Substantive Change Proposal

IDENTIFIED CHANGE: ADDITION OF COURSES THAT CONSTITUTE 50% OR MORE OF A PROGRAM OFFERED THROUGH A MODE OF DISTANCE OR ELECTRONIC DELIVERY

INSTITUTION NAME: LAS POSITAS COMMUNITY COLLEGE

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Description of the Change

Las Positas College (LPC) currently has five vocationally related certificate programs in which at least 50 percent of their courses are offered, or will be offered shortly, via distance education (online). Courses in these areas were first offered in 2000, with additional courses added over the past 6 years.

Table 1: Potential Online Certificates

Certificate Program	Percentage of Courses Offered at a Distance
Accounting Technician	54% (7 of 13 courses)
Administrative Assistant	53% (8 of 15 courses)
Business Entrepreneurship	50 % (7 of 14 courses)
Supervisory Management	63% (10 of 16 courses)
Computer Application Software	65% (13 of 20 courses)

At LPC, the following programs offer associate degrees in which at least 50 percent of their courses are currently offered via distance education (online): Business, Computer Information Systems, and Computer Networking Technology. Within these programs, a total of 7 majors are anticipated to offer degrees online in the near future. These majors are identified in Table 2, along with the courses necessary to fulfill them. Courses that have been, or are currently being offered, online are marked by an asterisk (*).

Notes: Four courses—BUSN 1A, CIS 68, CNT 9912, and SUPV 80—have been approved for distance education delivery, but have not been taught online yet. They are identified with a pound sign (#). For the sake of this report, it will be assumed that each course will eventually be taught online.
- BUSN 1A has been taught as a hybrid (part online, part face-to-face), and the College has plans to offer it as an online course in an upcoming semester.
- CIS 68 and CNT 9912 will be offered online in Spring 2007.
- SUPV 80 has been taught in the distance education format as a telecourse, and its curriculum proposal will be resubmitted so it can be offered as an online course.

Table 2: Associate degrees anticipated to be offered online, their target dates, and the courses required for the major.

Course	Title	Units
AA – Administrative Assistant – **Online degree targeted for 2007-08**		
CIS 50*	Introduction to Computing and Information Technology	3
CIS 73A	Ten-Key Skill Development	1
CIS 75	Office Technology/Communications	1
CIS 88A*	Introduction to Microsoft Word for Windows	1.5
CIS 88B*	Advanced Microsoft Word for Windows	1.5
BUSN 74	Office Procedures	3
CIS 43* or BUSN 43	Professional Communications Professional Communications	4
BUSN 40*	Introduction to Business	3
BUSN 51A or BUSN 1A	General Accounting I Principles of Accounting I	3-4
CIS 72A	Data Management	1
CIS 55*	Integrating Office Applications	4
BUSN 48 or SUPV 81	Human Relations in the Workplace Human Relations in the Workplace	3
CIS 54*	Excel Introduction to Spreadsheets	4
CIS 89A*	Desktop Presentation	1
BUSN 95 or BUSN 92	Business Work Experience Workforce Laboratory	1-3
BUSN 96* or BUSN 91	Business Work Experience Seminar Workforce Seminar	1-2
	Electives BUSN 60 Consumer Finance (3) BUSN 91 Workforce Development Seminar and BUSN 92 Workforce Development Lab (1) CIS 57* ACCESS: Introduction to Databases (4) CIS 59A* Web Development: HTML/XHTML (2) CIS 66 Networking Fundamentals (3) CIS 69 Web Development: Web Development: Web Design Technologies and Tools (2) CIS 89B Desktop Publishing (2) CIS 72B Spreadsheet Integration with Word Processing (1) MKTG 50 Introduction to Marketing (3) SUPV 80# Elements of Supervision (3) or BUSN 56* Concepts of Management (3)	0-6
AS – Business – **Online degree targeted for 2007-08**		
BUSN 48 or SUPV 81 or BUSN 52	Human Relations in the Workplace Human Relations in the Workplace Business Communications	3
BUSN 40*	Introduction to Business	3
BUSN 55	Business Mathematics	3
BUSN 51A or BUSN 1A#	General Accounting I Principles of Accounting I	3-4
CIS 50*	Introduction to Computing and Information Technology	3
ECON 10 or ECON 1*	General Economics Microeconomics	3
MKTG 50	Introduction to Marketing	3
BUSN 30* or BUSN 20	Business, Society and Ethics International Business	3
CIS 88A* and CIS 88B*	Introduction to Microsoft Word for Windows Advanced Microsoft Word for Windows	3
CIS 55*	Integrating Office Applications	4
BUSN 18*	Business Law	4
BUSN 53 or BUSN 43	Business Correspondence Professional Communications	3-4
BUSN 95	Business Work Experience	1-3
BUSN 96*	Business Work Experience Seminar	1

	Electrons:	2-8
	BUSN 60 Consumer Finance and Ownership (3)	
	CIS 54* Excel: Introduction to Spreadsheets (4)	
	CIS 71* Computer Typing (1)	
	CIS 72A Data Management (1)	
	CIS 72B Spreadsheet Integration with Word Processing (1)	
	CIS 75 Office Technology/ Communications (1)	
	SUPV 80# Elements of Supervision (3) or BUSN 56* Concepts of Management (3)	
	Any Marketing Course except MKTG 50 (MKTG 56*, MKTG 60*)…all 3 units	

AA – Business Administration (Transfer Preparation) – Online degree targeted for 2007-08

Course	Title	Units
BUSN 40*	Introduction to Business	3
BUSN 18*	Business Law	4
CIS 50*	Introduction to Computing and Information Technology	3
ECON 2*	Macroeconomics	3
MATH 33 or MATH 34	Finite Mathematics Calculus for Business and Social Sciences	3-5
CIS 71#*or LIBR 1	Computer Typing Library Skills	1
BUSN 1A#	Principles of Accounting I	4
Economics 1*	Microeconomics	3
MATH 44 or MATH 42A	Statistics for Business Majors Introduction to Probability and Statistics	3-5
BUSN 1B	Principles of Accounting II	4

