2019-20 LPC Annual Distance Education Report

July 21, 2020

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

Table of Contents

Introduction

Las Positas College is pleased to present its annual Distance Education (DE) report for the 2019-20 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.

COVID-19 Response

Obviously, the major event of the academic year—and the most challenging event in the 20-year history of online learning at LPC—was the transition to all online instruction in March due to the shelter-in-place order resulting from the COVID-19 pandemic. While it's impossible to detail everything that transpired from March until the end of the semester, below is a breakdown of the major developments.

Immediate Response

The transition from on-campus to online instruction began after President Dyrell Foster's Emergency Task Force meeting on the afternoon of March 11. Vice President of Academic Services Kristina Whalen, Dean of Arts & Humanities Amy Mattern, and Instructional Technology Coordinator Scott Vigallon met to plan an unprecedented training regimen for faculty. The result was that these 5 main topics would be presented multiple times over multiple days: Canvas Basics, Quizzes, Gradebook, Discussions, and ConferZoom.

Faculty were notified of the workshops soon thereafter, and training commenced at 9 a.m. the following day, March 12. Scott facilitated all 10 one-hour, hands-on training workshops that day, which ended at 9 p.m. The next day, Scott facilitated 5 more workshops. Additional training was added for Monday, March 16, with Scott facilitating 3 workshops, Instructional Technology Specialist Wanda Butterly conducting one, and CIS instructor Victoria Austin conducting one.

During the workshops, the following people provided support, either with the hands-on training or with faculty in a one-on-one environment in an adjoining room: Wanda, Victoria, Webmaster Tim Druley, ECE instructor Nadiyah Taylor, English instructor Toby Bielawski, English instructor Meghan Swanson, Business instructor Drew Patterson, Psychology instructor Irena Keller, Business instructor Rajeev Chopra, and Communication Studies instructor Natalie Kellner. Stephen Gunderson and his staff provided technical support. Total attendance for the workshops was 436.

Because faculty had little time for the transition, Scott held virtual drop-in hours on Saturday, March 14 from 7-9 p.m. and on Sunday, March 15 from 1-3 p.m. Twenty-six instructors participated in these sessions. On March 16, CLPCCD Chancellor Ronald Gerhard relayed the shelter-in-place orders effective the next day, forcing most employees to work from home. Therefore, from March 17-20, Scott held virtual drop-ins from 3-4 p.m. and 7-8 p.m. each day. Eighteen instructors participated in these sessions.

Overall, support for the transition was a collaborative affair. Faculty throughout the college stepped up in support of one another, whether through individual help, department-wide assistance, or through a newly created Facebook group dedicated to supporting faculty getting through the transition. The aforementioned instructors volunteered to be faculty mentors, answering questions and offering reassurance. VP Whalen, along with the deans and administrative staffs, provided not just leadership, but also support. All the while, the goal of helping students succeed was the ultimate objective.

Other entities helped, too. The State Chancellor's Office purchased new technology tools to be made available to all colleges, and the California Virtual Campus-Online Education Initiative provided a variety of resources, including live and recorded webinar trainings, along with increasing the hours of Canvas support for students and faculty to 24x7.

To keep information available to LPC students and faculty, an Instructional Transition Plan web site was created and constantly updated. New pages on the college's Online Learning web site were created, and several existing pages were updated with the latest information. All the while, the instructional technology staff dealt with a plethora of issues, including sign-language interpreters in ConferZoom, faculty requests for third-party tools in Canvas, a new online tutoring platform, web accessibility concerns, FERPA concerns, expanded online proctoring, merging Canvas sections, extending course dates for student incompletes, and setting up more and more departmental and faculty sites in Canvas.

New Statewide Tools

Two of the new tools purchased by the State Chancellor's office, Labster and Blackboard Ally, were installed in Canvas for immediate use. Labster, which provides virtual simulations for a handful of science disciplines such as Biology, Chemistry, Physics, and Engineering, was installed in Canvas on April 1. The state's license with Labster terminates at the end of December.

Ally, a web accessibility tool that improves the ADA compliance of faculty course materials in Canvas, was installed April 15. For this first implementation phase, the tool worked behind the scenes to allow students to download "alternative formats" of the files that faculty upload into courses. Students can select a drop-down icon next to the file name and choose a version of the file most appropriate for their device and need.

To prepare and support students for the first phase, Scott added verbiage and screenshots to the Students with Disabilities page on the Online Learning web site, created an intermediary Help page on the district web site that works for both LPC and Chabot, and posted info and links to students on Canvas. The state's license with Ally also terminates at the end of December.

In an effort to continue tutoring that is provided by students in the Tutorial Center and by faculty in the Reading and Writing Center, a tool called Pisces was installed into Canvas on March 27. Pisces allowed this tutoring to be moved online in a synchronous manner. After consultation with Tutorial Center Coordinator Jin Tsubota and RAW Coordinator Michelle Gonzales, a link to Pisces was placed into every Canvas course and was renamed LPC Tutoring/RAW to make it more understandable to students. Pisces is available free with the state's license to use NetTutor, which remains in every course and provides additional online tutoring to students.

"Everyone did the best they could with the super-fast curve ball that was delivered. Not sure we hit a home run, but we sure made contact and got a hit for multiple bases." – LPC instructor

DE Curriculum

In order to teach all courses online during the summer and most courses online during the fall, LPC submitted blanket DE approval applications to the State Chancellor's Office. Because of the pandemic, the state exempted colleges from the usual practice of mandating DE proposals to be approved for every course taught at a distance if they successfully submitted blanket DE approval applications.

However, to be prepared to teach all courses online after fall 2020, the LPC Curriculum Committee met April 20 and announced that courses that had not already been approved locally for fully online instruction—and can be taught fully online—would need to be approved. This meant that the DE proposal form for the majority of LPC courses would need to be completed and approved. The form was revised to make it easier for faculty to complete.

Scott trained the Curriculum Committee on reviewing the new DE proposals on April 27, and after that, the committee became responsible for reviewing, and approving, the proposals. Previously, Scott was responsible for that task. Because of the enormity of the project, committee members are expected to work through the summer and fall to finish the job.

