semester.

Despite the positive results from 2017-18, rates for LPC DE students still lag the state averages as seen in the first chart below. One possible reason might be that whereas most colleges/districts in California require faculty to be trained prior to teaching online classes, the CLPCCD does not.

These two charts below show the complete rates for the past two academic years (figures are rounded up). 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 2017		Fall 2017		Spring 2018	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	75%	80%	63%	72%	69%	74%
State Success	74%	82%	66%	72%	68%	74%
LPC Retention	85%	89%	80%	86%	82%	86%
State Retention	87%	92%	83%	87%	84%	88%

	Summer 2016		Fall 2016		Spring 2017	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	73%	80%	61%	72%	65%	74%
State Success	71%	82%	63%	72%	66%	73%
LPC Retention	85%	90%	78%	86%	81%	86%
State Retention	85%	91%	82%	87%	82%	87%

DE success and retention rates dating to fall 2000 can be found at <https://bit.ly/2HNNHdmX>.

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. Courtesy of District ITS, here are the findings for 2017-18:

1. Total unduplicate count of students currently enrolled including dropped = 8,188
2. Total unduplicate count of students currently enrolled only not including dropped = 5,869
3. Total students who agreed to DE agreement form from #1 = 3,930
4. Total students who agreed to DE agreement form from #2 = 2,996
5. Of the total in #1, how many dropped with an NGR and how many dropped with a W? NGR = 2,038, W = 1,388
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 = 853, W = 616)

Worth Noting

Other achievements during the 2017-18 academic year included:

- Katie Coleman was selected among 67 applicants as the LPC Online Student of the Year Scholarship winner. According to her application, Katie worked for several years before returning to college and is still employed at least 10 hours a week. She is the first in her family to attend college and plans to transfer to Sacramento State where she aims to obtain a BA in Business. Katie is a working mother who has taken 16 online courses since 2014. She has an overall GPA of 3.78. She said, “I can truly say that I would not be graduating this summer with an Associate in Business Entrepreneurship if it weren’t for the opportunity to take online courses.” She was honored at the college’s Annual Student Scholarship Ceremony on May 18.
- A new Online Learning newsletter was launched in spring 2018. The newsletter is a vehicle to present information, tips, and ideas for faculty teaching fully online courses, hybrid courses, or just enhancing face-to-face courses with online materials. It will mainly focus on Canvas since so many faculty (even staff) use that platform. It will also present other topics as necessary, such as accreditation requirements and legal issues.
- The college's Online Learning web site received a complete makeover before being launched Jan. 2. The site not only includes critical information for students, but also incorporates content necessary for faculty who teach online, hybrid, and web-enhanced courses. The Distance Education Committee's site was also revised and launched Jan. 2.
- There were 344 instructors who used Canvas or Blackboard, including 91 who taught DE classes.
- As per the faculty contract, 37 official evaluations of instruction were conducted for DE classes.
- Twenty-eight courses were approved for DE by the Curriculum Committee.

Acknowledgements

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. Specifically, the following people played key roles the past year:

- Members of the LPC Distance Education Committee: Robert August, Victoria Austin, Teresa Donat, Bill Komanetsky, Amir Law, Jeff Lawes, Christina Lee (co-chair), Maureen O’Herin, Kali Rippel, and Paul Sapsford.
- District ITS: Jeannine Methe, Eric Stricklen, Stacey Followill, Cathy Gould, Liem Huynh, and Rachel Ugale.
- Academic Senate President Melissa Korber, along with the entire Senate.

- Teaching and Learning Center: Wanda Butterly and Tim Druley.
- Office of Institutional Research: Rajinder Samra and David Rodriguez.
- Tutorial Center: Pauline Trummel.
- Counseling: Gabriela Discua and Christina Lee.
- Academic Services: Don Miller, David Johnson, Carolyn Scott, and Madeline Wiest.
- Office of the President: Roanna Bennie.

Two individuals stand out for their contributions to Distance Education at Las Positas College: Teresa Donat and Ethan Castor. Teresa retired in December after many years teaching at LPC. She served on the DE Committee, was committed to teaching quality DE courses, and helped with the transition to Canvas. Ethan, who passed away November 15, not only helped, and touched, everyone he worked with at LPC, but he was also instrumental in building our DE program with all the technical work he did behind the scenes.

Thank you for your time.

A handwritten signature in black ink, appearing to read "Scott Vigallon". The signature is fluid and cursive, with a large initial "S" and "V".

Scott Vigallon
Instructional Technology Coordinator
Las Positas College