AA – Business Entrepreneurship – Online degree targeted for 2007-08

Course	Title	Units
BUSN 48 or SUPV 81	Human Relations in the Workplace Human Relations in the Workplace	3
BUSN 40*	Introduction to Business	3
BUSN 55	Business Mathematics	3
BUSN 43 or BUSN 53	Professional Communications Business Correspondence	3-4
BUSN 51A or BUSN 1A#	General Accounting I Principles of Accounting I	3-4
MKTG 50	Introduction to Marketing	3
ECON 10 or ECON 1*	General Economics Microeconomics	3
BUSN 18*	Business Law	4
CIS 50*	Introduction to Computing and Information Technology	3
BUSN 58 or MKTG 60*	Small Business Management Retail Store Management	3
SUPV 80# or BUSN 56*	Elements of Supervision Concepts of Management	3
BUSN 95	Business Work Experience	1-3
BUSN 96*	Business Work Experience Seminar	1
	Recommended Electives:	
	BUSN 20 International Business (3)	
	BUSN 30 Business, Society, and Ethics (3)	
	BUSN 52 Business Communications (3)	
	BUSN 60 Consumer Finance and Ownership (3)	
	BUSN 81 Introduction to Investments (3)	
	CIS 54* Excel: Introduction to Spreadsheets (4)	
	CIS 71* Computer Typing (1)	

AA – Computer Information Systems – Online degree targeted for 2007-08

Course	Title	Units
CIS 50*	Introduction to Computing and Information Technology	3
CIS 65	Introduction to Desktop Operating Systems	2
CIS 55*	Integrating Office Applications	4
CIS 88A*	Introduction to Microsoft Word for Windows	1.5
CIS 88B*	Advanced Microsoft Word for Windows	1.5
CIS 54*	Excel: Introduction to Spreadsheets	4
CIS 43*	Professional Communications	4

CIS 66	Networking Fundamentals	3
CIS 57*	Access: Introduction to Databases	4
CIS 60*	Systems Analysis and Design	3
	Programming Options Select from the following 6 units: CIS 80* Introduction to Programming Using Basic/Visual Basic (4) CIS 68 Visual Basic for Microsoft Applications (2) CIS 59A* Web Development: HTML/XHTML (2) CIS 59B* Web Development: DHTML, CSS, JavaScript (2) CIS 69 Web Development: Web Design Technologies and Tools (2) Note: Other classes may be substituted to meet the Programming requirement. Please consult Discipline Coordinator, 925.424.1194	
AA – Marketing – **Online degree targeted for 2007-08**		
BUSN 48 or BUSN 52 or SUPV 81	Human Relations in the Workplace Business Communications Business Correspondence	3
BUSN 55	Business Mathematics	3
BUSN 40*	Business Concepts	3
BUSN 51A or BUSN 1A#	General Accounting I Principles of Accounting I	3-4
MKTG 50	Introduction to Marketing	3
ECON 10 or ECON 2*	General Economics Macroeconomics	3
MKTG 61	Professional Selling	3
BUSN 18*	Business Law	4
CIS 50*	Introduction to Computing and Information Technology	3
MKTG 64 or MKTG 56*	Introduction to Advertising Retail Strategies	3
BUSN 95	Work Experience	1-2
BUSN 96* or SUPV 80# or BUSN 56*	Work Experience Seminar Elements of Supervision Concepts of Management	1-3
	Recommended Electives: BUSN 30* Business, Society, and Ethics (3) SUPV 80# Introduction to Supervision (3) or BUSN 56 Concepts of Management (3) MKTG 60* Retail Store Management (3)	
AS – Network Security and Administration – **Online degree targeted for 2007-08**		
CIS 50* or CIS 65	Introduction to Computing and Information Technology Introduction to Desktop Operating Systems	2
CNT 51	A+ Computer Fundamentals	3
CNT 52	Networking Fundamentals	3
CNT 62A	Cisco Networking Academy CCNA 1&2	4
CNT 62B	Cisco Networking Academy CCN 3-4	4
CNT 43*	Professional Communications	4

	Elective tracks: CCNP Track: CNT 63 CISCO CCNP Semester 5 – Advanced Routing (4) CNT 64 CISCO CCNP Semester 6 – Remote Access (4) CNT 65 CISCO CCNP Semester 7 – Multilayer Switching (4) CNT 66 CISCO CCNP Semester 9 – Internetworking Troubleshooting (4) Network and Wireless Security Track: CNT 67* Wireless Networks and Security CWNA (2) CNT 68* Introduction to Computer Forensics (3) CNT 69* Network Security Sec+ (3) Network Administration Track: CNT 55 Windows Server (3) CNT 56 Implementing Windows Network Infrastructure (3) CNT 57 Implementing Windows Active Directory Services (3) CNT 99 Special Studies (.3-3) …CNT 9907* CCNA Bootcamp Cert Prep (3), CNT 9908* (4) Whitehat Hacker Training, CNT 9910* (4) Linux Desktop Secur/Linux+, CNT 9911* (2) Internet Radio/Podcast Stream, CNT 9912# (1-3) VoIP-Voice Over Internet Protocol	12-18

In addition to the above table of courses required for specific majors, Las Positas College currently offers many online courses that can satisfy the College's general education requirements. These courses are listed below in Table 3.

Table 3: Current online courses that satisfy LPC's general education requirements.

Note that ANTH 2 will be taught online for the first time in Spring 2007.

Course	Title	Units
ANTH 2	Introduction to Archaeology	3
ASTR 10	The Solar System	3
ASTR 20	Stars and the Universe	3
ASTR 30	Introduction to Astronomy Lab	1
BIOL 20	Contemporary Human Biology	3
BUSN 30	Business, Society & Ethics	3
CIS 50	Introduction to Computing and Information Technology	3
CS 1	Computing Fundamentals I	5
ECOL 10	Humans and the Environment	3
ECON 1	Principles of Microeconomics	3
ECON 2	Principles of Macroeconomics	3
ENG 1A	Critical Reading & Comp	3
ENG 4	Critical Thinking/Writing Lit	3
ENG 7	Critical Thinking/Writing	3
GEOL 1	Physical Geology	3
HIST 1	Western Civilization to 1600	3
HIST 2	Western Civilization since 1600	3
HIST 7	US History through Reconstruction	3
HIST 8	US History Post-Reconstruction	3
HIST 14	History & American Cultures of California	3
HLTH 1	Introduction to Health	3
HUMN 28	The Classic Myths	3
MATH 55	Intermediate Algebra	5
MATH 65	Elementary Algebra	5
MUS 5	American Cultures in Music	3
PHIL 1	God, Nature, Human Nature	3
PHIL 2	Introduction to Philosophy: Ethics	3
PHYS 10	Descriptive Physics	3
POLI 7	Intro to American Government	4
PSCN 13	Multicultural Issues/America	2
PSYC 1	General Psychology	3
RELS 1	Religions of the World	3
SOC 1	Principles of Sociology	3
SOC 3	Cultural and Racial Minorities	3

The final list, in Table 4, shows courses that have been, or are currently being, offered online, but which do not satisfy any areas within LPC's general education requirements. Furthermore, they do not count towards any of the program-related degrees above. Some of these courses might apply to a certificate or degree in a specific major, though they do not constitute a significant portion of units for that major.