Training for Summer Classes

After the decision was made at the district level to deliver all summer courses online, VP Whalen and the academic deans encouraged summer instructors who had not taught "non-emergency" online courses before to get training on how to design, develop, and teach classes online. The vehicle for such training is LPC's Online Course Development Program (OCDP). The OCDP is

typically delivered on-campus each semester as a cohort but also online in a self-paced mode for those who can't make it to campus at a specific day and time.

The spring on-campus cohort had been meeting since January when the district later declared that all summer instruction would take place online. Seventy-nine faculty ultimately requested entrance into the OCDP from March 26 until the end of the semester because they were teaching in the summer. Consequently, they were placed into the self-paced training course. Because that training involves faculty submitting assignments that require grading and feedback, Scott indicated that he couldn't carry that load alone.

Therefore, VP Whalen consulted with her deans to see if any instructional assistants were available to help. As a result, the following instructional assistants, along with Wanda Butterly, were enlisted to help: Greg Johns, Hermina Sarkis-Kelly, Jennifer Farber, Larysa Karpylovych, Mathew Mills, Megan Garcia, and Stella Del Rosario. Scott trained the aforementioned eight, and among them, they worked with 51 instructors. Through early June, 22 instructors successfully completed the OCDP from the original 79. Four instructors successfully completed the on-campus OCDP during Spring 2020.

Training for Fall Classes

During the shelter-in-place, the district created a task force on professional development for DE to, according to Chancellor Ron Gerhard, "help shape this discussion and provide recommendations on what options and best practices we could look to in forming this professional development program." The need for a district-wide program took on added urgency when it was announced in late May that most instruction during fall 2020 would be delivered online.

The task force, consisting of representatives from the district and both colleges and co-chaired by Chief Technology Officer Bruce Griffin and Vice Chancellor of Educational Services and Student Success Theresa Fleischer Rowland, met for the first time April 24. It met several times subsequently before making a recommendation for professional development training to Chancellor Gerhard. That recommendation was then negotiated between the district and Faculty Association, and an agreement to provide training was released June 4. The agreement called for paying faculty to voluntarily participate in training, as well as paying a handful of faculty to act as coaches to those being trained.

For LPC, training would be provided via the OCDP. The training was to take place during summer 2020 and end August 16.

Other Noteworthy Developments

- To help handle the heavy support load during the shelter-in-place, the college temporarily increased the hours of Instructional Technology Specialist Wanda Butterly from 25 to 40. This was in effect until June 30.

- The Institutional Planning and Effectiveness Committee asked Scott for feedback on a new draft college-wide planning priority that reads: "Coordinate resources and provide professional development to support expanding online instruction, remote delivery of student services, and digital facilitation of key college processes, where appropriate." Scott responded with feedback—approved by VP Whalen—that sought to establish a more robust Distance Education program, including recommendations for mandatory training for online instructors.

- English instructor and DE Committee member Toby Bielawski created a new support group for instructors new and old to online teaching called TOAST (Teaching Online And Sharing Tips/Tales/Traumas). The first meeting was May 28. Nineteen instructors participated to discuss challenges and successes during the recently completed spring semester. Faculty members Frances Hui, Elizabeth Wing Brooks, and Savanna Alliband-McGrew moderated discussions in ConferZoom breakout rooms. Discussion centered around best ways to make use of library resources, how to handle online cheating, and using apps for teaching science topics. The groups then presented to everyone in the meeting during the final 15 minutes.

- In February, the state-allocated funds to 3C Media Solutions for use of its app in Canvas to caption videos were exhausted. This meant that instructors were being forced to use alternative means for captioning videos during the shelter-in-place. Fortunately, the State Chancellor's Office came up with additional funding so the captioning function of the 3C Media app went live again on April 16. At the end of the spring term, the district signed a license to use Canvas Studio, which is a video creation platform within Canvas. Among other functions, Studio does automatic captioning of videos.

CVC-OEI Consortium Participation

If not for COVID-19, the biggest DE story of the academic year would have occurred November 9 when LPC became the third California Community College to be awarded Certified POCR Campus status by the CVC-OEI. This honor was the result of hard work by LPC's Peer Online Course Review, or POCR, team, led by Counselor Christina Lee. Faculty POCR team members who worked to secure certification were course reviewers Toby Bielawski, Kali Rippel, and Victoria Austin, along with course designers Robert August, Jeremiah Bodnar, and Oliver Christen.

"This process was a culmination of wonderful collaboration among faculty and staff, and it represents a major step towards improving the quality of online course design for our students,"

Christina said shortly after the official announcement was made. "We couldn't have done this without the participation of DE faculty and the invaluable support and assistance from Wanda Butterly and Scott Vigallon. We hope to build on our momentum and involve more faculty in improving course design standards for distance education courses."

As a Certified POCR Campus, LPC is able to review and align courses to the CVC-OEI Course Design Rubric, then fast-track these courses through the CVC-OEI's review process. Once alignment is verified, the courses will receive a "Quality Reviewed" badge and rise to the top of the search results when students choose classes in the CVC Exchange. That same "Quality Reviewed" badge will be present for courses in the CVC-OEI's ExCEL exchange in 2021, when LPC is anticipated to join. ExCEL allows students to register in online classes at another California community college without filling out a separate application.

During 2019-20, several LPC instructors underwent training and joined the original seven members on the LPC POCR team: Robert August, Amy Chovnick, Elena Cole, Lyndale Gardner, Melissa Korber, Thomas Orf, Drew Patterson, and Sheena Turner-August.

Improving CTE Online Pathways Grant

The faculty training phase of the college's CVC-OEI Improving CTE Online Pathways Grant began in July 2019. LPC was one of 70 community colleges to receive the grant, which is intended to be used to fund the expansions in online career technical education offerings and increase access to quality online classes. It came up with the Business Access N Quality (BANQ) project, which would allow students to earn a Certificate of Achievement in Supervisory Management completely online by taking classes that have been aligned to the Course Design Rubric and reviewed by LPC's POCR team.

Six Business instructors completed training in the OCDP by the end of July and began working on their courses. While either developing new courses or improving existing ones, these instructors received mentoring help from faculty on the POCR team. All of the courses have either gone through or will go through local POCR review before being sent to the CVC-OEI for final alignment to the Course Design Rubric and approval. Two courses have been awarded final approval, while six others have passed local review and are currently at the CVC-OEI level. Out of a total of 11 courses in the grant, one is currently in local review and two have yet to reach local review. The deadline for completion of LPC's BANQ project was extended to the end of December 2020 because of COVID-19.