Course	Title	Units
CS 2	Computing Fundamentals II	5
CS 7	Intro to Computer Programming	3
CS 43	Professional Communications	4
CS 95	Work Experience Practicum	1-3
CS 96	Work Experience Seminar	1
ECD 68	Program Supervision	3
NUTR 1	Nutrition	3
SOC 6	Social Problems	3
WEXP 96	Business Work Experience Seminar	1

College Mission: The mission of Las Positas College is to foster growth and success, both in its students and in its community. The College strives to fulfill this Mission by offering high-quality, comprehensive educational programs and services. It augments and strengthens its Mission by partnering with local businesses and organizations to promote the welfare of its students and the economic and social health of its service area.

Las Positas College:
- Enables students to transfer to baccalaureate-granting institutions;
- Prepares students for career entry and advancement;
- Provides basic skills and English as a Second Language instruction;
- Delivers quality, substantive student support services; and
- Fosters student success through committed, exceptional faculty and staff.

Las Positas College provides a strong instructional foundation for its students and aims to cultivate in them:
- The ability to think critically;
- An understanding and respect for difference and diversity;
- The ability to make humane, informed, and ethical decisions;
- The willingness to adapt to change in the workplace; and,
- The desire to participate in society as responsible citizens.

Relationship of Change to Mission: The change is directly supportive of the College's mission to offer growth and success to the students and to the community with high-quality, comprehensive educational programs and services. There are over 1,443,741 residents within the Alameda County community, the primary service area for the College. Located close to the 580 and 680 interstate exchange, traffic and long commutes add to the necessity of online learning for those students unable to make the drive or attend classes at any other time. In addition, the projected enrollments for the K-12 in Alameda County have steadily increased for the past 12 years; such population increases have promoted an increase in official active registration for the college by 50% in the last 27 years. While the college enrollments have dramatically increased, the number of instructional facilities has not kept up with the pace. Without adequate facilities for face-to-face instruction, the online delivery has provided access to programs and degrees that otherwise would not have been available. The change enhances the College Mission through the strengthening of local business via our online course and it uses the productive participation of students in 21st century technologies to help students adapt to change in the workplace as well as prove students experiential learning opportunities for career entry and advancement. For those students who cannot attend traditional classes due to an acute or chronic disability and are confined to a place of residence, the online program delivers quality instructional and student support services and continue to promote the welfare of students beyond the walls of the institution. (ref. Appendix A, Student Characteristics Report 2004-05 and 2005-06; see College Catalog at http://www.laspositascollege.edu/students/TaggedCatalog06-08.pdf)

Rationale for Change: Las Positas College offered 1225 sections in the Spring of 2006 and 1296 sections in the Fall of 2006. We enroll over 7300 students per semester with the median age of our student population at 22 years of age, enrolled primarily part-time. With this pattern it is reasonable to assume that many of our students are working in addition to pursuing an education. For such students, taking an online course that fits into their personal commute/work schedule would be an attractive option. The use of personal computers, email, and the Internet has become commonplace, not only within business and industry, but also in private homes. Thus, in attempting to enhance student access to education and responding to student needs for more flexibility in scheduling, the College began exploring the addition of online delivery as a part of its instructional programming.

Description of the Planning Process That Led to the Request for Change

The first two online courses were offered at LPC in Spring 1999, and over the next year, two more were introduced. These courses were taught by "early adopting" faculty, one of whom developed his course on his own, while the other two received course development support from the College's instructional designer/developer, Mr. Scott Vigallon.

However, the online program got kick-started in August 2000 when former LPC President, Dr. Susan Cota, announced that she wanted LPC to offer an online Associate in Arts degree. Shortly thereafter, Dr. Barbara Vrana, then the interim dean of technology at LPC, asked Mr. Vigallon, who doubled as the College's distance education coordinator, to write a proposal to address the undertaking, focusing on General Education requirements for an AA degree. Mr. Vigallon did so and produced a proposal (ref. Appendix B) that was submitted to Dr. Vrana on September 7, 2000.

The proposal detailed the available options for LPC to consider for offering courses. The options ranged from designing courses from scratch to converting telecourses into teleweb courses to purchasing complete courses. The proposal examined each area in the GE requirements and listed which courses, if any, were currently taught in the distance education format and described the possibilities for meeting those requirements through online courses. Next, it outlined a possible training program for faculty and included a possible timeline for completing the initial training. Finally, it noted several "other considerations/suggestions" for implementing an online degree program, including hiring a webmaster to help with this effort and creating a budget for distance education.

Dr. Vrana presented the proposal to Dr. Cota, and it was met with a favorable response. The idea was taken to the College's Technology Committee, which consisted of faculty, staff, and administrative representatives. The Technology Committee assigned its Distance Education Subcommittee to report back with specific recommendations for a "Pilot Program" to develop online courses each semester. The Distance Education Subcommittee was made up primarily of faculty members interested in online learning, along with Mr. Vigallon and Dean Pamela Luster.

On November 3, 2000, the subcommittee made recommendations on four issues relating to the Pilot Program: a course management system, faculty incentives, online class size, and faculty load. For reference, the subcommittee used a document titled "Implementing

a Distance Education AA Degree: Best Practices in Policy Issues" (ref. Appendix C) and one titled "Course Management System Situation at LPC" (ref. Appendix D), along with a summary of the California Virtual Campus' agreement with WebCT and Blackboard (ref. Appendix E).

On November 20, LPC deans, along with Mr. Donald Milanese, the Vice President of Academic Services, and Mr. Vigallon, met to establish criteria for selecting courses to be developed in the online format. They came up with an "initial emphasis" of eight courses and secondarily, an "additional emphasis" of courses that meet other criteria. This was presented to the Technology Committee.

A week later, the Technology Committee met to discuss the above criteria and the issues involved. It made some modifications to the issues, and then voted to recommend that the entire plan be forwarded to President Cota. The plan included incentives for faculty (their choice of release time, a stipend, or workload banking). It also granted instructors one extra unit of load, or a comparable stipend, for the first time they taught the online course they developed.

After getting the approval of the faculty union, President Cota delivered the plan and application form (ref. Appendix F) to all full- and part-time faculty. The Technology Committee met December 12, 2000, and approved six faculty applications. It also allowed one of the "early adopting" online instructors to join the program as a faculty resource.

During the break between the Fall 2000 and Spring 2001 semesters, Mr. Vigallon, after consultation with several key faculty members, developed goals and objectives for the program (ref. Appendix G), which outlined what the participants would learn and do during weekly 1-hour, 45-minute workshops that he would facilitate beginning in the Spring 2001 semester (new sets of faculty would apply, and be chosen to participate, in subsequent semesters). Since participants would need to learn both online pedagogy and WebCT skills (WebCT was the chosen course management system at the time), Mr. Vigallon devoted half of each workshop to both.

He also began designing and developing the curriculum for the program. This curriculum would receive constant feedback from faculty participants and was presented to both the Technology Committee and the Distance Education Subcommittee.

Among the topics covered during the weekly workshops, were:
- Course organization and structure
- Designing an online syllabus
- Writing effective lesson plans
- Criteria for quality online courses
- The variety of learning activities possible online
- Writing objectives (and later, Student Learning Outcomes)
- Assessment
- Learning theory, including Bloom's Taxonomy of Learning, Gardner's Theory of Multiple Intelligences, constructivism, collaborative learning, and multiple learning styles

- Writing rubrics

In addition, participants were presented with an option of using a pre-built template that provided organization to the course, a customizable syllabus, and beginning-of-the-semester student activities designed to: a) build a community of learners, b) provide the instructor with a learner analysis of the students, and c) serve as a student tutorial for WebCT. Moreover, it contained an opening class announcement, pre-set discussion board forums, pre-set grading columns in the gradebook, pre-set private groups, an end-of-semester student survey, links to LPC student technical support, and frequently-asked-questions.

The program was boosted by the addition of two temporary, part-time employees who worked out of the College's Professional Development Center. One employee was hired for the Spring 2001 semester only with Title III funds, while the other was hired through the end of the Fall 2001 with TTIP funds. Aside from their other duties in the PDC, both provided necessary support. For example, they formatted and uploaded entire course test banks, saving instructors many hours of work.

Two semesters into the Pilot Program, the Technology Committee tasked the Distance Education Subcommittee (an ad hoc of the Academic Senate) to evaluate the program to determine whether it is meeting its goal, what the financial implications have been, how many students have enrolled in online courses, what the student retention rate has been, and what the participant faculty perceptions of the training have been. The evaluation was conducted during Spring 2002 (ref. Appendix H).

In short, the evaluation showed that:
- The program, when combined with courses developed outside of the program, was on course to achieving its goal of allowing students to complete each area in the GE requirements by taking online courses.
- Through Spring 2002, the Pilot Program had cost approximately $124,643, a figure that included incentives for the 15 faculty participants thus far, the extra units of load for the faculty, the WebCT license, a license with the Consortium for Open Learning, faculty materials, and salaries for the Instructional Technology/Open Learning Coordinator (formerly Instructional Designer/Developer), the newly hired Webmaster, and the two temporary support specialists.
- Through Spring 2002, FTES generated by the 11 courses taught thus far generated $190,827.
- Of the 11 courses that had been taught in 2 semesters, 497 had enrolled (according to Census figures).
- Of the initial 3 courses that were taught, in Fall 2001, the student retention rate was 82.8 percent, which compared to 82 percent for all Fall 2001 courses at LPC.
- Faculty, on the whole, held a favorable view toward the training they had received. Several suggestions were made, and some of them were later implemented.

In Spring 2002, the Chabot-Las Positas Community College District convened a district-wide committee consisting of faculty, staff, and administrators from LPC and its sister

college, Chabot College, to choose a course management system to be used for classes at both colleges. Prior to making a decision, the committee was tasked to assess the products the colleges were using (LPC was using WebCT, Chabot was using Blackboard), the benefits and possible weaknesses of each, features and functions of the products, and costs to the District.

The Blackboard Application Service Provider option, which allows the vendor to house the hardware and software, as well as provide the 24x7 service support, was the preferred option of the committee. Therefore, Blackboard was recommended to the Chancellor and Presidents of the College in July 2003.

Within 2 months, the WebCT courses at LPC were converted to Blackboard, and Summer 2003 courses were running live on the system. By Fall 2003, all the remaining WebCT courses were running on Blackboard.

Subsequent budget issues impacted the Pilot Program, which was renamed the Online Course Development Program (OCDP) in Fall 2002. The faculty who participated in the OCDP during Spring 2003 were the last ones to receive the monetary incentives for designing and teaching an online course.

In Fall 2004, the District implemented a module called Snapshot Controller, which connected the District's administrative computing system, SCT Banner, to Blackboard. The creation of student and faculty accounts, along with the creation of courses, was now automated.

Although faculty had always been trained to design online courses according to best practices, the LPC Distance Education Committee (it was upgraded from subcommittee status in late Fall 2005) decided that LPC should have its own criteria. Therefore, the committee created and approved, a document titled "Best Practices in Designing Online Courses" (see http://lpc1.clpccd.cc.ca.us/lpc/blackboard/best_practices). This document contains links to examples in each of the following areas: Course Introduction, Course Organization and Design, and Instructional Design. The committee also approved the Online Learning Faculty Handbook, which describes and explains the processes, procedures, and issues that faculty should understand when becoming active in online learning at LPC. It also details the resources and services available to faculty (ref. Appendix I).

Finally, it should be noted that the District and the faculty union have negotiated an Intellectual Property Rights agreement that governs content created for online courses throughout the District.

Evidence of Institutional Provision for Human, Administrative, Financial, and Physical Resources

Las Positas' online courses have been developed and are taught by our regular full-time and adjunct faculty. Each faculty member is hired under the same quality criteria as applied to the hiring of faculty that teach any course offered by the college. Since

approximately 2001, the ability to teach in a variety of modalities, including distance education, has been a criterion in the hiring of all full-time faculty, and is included on a case-by-case basis for adjunct hiring, depending upon the expected assignment. Once hired, the college provides all faculty, adjunct and full-time, with access to further extensive professional development opportunities in online teaching.

The Vice President of Academic Services provides leadership and oversight of online offerings; in the same manner this office provides oversight of all academic programs. Each Dean is responsible for the support and management of online offerings in their assigned areas. Additionally, the Dean of Business, Computing and Applied Technology is responsible for overall coordination of online offerings, and also is the supervisor for online support staff. This support staff includes an Instructional Technology/Open Learning Coordinator, an Instructional Technology Support Specialist and staff in the College's Computer Center which provide a helpdesk function for online students. Online offerings also receive staff support from regular College functions such as Admissions and Records and Financial Aid. The Office of Institutional Research and Planning has also provided important support allowing for data-driven planning by the various groups and individuals responsible for online learning.

Through our District Information Technology Services, the Chief Technology Officer (CTO) oversees the licensing of, and contract with, the course management system vendor, Blackboard, Inc. The CTO also manages the District's Administrative System Analyst and Senior Programmer Analyst, who contribute to the administration of online education by connecting SCT Banner, the District's administrative computing system, to Snapshot Controller and connecting Snapshot Controller to the Blackboard software, respectively.