On March 4—just prior to the shelter-in-place order—a video production team from the company Interact Communications came to LPC's Teaching and Learning Center to shoot a video about the BANQ project. Those who were interviewed included Business instructor Mary Lauffer (pictured

below), Business instructor Drew Patterson, Christina Lee, Scott Vigallon, and Wanda Butterly. Business students were also interviewed in the Tutorial Center.

Interact Communications, which is contracted with the state chancellor's office, was scheduled to release the video in mid- to late-April, but the final video was delayed because of COVID-19. It has since been released and is available on the CVC-OEI YouTube channel at https://youtu.be/sZcipeQf4iY. CIS instructor Victoria Austin coordinated the video shoot for LPC. Career Technical Education Project Manager Vicki Shipman has spearheaded the entire grant project.

Progress on Aligned Courses

The following instructors had courses approved and aligned to the Course Design Rubric by the CVC-OEI during 2019-20: Akihiko Hirose (Sociology 3), Drew Patterson (Business 40), Erick Bell (Business 61), Jeremiah Bodnar (Philosophy 2), Julie Stein (Business 30), Karen Oeh (Anthropology 3), Lisa Everett (Health 1), Oliver Christen (Geology 5 and 7), Robert August (Math 40), Ruth Hanna (Geology 1).

The following instructors had courses approved and aligned to the Course Design Rubric by the LPC POCR team during 2019-20 with those courses currently at the CVC-OEI level: Tracey Coleman (Business 18 and 48), Mary Lauffer (Business 52, Work Experience 94 and 95), and Drew Patterson (Business 58).

Miscellaneous

The following are some of the other key developments regarding LPC's participation in the CVC-OEI Consortium over the past year:

- Based on feedback from reviewers at the CVC-OEI, Scott Vigallon revised the model course he offers to faculty for use as a template for designing their online courses. The new template has been approved by LPC's main CVC-OEI reviewer. Because the template was revised, Scott also updated the OCDP training course to match the template. Part of this

update included a module on ADA compliance so participants don't have to go to the separate Web Accessibility Course to complete the training.

- The CVC-OEI revised its Master Consortium Agreement, particularly with this addition: "Demonstrate substantive quality improvement with a goal of increasing the quality of all online courses by June 2023. Colleges will demonstrate progress toward course quality improvements by meeting incremental benchmarks as provided by CVC-OEI's Benchmarks for High Quality, Inclusive Learning leading to alignment of at least 20% of online courses or sections within two (2) academic years of establishing a local POCR process."

- The Course Design Rubric was updated in April. According to the CVC-OEI, the purpose of the update was "simply to add some clarity where needed, to make the interpretation and application of the design elements easier for instructors and reviewers." Neither the structure of the rubric nor the intent of its elements was changed.

- The CVC-OEI announced that because of low usage statewide, SmarterMeasure (an online readiness diagnostic tool), Proctorio (an online proctoring tool), and NameCoach (a name-pronunciation tool) would no longer be funded after June 30, 2020. During the shelter-in-place, it reversed its decision on Proctorio. LPC had been using all three tools in Canvas.

- The CVC-OEI is working to expand the CVC Exchange for the fall 2020 semester. It wants to allow students from any home college to access available seats in online exchange courses provided by any teaching college. This is regardless of whether the home college or the teaching college is a member of the CVC-OEI Consortium.

Course Review for 1st-Time DE Instructors

LPC's commitment to quality DE courses extends beyond just reviewing courses for inclusion into the CVC Exchange. In order to review those courses through the POCR process, faculty have to voluntarily submit their courses for review. While LPC is not able to make it mandatory for all DE courses to undergo review, it began last year to review courses designed by instructors teaching DE for the first time. This process is separate from POCR review and helps ensure that new DE instructors' courses meet baseline criteria for quality. It is regarded as more of a professional development opportunity than as an assessment of faculty work.

"I feel like I get more out of school through online because I can skip the fluff and also don't waste time driving and parking on campus."

-- LPC online student

Under direction from the college's DE Committee, the course review process and its accompanying course review checklist were refined during the year as the committee reviewed more and more courses. For instance, the committee decided that if an instructor's course passes the review, its faculty co-chair will inform the dean and the instructor. If the course does not pass review, the faculty co-chair will invite the instructor to work with Scott Vigallon to remediate any course design issues. If necessary,

the co-chair will also invite the instructor to work with Wanda Butterly to remediate any web accessibility issues. Should the instructor choose not to work with Scott and/or Wanda, the instructor would have to contact Scott to confirm that the necessary revisions were made. If revisions were made and confirmed, the instructor's dean would be notified.

During 2019-20, the DE Committee conducted 17 course reviews. Eleven instructors passed review either on their first attempts or through subsequent revisions. Six instructors did not pass initial review and never contacted Scott about revisions. Two instructors ignored multiple attempts to participate in the course review process. Because the committee has no authority to force faculty to pass initial review, make revisions, or even participate, it is up to the deans to decide about the future of the courses.

Because faculty on the DE Committee do not work during the summer, no reviews will be conducted in summer 2020 despite the entire class schedule being online. Further, because the COVID-19 pandemic has forced most of the fall 2020 schedule to be online, and the committee does not have enough faculty members to review all of those courses, the process has been amended. All course reviews will be voluntary, and each instructor who volunteers will fill out a revised checklist first. Each faculty committee member will be assigned certain courses, which they will review and confirm with the completed checklist to determine if the instructor's course is ready for approval or not.

Canvas

Fall 2019 marked the first semester that LPC did not use the course request form in CLASS-Web for faculty to request shells for their courses. Thanks to Senior Programmer Analyst Eric Stricklen of District ITS, the process was streamlined so that a Canvas shell was automatically created for every class offered in the LPC schedule. Because of this change, faculty who wanted to merge sections of courses into one Canvas shell became responsible for this task within Canvas instead of within CLASS-Web. Both of the above processes went relatively smoothly the entire year. Whenever instructors made errors in merging sections, they were referred to the instructions to remedy the situation.

Another change Eric made was giving multiple faculty teaching the same course equal permissions for accomplishing tasks in the Canvas course. Previously, only the primary instructor as denoted in the class schedule was given Teacher access, while the secondary instructors were given TA access.