Blackboard, Inc. hosts the server on which all of the online courses are delivered. It also hosts a test server and a faculty/system administrator support web site. The College's system administrator for Blackboard consults with a Blackboard Technical Support Manager on any problems relating to the production server, test server, or the Blackboard software. A Blackboard account manager deals with contract issues and facilitates discussions on any high-level issues.

The District pays for the licensing of the Blackboard server, in addition to the Snapshot Controller and the Blackboard-provided support just detailed. It also pays the salaries of the CTO and 2 analyst positions. The salaries of the College employees are paid from Las Positas College's portion of the District budget.

At Las Positas College, the Instructional Technology/Open Learning Coordinator runs the daily operations of the College's instructional technology efforts (including distance education), administers the Blackboard server, and trains and supports faculty not only in the technical skills needed to use Blackboard, but also in the pedagogical skills necessary to design, develop, and teach online courses. This person has a master's degree in Instructional Technology. Assisting the coordinator is the Instructional Technology Support Specialist, a full-time position responsible for technical support of all instructional technologies, along with training and support in making online materials accessible to students with disabilities. As mentioned, student technical support is

provided by our Computer Center staff, which helps students with problems logging in to Blackboard, submitting assignments, etc.

The Online Course Development Program (OCDP) is the College's vehicle for training faculty to design, develop, and teach online courses. Based on best practices in online pedagogy, participants will design and develop their course over one semester, and then they will then teach it the following semester. Faculty can participate in either the face-to-face or online versions of the OCDP. The outcomes of the OCDP are that upon completing the training, faculty will be able to:

1. Design and develop an online course with sound instructional design and pedagogical principles, and incorporating current learning theory.
2. Teach an online course in a manner consistent with best practices in teaching and learning.
3. Utilize the various functions of Blackboard to design, teach, and manage an instructionally sound online course.

During the course development process—and while teaching their courses—faculty are supported by the Instructional Technology/Open Learning Coordinator, the Instructional Technology Support Specialist, and by an online resource site called the Blackboard Online Learning Team (BOLT). With the BOLT's discussion board, faculty from Las Positas College and Chabot College can ask, and answer, pedagogical or technical questions. The discussion board is also available to see how other instructors are using Blackboard and to share successes, frustrations, and lessons learned. In the resources section of the BOLT, there is information on online pedagogy, including teaching tips and sample lesson plans, and tutorials on how to accomplish most Blackboard techniques.

After the first year of the Online Course Development Program (while it was still called the Pilot Program), Las Positas College received the 2002 California Community Colleges Chancellor's Office Educational Technology Focus Award for its Online AA Degree Pilot Program. The award was in the category of distance learning. As defined by the California Chancellor's office, "This award honors campus projects that have identified and solved significant problems with an elegance worthy of emulation—to serve users, provide for professional development of campus constituencies, or otherwise apply the potential of educational technologies to the business and mission of the institution."

In addition to support resources for online course development, faculty have access to training and support on instructional technologies that enhance their courses. These technologies include:

- Podcasts, which are audio files that students can download to their MP3 players, iPods, or even some cell phones and listen to wherever they are.
- StudyMate, which allows faculty to create interactive Flash lessons that serve as study resources, typically prior to exams.
- Inspiration, a program that creates concept map diagrams that particularly benefit visual learners.

- CCC Confer, an online web- and/or phone conferencing tool that can be used for either office hours or one-on-one tutorial sessions with students.
- Camtasia, a software tool that, among other things, allows faculty to narrate PowerPoint presentations and turn them into Flash files for posting online.
- Streaming media, which faculty can create for digital audio or video files.

While faculty are participating in the Online Course Development Program, they undergo training on web accessibility in order to meet the requirements of Sections 504 and 508 of the Americans with Disabilities Act. Should faculty need online help, they can access Las Positas College's Web Accessibility web site (see http://www.laspositascollege.edu/accessibility), which includes guidelines, examples, related links, and the College's Interim Web Accessibility Policy (ref. Appendix J). The policy, which was created by a Task Force that included faculty, staff, and an administrator, was accepted by the Technology Committee in April 2003. The Task Force also designed a program in which students in the College's Visual Communications department worked with faculty to make instructional web content accessible to students with disabilities. This program was recognized with a Technology Focus Award from the California Community Colleges in September 2003.

All of the face-to-face training for the Online Course Development Program and other instructional technologies takes place in the College's Professional Development Center (PDC). The PDC is a lab that contains 10 computers, plus a variety of multimedia hardware and software. Beginning in Fall 2007, the PDC will move into a new faculty training facility called the Innovation Center. The Innovation Center is an 1,879-square-foot facility that will house 17 faculty workstations, a studio for digital recording, wireless Internet access, and a host of other innovative technologies.

The student technical support for Blackboard login problems, submitting assignment problems, etc., is provided in the following ways: face-to-face, telephone, direct email, and via an online form on the support web page that automatically generates an email to the support account. In a Spring, 2004 student satisfaction survey regarding the Blackboard software and technical support, the support desk received high marks (ref. Appendix K). Aside from technical support, students also have access to other online services provided by the College and District: admissions, course registration, counseling, financial aide, and library services. The College is currently looking to resurrect online tutoring, which was provided on a limited basis from 2002-04. Las Positas College used the online tutorial service Smarthinking with Accounting, English, and Math students until budget difficulties set in. The College is currently investigating online tutoring on a wider scale via CCC Confer.

To further assist students, Las Positas College offers a tutorial on its Online Learning web site called "Succeeding in an Online Course" (see http://www.laspositascollege.edu/onlinelearning/success.php). This tutorial consists of 7 lessons:

1. **What is an online course?**
2. **Are online courses right for you?** Includes 10 facts students need to know about online courses and a profile of students who tend not to do well in online courses.

3. **Successful study strategies.** Includes Getting Ready to Learn, Choosing the Right Time and Place to Study, Avoiding Procrastination, Developing a Support System, Participating Actively in Class, Reading Actively and Taking Notes, Preparing for (and Taking) Exams, Working in Groups, and Researching Effectively and Efficiently.
4. **Communicating online.** Includes Netiquette, Using Emoticons and Acronyms, and Tips for Writing Emails and Discussion Postings.
5. **Online student ethics.** Includes Cheating on Exams, Plagiarism, Copyright Violations, and Inappropriate Postings. Also includes links to the Academic Honesty Statement of the Las Positas College Faculty Senate and the College's Student Conduct and Due Process policy.
6. **Preparing technologically.** Includes Computer Requirements, Web Browser Information, Plug-ins, Software, Student Email Addresses, and Password Information.
7. **Las Positas College resources.** Includes information on students with disabilities and technical support for students.

Presently, the College is considering offering a course on how to be a successful online learner. This course will be developed and taught by a counselor who can be accessible to students who may need extra assistance with online course study strategies via the new course. Ultimately, the college will look at the viability of assigning a counselor to work with online students via online student services programs.

All of the activities affecting faculty and students are directed by the LPC Distance Education Committee. The committee, reporting primarily to the Academic Senate and secondarily to the Office of Academic Services, consists of 8 voting members (7 faculty and 1 Classified staff representative from the Professional Development Center) and 5 non-voting members (2 Deans, 1 Vice President, 1 student, and 1 representative from Admissions and Records). The committee's charge is to "explore and recommend policies, procedures and tools to enhance student learning and services in the delivery of Distance Education offered through Las Positas College."

While providing the above, the committee has taken the lead in assuring quality in online courses. It approved the set of best practices in designing online courses mentioned in the previous section of this report. The committee sponsors faculty flex sessions in which online instructors present their courses to fellow faculty and discuss best practices.

During the 2004-05 academic year, 171 online students completed the California Community Colleges Chancellor's Office Distance Education Student Survey (see http://lpc1.clpccd.cc.ca.us/lpc/blackboard/survey_results.htm), which sought student feedback on many issues, including course quality. Among the student findings were:

- 82 percent said they are satisfied or very satisfied with the reliability of the technology used for instruction.
- 78 percent said they are satisfied or very satisfied with the quality of course materials.
- 74 percent said they are satisfied or very satisfied with the quality of instruction/instructional presentation.

- 77 percent said they are satisfied or very satisfied with overall course quality.
- 85 percent agreed or strongly agreed to the statement "I would take another Distance Education course."

Among the myriad of other issues the Las Positas College Distance Education Committee addresses, it has recently collaborated with the Las Positas College Curriculum Committee to devise a new distance education proposal form. The form—Section 6 of the entire curriculum proposal packet— includes an addendum designed to show faculty the variety of activities that can be used when designing a quality course (ref. Appendix L). Moreover, the committee has advised the faculty union in the contract negotiating process to design a evaluation tools specifically for online courses. The committee is also in the midst of formulating a strategic plan for distance education. This plan will include the identification of additional areas where funding will be needed. Presently, the College provides a budget for Instructional Technology, which is used to procure equipment, along with software licenses, for the Professional Development Center.

For the past two years, the College has been engaged in the Student Learning Outcomes process, from the institutional level to the program level to the course level. Several online instructors have written SLOs for their courses. Example SLOs for a Music online course are included in a syllabus that is attached to this report (ref. Appendix M). Course-level outcomes are being assessed in different ways, including traditional assessments such as written papers, projects, and exams, and alternative assessments such as student web sites and PowerPoint presentations.

The Distance Education Committee is constructing outcomes for the online learning program as a whole. These outcomes will be assessed via student tracking tools within the Blackboard software and via student surveys. The College has purchased a license to use the eLumen software tool to manage SLOs and track outcomes throughout the College.

Evidence that the Institution Has Received Internal or External Approvals

Approvals for online courses and other online agreements have included: the Curriculum Committee of the Academic Senate; Las Positas College Council; collective bargaining agreements; Distance Education Committee and Technology Committee, which are subcommittees of Academic Senate; and Chabot-Las Positas Board of Trustees. Certificate and Degree programs and distance education modes of delivery have gone through the curriculum approval process of the college and the California Community College's System's Office. In keeping with Title V requirements for separate approval of online courses, the Curriculum Committee requires a DE proposal form for all online courses (ref. Appendix N – Section 6). There are no legal requirements to the development of online course offerings, but through the collective bargaining process, faculty and administration are addressing issues of intellectual property, course evaluation, and class sizes. It has been the position of both faculty and administration that policies related to online course development and delivery should parallel those for "face-to-face" delivery, whenever possible. Note: approval processes have changed

according to additions and deletions of shared governance committees on the Las Positas campus (ref. Appendix O).

Evidence that the Eligibility Requirement will be Fulfilled

Las Positas College was last visited by the Western Association of Schools and Colleges (WASC) in Spring 2003 and received notification of its continued accreditation. The College completed its accreditation self-study report Fall 2002 and will do so again in Spring 2007 in preparation for its Fall 2009 visit. Las Positas College will continue to meet the Eligibility Requirements for Accreditation (Adopted June 1995; Revised January 1996; Revised January 2004) in the following areas:

1. **Authority.** Las Positas College is authorized to operate as an educational institution and to award degrees by the State of California (ref. California Code of Regulations, Title 5, division 6). The development and offering of online courses falls within the scope of this authority (ref. *California Code of Regulations*, Title 5, div. 6, chap. 6, subchap. 1, article 3, §55205 &seq.).

2. **Mission.** The mission clearly defines institutional commitment to achieving student learning and is reviewed and reaffirmed by the college's Planning and Budget Committee on a regular basis. The offering of online courses and programs addresses the needs of our community and aligns with the College's commitment to diversity and to the preparation of students to fully participate in our technologically-oriented society.

   The Mission of Las Positas College is to foster growth and success, both in its students and in its community. The College strives to fulfill this Mission by offering high-quality, comprehensive educational programs and services. It augments and strengthens its Mission by partnering with local businesses and organizations to promote the welfare of its students and the economic and social health of its service area.

   Las Positas College:
   Enables students to transfer to baccalaureate-granting institutions; Prepares students for career entry and advancement; Provides basic skills and English as a Second Language instruction; Delivers quality, substantive student support services; and Fosters student success through committed, exceptional faculty and staff.

   Las Positas College offers its students a strong instructional foundation for its students and aims to cultivate in them:

   The ability to think critically; An understanding and respect for difference and diversity; The ability to make humane, informed, and ethical decisions; The willingness to adapt to change in the workplace; and The desire to participate in society as responsible citizens.

3. **Governing Board.** The Chabot-Las Positas Community College District Board of Trustees is responsible for the quality, integrity, and financial stability of the College and for ensuring that the College's mission is carried out. The Board is responsible for ensuring that the institutional financial resources are used to provide a sound educational program including those offered online. Board members are elected from trustee areas by the registered voters of nine

communities: Castro Valley, Dublin, Hayward, Livermore, Pleasanton, San Leandro, San Lorenzo, Sunol and Union City.

On April 3, 1990, the Board of Trustees adopted the following District Mission Statement:

The fundamental mission of the Chabot-Las Positas Community College District is to provide the leadership and resources to ensure that all students within the District will continue to have an equal opportunity to pursue and achieve their educational goals.