Blueprint courses in Canvas were tested and used for the first time at LPC. Blueprint courses are designed to deploy, update, and maintain course design templates or components across a number of courses. These templates can have content and learning objects that can be locked in the

associated courses, and updates can be pushed to those courses. Instructors of the associated courses can manage any items that are not locked and create as much new content as they want. Blueprints were implemented for Math courses that combined non-credit and credit courses into one shell.

New Canvas tools and features

A variety of new tools, features, and updates were introduced into Canvas during the academic year. Here is a sampling:

- Turnitin: an anti-plagiarism service that compares student written submissions against content and databases on the web, along with comparing submissions against previous submissions district-wide.
- New Gradebook: an updated version of the Gradebook that makes grading more flexible and intuitive.
- Direct Share: allows instructors to copy individual course items to another course and share individual items with other users.
- New Analytics: give instructors detailed data about student achievement within a course.

Canvas training

Aside from the training already detailed in this report, LPC offered training prior to the crisis caused by COVID-19. This training included drop-ins into the Teaching and Learning Center (TLC), flex day workshops and TLC workshops. The above training, most of which was conducted on campus, was supplemented by a host of online training resources. Information about online courses and webinars presented by @ONE and the CVC-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, the Web Accessibility Course, and Canvas' own Training Services Portal that includes live webinar trainings, recorded videos, and actual courses. 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 Vision Resource Center.

"The (OCDP) was great for me...These were very helpful tools. Thank you for the course. I learned some new things I will be bringing to my courses."

-- LPC instructor/OCDP student

Attendance figures for training opportunities during 2019-20, including during the pandemic:

- Appointments with TLC staff: 142
- Twenty-eight workshops offered by the TLC staff: 659
- Two Flex Day workshops "Making your Canvas Course Site ADA-Compliant": 33
- Flex Day workshop "Let's Review a Course Using the OEI Course Design Rubric": 6

During fall 2019, the following instructors enrolled in, and completed the OCDP: Joshua Bollman, Dawn Pavon, Barbara Zingg, and Fredric Zimmerman. The spring 2020 version of the OCDP took place on campus until the shelter-in-place order forced the final two meetings to be moved to ConferZoom. Nevertheless, the following instructors completed it: Ana Del Aguila, Kisha Turner, and Niloufar Hadei.

Additional tasks

The following tasks were also completed:

- Scott Vigallon served as a member of the CVC-OEI's Common Course Management System Advisory Committee. The CCMSAC is the conduit for the statewide users of Canvas to present to the vendor high-priority function and feature requests. It partners with Canvas in informing the product roadmap to address identified needs of statewide users and provides ongoing updates and vendor recommendations to the CVC-OEI Advisory Committee on Canvas-related activities. During the academic year, Scott was the chair of the Outcomes Workgroup, which worked with Canvas on improving its Outcomes tool in order to help CCC faculty use it for student learning outcomes purposes.
- Forty-four non-instructional course sites were manually created in Canvas. These sites are not official LPC courses but merely sites that allow users to post information and, possibly, to communicate with one another. Typical uses include work within committees, task forces, departments, and Student Services areas.
- Scott moved 2,753 student papers to the Turnitin database from VeriCite so they could be used for comparison purposes to papers submitted to Turnitin. VeriCite was the previous anti-plagiarism service used by the CLPCCD.

Online Equity

At the DE Committee's request, Shawn Taylor, LPC's Director of Student Equity & Success, addressed the committee January 24 to discuss including DE in the college equity plan. Shawn explained that LPC has an existing three-year plan and will be completing the first year in June 2020. He added that the content of the plan is for helping disproportionally impacted students. The committee discussed how to replace Proctorio and NameCoach, two equity tools that the CVC-OEI would no longer be funding after June 30.

Shawn later agreed to pay for additional Proctorio usage before the CVC-OEI relented and announced it would continue to fund the online proctoring service through the end of December. Aside from the pronunciation function in NameCoach, that tool also allowed users to choose their preferred pronouns. However, on May 27, Scott activated a new Pronouns tool in Canvas that gives users the option to do the same thing.

At the DE meeting, Shawn also asked for a list of equity requests. The committee's list that was sent to him included the following: web accessibility, online student readiness, online counseling, NameCoach, wellness for online students, online tutoring, having a proctoring center, offering online degrees and certificates, expanding Wanda Butterly's role of supporting web accessibility to full-time, having a concurrent support class for English and Math, implementing success coaches into online classes, Open Educational Resources, and online career exploration and major choice.

As part of the district and Faculty Association's agreed-upon training program for faculty teaching DE classes in fall 2020, training on online equity pedagogy was made a priority. Consequently, tips and resources were compiled into a new page in the OCDP titled Designing for Equitable Learning. Resources included the Peralta Community College District's Equity Rubric, along with webinar recordings from the 2020 USC Center for Urban Education webinar series titled Racial Equity in Online Environments and from the Center for Organizational Responsibility and Advancement. Shawn reviewed the page, gave feedback that was incorporated, and approved it.

"I work full time, and taking only (on-)campus classes would slow my degree down."

-- LPC student
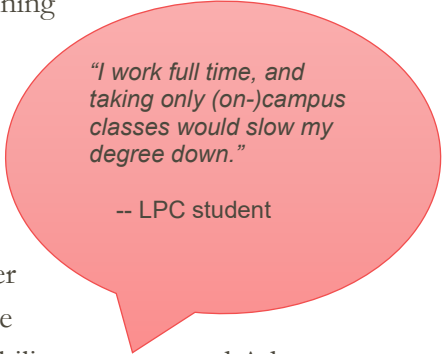
Online Student Services

LPC continued using the CVC-OEI's student support tools—NetTutor, Cranium Café, Proctorio, NameCoach, and the Quest for Online Success course—while, as mentioned above, adding Pisces.

Online Tutoring

NetTutor, a 24x7 online tutoring service, is implemented in every Canvas course and received heavy usage for the third consecutive year. By the end of Spring 2020, 586 students utilized the service, covering 1,572 sessions and 34,910 minutes. NetTutor tutors reviewed 760 papers, using 19,263 minutes.

Of the 22 student responses on the NetTutor satisfaction survey, 54% indicated they would definitely use NetTutor again, 50% indicated they were pleased with the overall effectiveness of their NetTutor experience, 41% indicated that the tutor effectively improved their grade on the specific assignment or for the class in general, and 36% indicated that the tutor suggested techniques that helped them learn the material.

As noted above, Pisces, a companion tool to NetTutor that allows the Tutorial Center tutors to continue working with students in a synchronous manner, was installed into Canvas on March 27. Because of technical issues, Pisces was used as a virtual lobby while another product, GoBoard, was
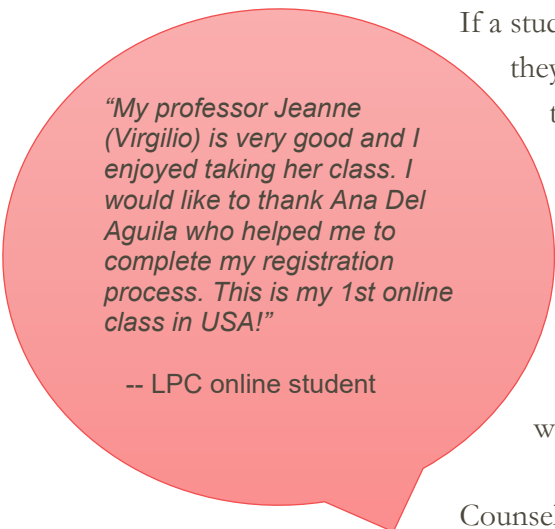
used for actual tutoring. GoBoard had been in use since March 10, and from that day until the end of the spring semester, 212 sessions were conducted, totaling 389.23 hours.

Online Counseling

The LPC Counseling office takes a three-pronged approach to counseling students at a distance, utilizing E-SARS, Cranium Café, and email. As you might guess, this approach was put to the test during the spring semester due to COVID-19. The Counseling Department has only two regularly scheduled counselors (Gabriela Discus and Christina Lee) providing online services during the fall and spring terms.

E-SARS, or E-Advising, is used to track email inquiries by students with active W numbers, and those inquiries are collected in one central location with trackable data that is documented through the SARS system. This allows counselors to answer basic enrollment, transfer, or other questions and to provide information, degree progress checks, etc. There were 289 students who used E-SARS during the academic year, asking a total of 382 questions. During spring alone, 272 students asked 360 questions.

"My professor Jeanne (Virgilio) is very good and I enjoyed taking her class. I would like to thank Ana Del Aguila who helped me to complete my registration process. This is my 1st online class in USA!"

-- LPC online student

If a student needs services beyond the capacities of the E-SARS system, they are referred to online appointments using Cranium Café, a real-time, online counseling platform. These services include Student Education Plans using DegreeWorks, probation/dismissal, transcript evaluations, degree progress checks, forms and procedures review, sharing documents with students, sharing multimedia approaches to learning, and how to access campus resources. Cranium Café is used for all students (not just DE), and during the academic year, 2,263 appointments were made, with 2,257 coming in the spring.

Counselors also offer asynchronous email services through their LPC email accounts. Over the past year, 1,144 email contacts were made (895 during spring).

Other areas within Student Services that utilized Cranium Café were Financial Aid, EOPS/CalWORKS, and Community Education.

Quest for Online Success

The Quest for Online Success course, which helps prepare new and experienced students for online learning, is an optional service provided to those interested. In 2019-20, 1,827 students self-enrolled into the course, with 1,038 completing at least one of the course's eight quizzes, and 281 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 2019-20, 1,211 students began the assessment, and 961 completed it. For the Quest course as a whole, 72% of 229 survey respondents indicated that they felt either mostly prepared or very prepared to successfully complete an online course after finishing Quest.

Proctorio

Instructors who choose to use the online proctoring service Proctorio have many optional features at their disposal to implement during exams, including recording students and the room in which they are located, recording students' web browsing, locking down students' web browsers, and disabling copying, pasting, and printing. Due to the moving of all face-to-face classes online during the shelter-in-place, online proctoring took on added importance. A representative from Proctorio conducted a virtual training April 2 for LPC instructors, and 16 participated.

Online Learning Orientations

At the beginning of each semester, LPC offers an on-campus and a virtual orientation to students who want to learn how to be successful online learners. Two outcomes are measured relating to these orientations:

1. After completing an online learning orientation, students will indicate that they are prepared to successfully complete an online course.
2. Students who complete online learning orientations will successfully complete an online course.

A survey is sent to orientation attendees to measure the first outcome, and 74% indicated that they were either mostly prepared or very prepared to successfully complete an online course. End-of-semester grades measure the second outcome, and 78% of attendees' grades were C or higher, indicating success in those courses.

Accreditation

Accreditation continued to be a theme during the 2019-20 academic year. In the fall semester, LPC submitted eight programs to the Accrediting Commission for Community and Junior Colleges for Substantive Change approval. This approval is necessary when students can complete at least 50% of their course work in a degree or certificate at a distance. On November 4, the ACCJC approved the following programs for Substantive Change in DE: Creative Writing (Certificate of Achievement), CyberSecurity (Certificate of Achievement), Global Studies (AA-T), Humanities (Certificate of Achievement), Communication Studies (AA-T), Early Childhood Development (Certificate of Achievement), Mass Communication: Journalism (Certificate of Achievement), and Nutrition and Dietetics (AS-T).

Other notable events:

- In preparation for the college's self-study in 2022, campus committees were asked to submit accreditation evidence requested by LPC's Accreditation Steering Committee. Fifty-six pieces of evidence were submitted for standards I.B.5, 2.A.1, 2.A.7, 2.C.1, and 2.C.3 on behalf of the DE Committee.
- Modified State Authorization rules at the federal level went into effect July 1. In anticipation of this, Scott broached the issue to the district Technology Coordinating Committee on November 8. The TCC decided that the issue belongs in the District Enrollment Management Committee. From the December 6 DEMC meeting through the April 10 DEMC meeting, the issue was listed on the agendas as a "Future Agenda Item." It was no longer listed as such beginning with the May 8 DEMC agenda.
- Based on changes to Title 5, Scott revised the college's Regular Effective Contact Guidelines and shared them with the DE Committee. The committee decided not to confirm the revisions until the new statewide DE Guidelines were approved by the CCC Board of Governors. That was supposed to happen during the academic year, and the revisions still have not been finalized.

Web Accessibility

As mentioned previously, Blackboard Ally, a web accessibility tool that improves the ADA compliance of faculty course materials in Canvas, was installed in Canvas on April 15. Because it was installed at the global level in Canvas, usage statistics could only be obtained cumulatively for LPC and Chabot. Between April 1 and the end of the spring semester, students downloaded 1,696 files in alternative formats for viewing.