The District will provide policy, advocacy, service, and resources for the operation of its two colleges: Chabot College and Las Positas College. The District assumes the responsibility to support the mission, goals and priorities established by each college.

The District will coordinate the allocation of fiscal and human resources, ensure fair hiring processes through adherence to affirmative action practices, and will encourage the colleges to develop strong educational and student services programs.

The District will continue to direct the development and maintenance of each college within the District.

The District will continue to perform its legal responsibility to adopt and to implement appropriate policies and guidelines that will protect and enhance its own function and that of its two colleges.

4. **Chief Executive Officer.** The Chancellor of the District and the President of the College are appointed by the Board of Trustees and serve as the chief executive officers, with full-time responsibility to the District and College and possessing the requisite authority to administer Board policies. The Chancellor and the College President encourage the development of online courses and programs.

5. **Administrative Capacity.** The current 13 administrative staff members have been hired with attention to appropriate preparation and experience in providing the administrative services necessary to support the College's mission and purpose. There is sufficient administrative staff to provide the oversight of and support for online courses and programs.

6. **Operational Status.** Since its founding as an extension center in 1963, the College has remained in continuous operation, with students actively pursuing its degree programs. Online courses are extensions of existing courses and programs.

7. **Degrees.** The College offers 41 programs leading to associate degrees (A.A. and A.S.) and 37 leading to certificates. All students are enrolled in courses that either relate directly to completion of a degree/certificate program or are remedial/basic skill courses leading to degree/certificate applicable courses. Certificates and degrees offered via online courses are the same as those currently offered by the College.

8. **Educational Programs.** Las Positas College's principal degree programs are congruent with its mission. All programs must receive prior regulatory approval by the California Community Colleges' Chancellor's Office to ensure they are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. All degree programs are a minimum of two academic years in length. Online courses and programs are designed and conducted with the same level of academic quality and rigor as traditional, face-to-face courses and programs.

9. **Academic Credit.** The granting of academic credits is governed by statutory requirements. Information on academic credit is available in the College Catalog. The award of credit is the same for online courses as it is for courses offered through other methods of instruction.

10. **Student Learning and Achievement.** Learning objectives have always been a part of the College's course approval process. The institution is currently engaged in campus-wide dialog to define and develop student learning outcomes (SLOs) at the course, program, and degree levels. Courses, programs, and degrees offered online must meet the same standards as courses, programs, and degrees offered by traditional methods.

11. **General Education.** In accordance with the College's educational philosophy, all degree programs require a substantial component *(26 semester units)* of general education designed to ensure breadth of knowledge and promotion of intellectual inquiry. The general education component requires competence in writing and computational skills and an introduction to major areas of knowledge. The development of online program offerings has been designed to include courses that meet the College's general education requirements.

12. **Academic Freedom.** Academic freedom exists and is nurtured in our community for the common good of all citizens. Students, faculty, administrators and society itself derive benefits from the practice of academic freedom with its open search for truth and its free exposition. Academic freedom is fundamental for the protection of the instructor's right in teaching and the student's right in learning in the classroom and on the campus. Academic freedom carries with it responsibilities correlative with rights, such responsibilities being implicit in all freedoms and assured by all members of the college to ensure the rights of others. Any issue involving the alleged violation of academic freedom on campus shall follow the procedures of academic due process as provided for the students, faculty, and the College whichever be appropriate (ref. Appendix P). The use of online methods of instruction does not affect the academic freedom of faculty or students.

13. **Faculty.** As of Fall 2006, the College employed 101 full-time and 250 part-time faculty members. The Faculty Handbook clearly delineates faculty responsibilities, as well as College processes. Online courses are developed and taught by qualified full-time or part-time faculty members who meet or exceed the minimum qualifications for their disciplines.

14. **Student Services.** Las Positas College provides appropriate student services designed to support student learning and development, which are in accordance with the institutional mission. The College already has online access to

applications for admission, and registration. It is in the process of developing online processes for financial aid, orientation, registration, student records, and academic advising.

15. **Admissions.** Following regulatory statutes, the College is an "open-door" institution, admitting anyone eighteen years old or older. It is the Board's prerogative that students under this statutory age may be admitted on a case-by-case basis to enroll in advanced courses unavailable to them through the normal school system. Enrollment in online courses follows the same statutes and Board policies as for traditional courses.

16. **Information and Learning Resources.** The College provides, through ownership and contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs. Many of the popular periodical and reference resources are available electronically . The College Library's online reference page was designed and is maintained by the Library's faculty librarians.

17. **Financial Resources.** The institutional funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The College has made a commitment to fund the development and offering of courses via online delivery to the same extent as for traditional courses.

18. **Financial Accountability.** As required by statute, the College undergoes an annual external financial audit by a certified public accountant. The results of this audit are made available to the public. The audit covers both the cost and income generated by online courses.

19. **Institutional Planning and Evaluation.** The College systematically evaluates and publicizes how well and in what ways it accomplishes its purposes. The institution assesses progress toward its target's and goals and makes decisions regarding improvement through ongoing and systematic evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The development of online courses and programs is included in the College's Educational Master Plan and other planning documents.

20. **Public Information.** The College Catalog contains precise, accurate, and current information concerning the following items. The inclusion of online courses will not affect this function.

About the College

> Governance; Master Plan; Mission; Values Statement; Guiding Principles; College Philosophy; Objectives of the General Education Program; General Education Philosophy; Accreditation; Statement of Compliance

Admission, Matriculation, and Registration Fees and Refunds

Financial Aid

Veterans Educational Benefits

Student Programs and Services

Academic Regulations

Student Rights and Responsibilities

Student Organizations and Activities

Transfer to a Four-Year College or University

21. **Relations with the Accrediting Commission.** The College assures the Commission that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The College will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. The submission of this substantive change report is in accordance with the College's commitment to the Commission.

Evidence That the Accreditation Standards Will Be Fulfilled

Standard 1: Institutional Mission and Effectiveness
   A. **Mission:** The addition of online delivery of courses is in direct support of the college's mission "to foster growth and success, both in its students and in its community. The College strives to fulfill this Mission by offering high-quality, comprehensive educational programs and services." This additional modality of delivery serves our mission by increasing access opportunities.

   B. **Improving Institutional Effectiveness:** No change

Standard 2: Student Learning Programs and Services

   A. **Instructional Programs:** The use of online delivery methods increases accessibility to education. Online delivery enables us to provide existing students additional options for access to our high-quality programs, and provides access for new students who were potentially limited by work schedules, distance, transportation, or other factors.
   B. **Student Support Services:** The development of online programs will require the college to determine how students whose method of access is primarily online will best be supported. In some instances, this will require an expansion of services. Students enrolled in online courses have full access to our regular student service supports, which are extensive, but as some students increasingly rely on online access only, we will need to consider what parallel supports should be provided.