The faculty and Canvas administrator implementation phases of Ally were supposed to begin in early June. However, it was decided not to pursue this implementation for three reasons: 1) The training efforts during a very busy summer 2020 would be too overwhelming; 2) Ally did not offer sufficient training; and 3) The CVC-OEI's license with Ally beyond December 31 was not guaranteed.

On December 13, the district TCC viewed, and discussed, templates for a board policy and administrative procedures on accessibility for students with disabilities. This issue was supposed to have been taken to the Senior Leadership Team. The district TCC also said that a procedure for vetting third-party Canvas tools for accessibility and FERPA compliance needs to be created.

On January 9, a new Microsoft Immersive Reader, which improves accessibility by allowing text-to-speech and making text more consumable by offering it in different sizes and colors, was installed into Canvas.

Distance Ed and LMS Statistics

Despite a decrease in the number of DE sections from the previous year, enrollment was up as instructors took on more students. That increase also resulted in an uptick in WSCH and FTES. The figures for enrollment (12,796), WSCH (41,936), and FTES (1,362) marked the seventh consecutive year that they have increased.

Incidentally, the 409 DE sections—the most ever offered at LPC—made up 15% of the total number of sections offered at LPC for the year. The 409 DE sections were 59 more than the previous year primarily because of a change in the status of Work Experience courses. Work Experience 94 and 95 had been offered for years as hybrid courses, but they were offered as online courses at the beginning of spring 2020. Moreover, they were offered as multiple sections with different unit amounts in order for students to enroll in the section that best met their unit preference. Therefore, Work Experience 94 was offered in eight sections, and 95 was offered in 34 sections.

Keep in mind that the DE statistics immediately below do not include the face-to-face courses that were transitioned online due to the shelter-in-place.

Distance Education statistics (1999-00 through 2019-20)

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

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Total sections	233	219	229	246	265	300	329	373	351	409
Total disciplines	31	30	30	30	30	29	30	29	30	32
Enrollment	7,119	6,914	7,080	7,288	8,210	8,747	10,227	11,265	11,864	12,796
WSCH	23,606	24,309	24,224	25,713	27,945	28,992	34,210	36,114	38,611	41,936
FTES	774.4	795.1	790.1	836.1	911.2	945.3	1,110	1,175	1261.7	1362
Online sections	198	188	188	198	224	256	288	341	322	374
Hybrid sections	35	31	41	48	41	44	41	32	29	40
Telecourse sec	0	0	0	0	0	0	0	0	0	0
Videoconf. sec	0	0	0	0	0	0	0	0	0	0

When looking at the Learning Management System statistics below and factoring in the spring transition of courses to Canvas, it is not surprising that LPC set all-time highs in almost every category. The only category with numbers that did not rise was Enrollments for hybrid sections (non-DE).

The 1,969 sections using Canvas made up 72% of the total sections offered at LPC during 2019-20.

Learning Management System usage statistics (2003-04 through 2019-20)*

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Total sections	168	307	383	559	706	1055	1195	1115	1081
Enrlmt for total sections	4,426	8,618	11,361	16,094	18,958	26,143	32,295	31,553	31,838
Online course sections	116	134	132	163	157	176	205	198	188
Enrlmt for online course sections	3,338	4,366	4,744	4,991	5,338	6,053	7,105	6,485	6,233
Hybrid course sections (DE)	0	0	0	0	14	38	37	35	31
Enrlmt for hybrid sections (DE)	0	0	0	0	331	742	746	634	681
Hybrid course sections (non-DE)**	0	0	0	8	9	14	17	32	25
Enrlmt for hybrid sections (non-DE)	0	0	0	158	158	323	486	875	680
Web-enhanced sections	52	173	251	388	526	827	930	853	837
Enrlmt for web-enhanced sections	1,088	4,252	6,617	10,945	13,131	19,025	23,958	23,559	24,244

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Total sections	1091	1216	1247	1347	1,487	1,579	1,644	1,969
Enrlmt for total sections	32,225	34,942	35,912	38,730	41,794	41,230	43,609	47,593
Online course sections	188	198	224	256	288	341	322	374
Enrlmt for online course sections	6,335	6,475	7,316	7,903	10,227	10,483	11,197	12,110
Hybrid course sections (DE)	41	48	41	44	41	32	29	40
Enrlmt for hybrid sections (DE)	745	813	894	904	955	782	667	686
Hybrid course sections (non-DE)**	24	29	32	33	51	55	48	49
Enrlmt for hybrid sections (non-DE)	677	723	823	821	1,215	1,356	997	949
Web-enhanced sections	838	939	950	1,014	1,107	1,183	1,242	1,506
Enrlmt for web-enhanced sections	24,468	26,931	26,879	29,102	30,352	28,609	30,748	33,848

*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

"My Professor corresponds well with everyone and provides great feedback."

-- LPC online student

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 (76%), overall course quality (78%) and overall course satisfaction (74%).

When asked if they would take another DE course from LPC, 86 percent indicated that they would (9 percent had no opinion). Students also indicated (61 percent) that they learned about the same in their DE classes than they would have in a similar on-campus class. Interestingly, 24 percent said they learned more in their DE classes, and 16 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, 83 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.

"More online courses should be offered at LPC. I would like to see Math 40 offered fully online. I have taken 3 online classes at LPC, and I really enjoyed them all and would surely take more online classes again in the future." – LPC online student

Students voiced other opinions in the comments sections of the survey. Positive comments included appreciation for offering online courses so students who can't make it to campus can further their education. There were compliments about the Canvas software, as well as about instructor performance. On the negative side, students expressed frustration with some classes that were poorly designed, lacked interaction from the instructor, and included third-party tools that were difficult to use. A couple of students wanted more choice in instructors so they could choose their courses more wisely.

Complete DE Student Satisfaction Survey results can be found at t.ly/UBm9.

Faculty Satisfaction

Faculty are surveyed every two years, and according to results of the DE Faculty Satisfaction Survey, which was also conducted in December, the 31 who responded 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.
- 100% were either satisfied or very satisfied with faculty support from Teaching and Learning Center staff.
- 74% were either satisfied or very satisfied with faculty support from Canvas.
- 68% were either satisfied or very satisfied with student success in their classes.
- 45% were either satisfied or very satisfied with student retention in their classes.