   We have already made some important strides in that direction. Many of our academic resources are currently available on the web, including our catalog, schedule, course outlines and high school articulation information. The application and enrollment process, including payment, can now be made entirely online. All students have access to bookstore services online, through which they can also access LPC Campus Print Cards, Graphics Cards, Bus Passes, and LPC Catalogs & Class Schedules online. The college has devoted resources to ensuring the accessibility of web sites and courses to students with disabilities.

Our home page includes an "Online Learning" link, which provides students with a variety of resources specific to online courses (see http://www.laspositascollege.edu/onlinelearning).

There are other areas where work is ongoing. In Spring 2005, our Office of Institutional research completed a series of studies, entitled "Student Success in Distance Education Courses" (ref. Appendix Q). These studies identified lower success rates for particular groups of students, particularly those with lower cumulative GPA's and fewer total units. This data has been used to in a number of ways to increase student support and target improving student success. Some counseling and instructional faculty have developed and piloted a program in academic counseling outreach for at risk (as identified above) students enrolled in online courses. Additionally, counseling faculty are currently revising an existing study skills course, Psychology 13 to include study skills specific to online learning, with the intent of offering this course itself online. Student Services is also in the process of modifying the orientation for incoming students, to include a focus on success in online courses. The college web site Online Learning link has been updated to include topics such as "Is Online Learning Right for You?" and "Succeeding in an Online Course" (see http://www.laspositascollege.edu/onlinelearning/success.php).

Additional conversations with student services concerning best practices resources include the re-institutionalization of a formalized online tutorial services as well as enhanced links to DSP&S services, financial aid services, health services and online counseling support.

C. **Library and Learning Support Services:** The Library provides a wide variety of learning resources and services which support the online learner. Detailed information describing the wide variety of resources can be found on the library home page (see http://www.laspositascollege.edu/library). The home page includes a specific focus on effective Internet research and provides links to tutorials in the following areas: Internet Tutorials, Evaluating Web Resources, Internet Search Tools, Directories & Indexes, and Meta-Search Engines. This link also provides access to an extensive variety of online databases, including Academic Search Premier (EBSCO) and many others.

Library faculty have also developed three academic courses which include a focus on the use of online resources such as the internet and specialized databases:

LIBR 1 - Library Skills (1 unit): Techniques of library research: development of a search strategy; use of printed resources, online catalogs and databases, and the internet; evaluation of information, particularly material, found on the Internet; preparation of citations and Works Cited list.

LIBR 4903 - Intro to Internet Research (.50 units)
Introduction to research techniques in a college library: Internet. Focus on use of the Internet, including web search strategies, appropriate search engines and directories, evaluation techniques for web resources, recognition of plagiarism,

and bibliographic citation of web resources.

LIBR 4905 - Intro Specialized Lib Database (.50 units)
Introduction to research techniques in a college library: specialized research databases. Focus on campus and remote use of subject databases, emphasis on discipline specific resources, search strategies, evaluation of relevant resources, distinction between scholarly journals and popular magazines, discussion of plagiarism, and bibliographic citation of articles from periodical databases.

Standard 3: Resources

A. **Human Resources:** Faculty and staff who are involved with online courses and programs will continue to meet all the minimum qualifications and be held to the same standard as regular faculty and staff, in accordance with applicable state codes. Through the Professional Development Center, faculty and staff have access to extensive training opportunities specific to online learning (see http://www.laspositascollege.edu/pdc). These training resources include staff and the ability to access to a wide variety of instructional technologies used in online instruction. Faculty who are interested in teaching online may choose to participate in the Online Course Development Program (OCDP). The purpose of OCDP is to train faculty to design, develop, and teach instructionally sound online courses. Based on best practices in online pedagogy, participants design and develop their course over one semester and then teach it the following semester.

B. **Physical Resources:** Faculty and staff have access to supporting technology in our Professional Development Center. In Fall of 2007, this function will move to the newly built Multi Disciplinary Building, where 1,879 square feet will be devoted to a greatly enhanced support facility for instructional technology, called the Innovation Center. The Innovation Center will house 17 faculty workstations, a studio for digital recording, wireless Internet access, and a host of other innovative technologies.

C. **Technology Resources:** The college's technology plan (ref. Appendix R), along with that of the district, addresses the growing use of computer technologies in distance education, including the enhancement of student access and the maintenance and upgrading of campus infrastructure and computers for faculty, staff and students.

D. **Financial Resources:** The College currently contracts with an external service (Blackboard) to provide student and faculty access to online instruction. Direct costs are offset by apportionment income.

Standard 4: Leadership & Governance

A. **Decision-Making Roles & Processes:** During 2005-2006, Academic Senate and Administration assessed, and in some instances modified, the shared governance structure. One of the beneficial changes was the elevation of the Distance Education task force, to status as a regular standing shared governance committee. This committee is primarily faculty driven, but includes student representation and Administrative participation in an "ex officio" role. In addition to the Distance Education Committee, the Technology Committee also serves a role

making recommendations about technology infrastructure and support. These committees work with administration and Planning and Budget to ensure that planning documents such as the Educational Master Plan and the Technology Plan reflect adequate resources to effectively support online learning.

The Office of Academic Services, specifically the Vice President of Academic Services and Deans, also plays a key role in decision making and planning processes. This group regularly reviews progress, and works with faculty and the Distance Education Committee to plan and make changes as needed.

Both the Distance Education Committee and Academic Services administration have played key roles in assessing and identifying both the strengths and challenges for the college as we expand our online learning programs. The strengths we identify within our online learning programs are as follows:

- Extended student access through online instruction and distance learning;
- Instructional technology support for faculty, including staff, technology and facilities;
- Innovation in curriculum development and academic programs;
- Innovative and committed faculty developing online delivery in specific disciplines;
- Growing campus commitment to the implementation of current technologies in instruction, student services, and campus wide.

The challenges for our college as we pursue the growth of quality online instruction are as follows:

- Maintain and expand institutional equipment and resources to keep technology and staff current in this ever evolving arena;
- Further integrate planning, decision-making and support into other college areas and constituencies;
- Develop and implement appropriate student support services;
- Identification, agreement, and implementation of supporting policies including ensuring quality of course design;
- Pursue and implement innovative programs and services that promote access and success specific to online learners;
- Work with our community and industry to plan for online development in areas which meet local needs.

B. **Board and Administrative Organization:** No change.

Appendix