Complete DE Faculty Satisfaction Survey results can be found at t.ly/93zp.

Success and Retention Rates

Success and retention rates of DE students continued to show progress during 2019-20 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.

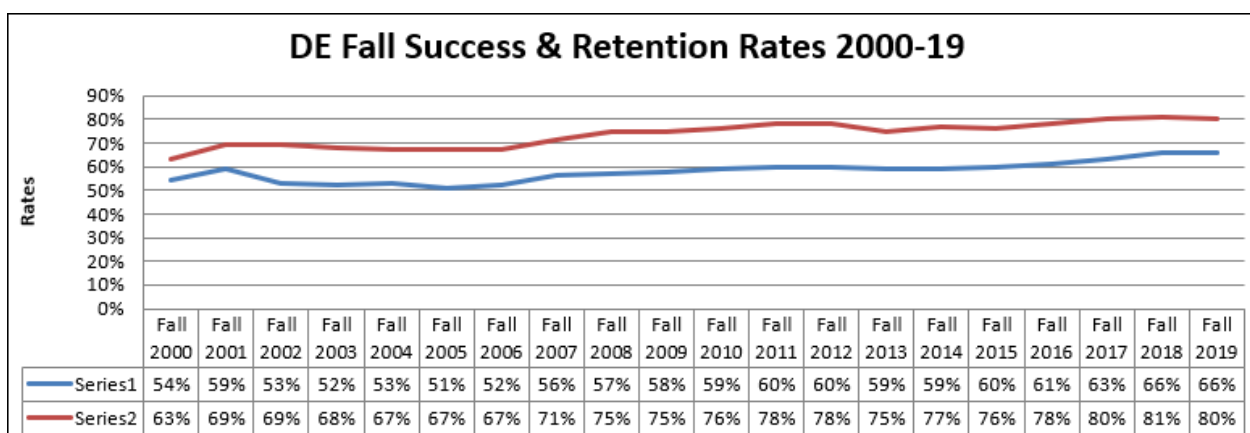The summer 2019 success rate of 79% in DE classes marked the highest such DE rate for any semester ever at LPC. The previous high was 78% set in summer 2018. In addition, that 79% mark equaled the 79% success rate in face-to-face classes in summer 2019, and this is the first time that has happened in any semester at LPC. The retention rate of 87% was only two points below the rate for f2f classes. Finally, summer 2019 marked the second summer in a row where the course enrollments in DE format were higher than enrollments in face-to-face courses (2,903 to 2,266).

DE Summer Success & Retention Rates 2004-19

|	Summer 2004	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Summer 2010	Summer 2011	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019
Success	65%	64%	60%	65%	66%	67%	64%	64%	68%	68%	69%	70%	73%	75%	78%	79%
Retention	81%	81%	75%	80%	76%	81%	80%	77%	82%	85%	84%	82%	85%	85%	89%	87%
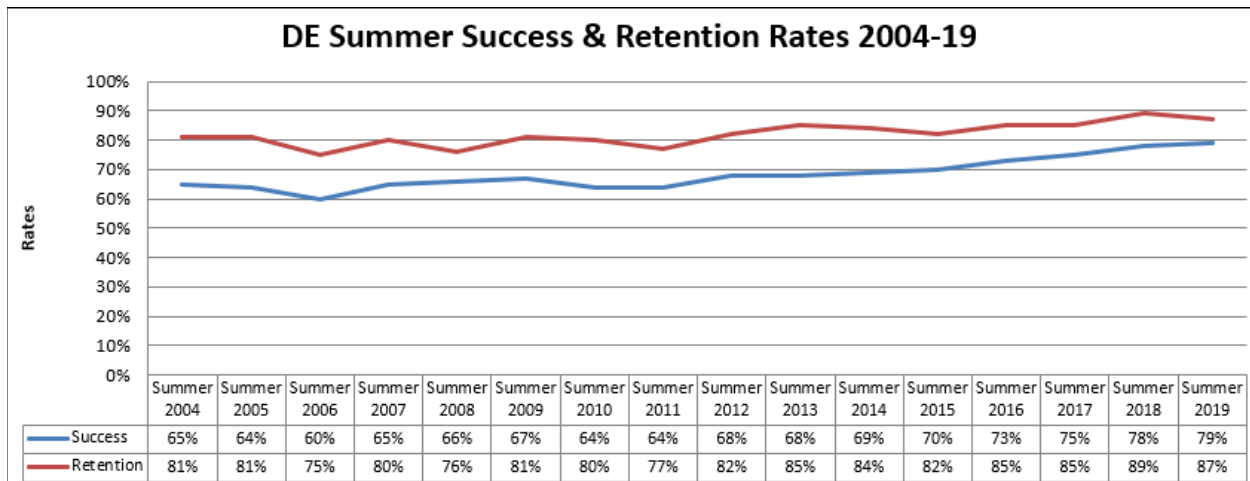
For fall 2019, the success rate of 66% tied for the highest ever for a fall semester at LPC (fall 2018). The 4,689 students enrolled in DE classes were the most ever for any semester, topping the previous mark of 4,673 in spring 2019. Correspondingly, the 19% of LPC students taking DE classes was the highest ever for a fall semester, beating 17% set in Fall 2017 and 2018.

DE Fall Success & Retention Rates 2000-19

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Series1	54%	59%	53%	52%	53%	51%	52%	56%	57%	58%	59%	60%	60%	59%	59%	60%	61%	63%	66%	66%
Series2	63%	69%	69%	68%	67%	67%	67%	71%	75%	75%	76%	78%	78%	75%	77%	76%	78%	80%	81%	80%

The spring 2020 success rate of 70% is just one percentage point below the all-time high that was set for a spring semester in 2019. However, the retention rate of 76% was a nine-point drop from the previous year, though this most likely is due to the unprecedented situation caused by COVID-19. For example, spring 2020 was the first semester in which the new Emergency Withdrawal option was available to students. Moreover, the retention rate for non-DE classes was 77%, which is 12 points below spring 2019.

Keep in mind that all figures for spring 2020 in this report are preliminary figures due to reporting delays caused by COVID-19.
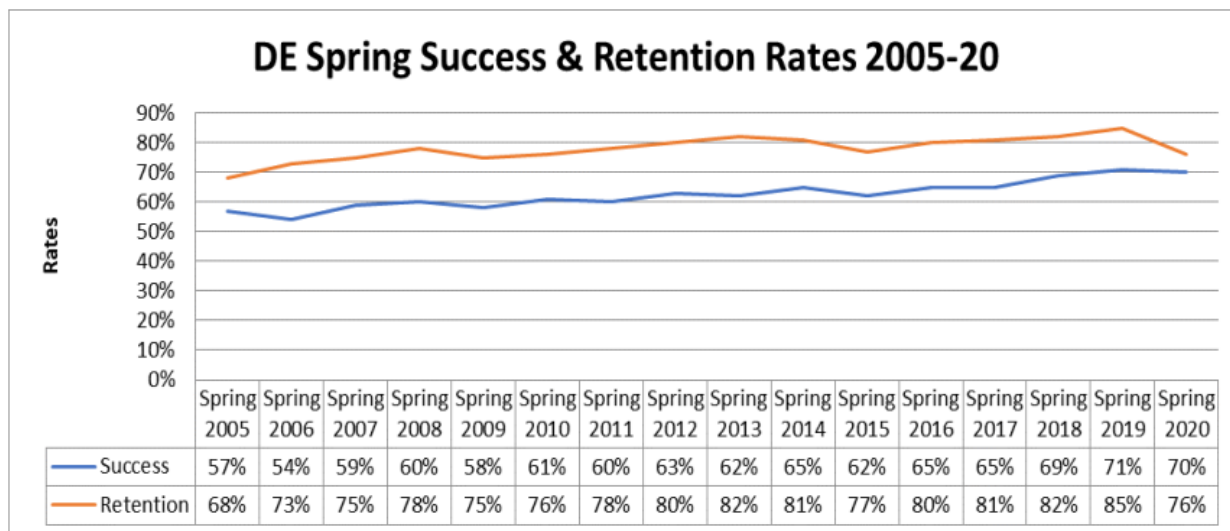
The two tables below show the complete rates for the past two academic years (figures are rounded up). LPC rates were provided by the college's Office of Institutional Research, while the state results come from the California Community Colleges Chancellor's Office Data Mart.

	Summer 2019		Fall 2019		Spring 2020*	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	79%	79%	66%	72%	70%	71%
State Success	75%	84%	67%	72%	TBD	TBD
LPC Retention	87%	89%	80%	85%	76%	77%
State Retention	87%	92%	84%	88%	TBD	TBD

	Summer 2018		Fall 2018		Spring 2019	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	78%	79%	66%	74%	71%	77%
State Success	75%	83%	66%	72%	69%	74%
LPC Retention	89%	88%	81%	86%	85%	89%
State Retention	87%	92%	83%	88%	84%	88%

*=Preliminary data due to grade reporting delay caused by COVID-19

DE success and retention rates dating to Fall 2000 can be found at http://bit.ly/de-rates.

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 2019-20:

1. Total unduplicated count of students currently enrolled including dropped = 3,646
2. Total unduplicated count of students currently enrolled only not including dropped = 2,421
3. Total students who agreed to DE agreement form from #1 = 1,498
4. Total students who agreed to DE agreement form from #2 = 1,084
5. Of the total in #1, how many dropped with an NGR and how many dropped with a W? NGR = 916, W = 838
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 = 313, W = 323)

Worth Noting

Other DE achievements during the 2019-20 academic year included:

- Tracy resident Tatiana Del Cid was selected the winner of the 2019-20 Online Student of the Year Scholarship. Tatiana, the daughter of immigrant parents, is a full-time student, has a 4.0 GPA, and works 30-40 hours a week as an administrative assistant at a law firm. She was the co-founder for a student activist group called Smoke-Free Las Positas College (SFLPC). Tatiana became a student board member and member of the policy subcommittee for a state-wide advocacy group called Campuses Organized and United for Good Health, where she works with local and state legislators to encourage California colleges and universities to adopt 100 percent smoke-free policies. The scholarship is worth $300.
- The Canvas page on the Online Learning web site received the fourth-most page views (94,151) on the entire LPC web site, trailing only the LPC home page, the library home page, and the Admissions & Records home page.
- There were 103 instructors who taught DE classes and a total of 430 instructors who used Canvas.
- As per the faculty contract, 26 official evaluations of instruction were conducted for DE classes.
- Thirteen new courses and 15 existing courses were approved for DE by the Curriculum Committee.

- Three Online Learning newsletters were produced. These newsletters are 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. They mainly focus on Canvas, but they also present other topics as necessary, such as accreditation requirements and legal issues.

- Christina Lee stepped down as faculty co-chair of the DE Committee and Lead POCR Reviewer so she could concentrate on other LPC endeavors. Robert August will take over as co-chair, while Victoria Austin and Lisa Everett will share the Lead POCR Review duties.

- The DE Committee revised its DE outcomes for students, and these will be assessed in December within the annual DE Student Satisfaction Survey.

- The LPC English Department created procedures for offering DE courses to adjunct faculty.

- Vicki Shipman graciously offered to fund 24 instructors with CTE money to attend the state's annual Online Teaching Conference in Pasadena in June. Unfortunately, the conference had to be moved online because of COVID-19.

Future Tasks

The next academic year, 2020-21, promises to be an eventful one with most of the fall semester's courses offered online, the possibility of the same for spring, and the continued work toward meeting LPC's commitments to the CVC-OEI. Major projects include the following:

- Creating a student support portal in Canvas. Currently, links to online support services are supposed to be included in each instructor's Canvas courses. Since that cannot be assured, a support portal is needed so all students can easily find services they need. The plan is to place a link to the portal in the Canvas global navigation menu so it remains visible to students at all times.

- Training as many faculty as possible to design and develop their online courses to meet quality standards. This is critical to student success as more and more classes are moved online.

- Approving all courses for DE delivery. The State Chancellor's Office blanket DE approval will most likely run out after the fall term, so the college needs to be ready with approvals for all courses.

- Implementing, and training faculty to use, Canvas Studio. With Studio, all users can share, comment, and give feedback on videos in real time; and embed videos in multiple areas such as assignments, discussions, and content pages. Instructors can create quizzes directly in videos, easily give feedback, and analyze video data.

Thank you for your time.

Scott Vigallon
Instructional Technology Coordinator
Las Positas College