Substantive Change Proposal

Addition of courses that constitute 50% or more of a program offered through a mode of distance or electronic delivery

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551

May 3, 2016

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To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and College

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Description of the Change and Reasons for it

Since Las Positas College's third Substantive Change Proposal was approved in May 2013, the college now has 13 additional degree programs and 10 additional certificate programs that have, or are approaching, at least 50% of their units offered through the distance education modality. Las Positas College is seeking approval to offer these programs in the distance education mode:

Degree Program	Percentage of Units to be Offered at a Distance
Anthropology, AA-T	68% (13 out of 19 units)
Business Administration, AS-T	82% (27 out of 33 units)
Computer Programming, AS	69% (22 out of 32 units)
Computer Programming for the Web, AS	55% (18 out of 33 units)
Computer Science, AS	43% (16 out of 37 units)
Early Childhood Development, AA	48% (16 out of 33 units)
Early Childhood Education, AS-T	46% (12 out of 26 units)
Early Childhood Intervention, AA	68% (26 out of 38 units)
English, AA-T	50% (9 out of 18 units)
History, AA-T	83% (15 out of 18 units)
International Studies, AA	60% (33 out of 55 units)
Liberal Arts and Sciences, AA	83% (15 out of 18 units)
Philosophy, AS-T	83% (15 out of 18 units)

Certificate Program	Percentage of Units to be Offered at a Distance
Cisco Network Associate, Cert of Achvmt	81% (17 out of 21 units)
Cisco Network Professional, Cert of Achvmt	46% (17 out of 37 units)
Computer Network Administration (Microsoft), Career Certificate	82% (14 out of 17 units)
Computer Programming, Cert of Achvmt	50% (15 out of 30 units)
Computer Programming for the Web, Cert of Achvmt	44% (15 out of 34 units)
ECD: Associate Teacher, Cert of Achvmt	46% (6 out of 13 units)
ECD: Basic Teacher, Cert of Achvmt	50% (12 out of 24 units)
ECD: Early Childhood Intervention, Cert of Achvmt	72% (23 out of 32 units)
ECD: Family Child Care, Cert of Achvmt	50% (10 out of 20 units)
Health and Human Services, Cert of Achvmt	63% (12 out of 19 units)

In addition to the above, 32 other degrees and certificates have been previously approved for Substantive Change. Of those, three can be obtained completely online by students (ref. Appendix 1).

The college mission statement states:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

To those ends, we are seeking approval of 13 degrees that will allow students at a distance to further their education in liberal arts and sciences, along with business. We also seek approval of 10 certificates in vocational disciplines that will increase students' chances of joining the local workforce or enhancing their value within it. The degrees and certificates fall within the scope of the mission statement since they allow students to pursue educational opportunities in academic transfer and career technical education with the aim of becoming engaged and contributing members of the community. Inclusive by nature, distance education is the vehicle that gives many of the college's diverse students the chance to meet their goals.

Most of the proposed degrees and certificates will prepare students for further exploration in their chosen disciplines after they matriculate to universities. In fact, the three AA-T degrees and three AS-T degrees were created specifically to guarantee admission to a California State University campus for any community college student who completes such an associate degree for transfer. Students who complete degrees and certificates in career-technical education programs can look forward to competing in a job market that is projected to be positive.

High tech job prospects in the East Bay Area look particularly bright. For the time frame of 2012-2022, the number of jobs for computer programmers is projected to rise to 3,910, an increase of 15.7%. For the same time frame, network and computer systems administrators can expect a 14.1% increase in open positions to 3,880. Computer and research scientist jobs are projected to rise only 6.9% to 310, but the number of jobs for web developers are expected to soar 40.2% to 1,850.

Prospects for other career-technical education programs include the following:

- Social and human services assistants: projected rise of 19.1% to 3,430 jobs
- Business operations specialists: projected rise of 12.4% to 1,320 jobs
- Education administrators, preschool and child care center/program: rise of 3.3% to 950 (ref. Appendix 2)

The online format allows students pursuing degrees and certificates, many of whom are working professionals, the flexibility they need to complete course work. 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. This, in turn, saves students money otherwise spent on gas and is better for the environment. Moreover, online learning allows students to fulfill their work and/or family commitments and to take classes that might better fit their learning styles. The above reasons—in addition to others such as adapting to students' learning styles, allowing working professionals to earn CEU credits, and giving opportunities to disadvantaged and returning veteran students—were given by faculty while explaining the rationale behind offering courses at a distance. In their curriculum proposals, faculty must state why the proposed courses should be taught in the distance education format and how the decision to do so was reached (ref. Appendix 3).

Survey results from Las Positas College students have also consistently shown that they want more distance education courses, degrees, and certificates made available to them (ref. Appendix 4).

Description of the Programs

Las Positas College typically offers distance education classes in two formats: online, which is conducted over the Internet; and hybrid, which is a combination of online and on-campus instruction. In addition to class sessions, materials, and exercises being accessible online, distance education classes make full use of interactive technologies, such as email, discussion boards, blogs, chat, and even group assignments so students can stay connected with their instructors and classmates.

The programs listed below are already offered on campus. Major, general education, and graduation requirements are identical for both distance education and on-campus programs. Courses, regardless of their mode of delivery, share a common curriculum and course outline of record. In addition, Las Positas College has procedures in place to ensure that rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered as distance education meet the same standards as those offered on campus (ref. Appendix 5).

Those procedures, along with descriptions and evidence that the Distance Education program at Las Positas College meet Eligibility Requirements, Accreditation Standards, and Commission policies related to student learning programs, services, and resources, will be presented in this proposal.

Anthropology, AA-T

The Anthropology discipline studies human beings from a holistic and cross-cultural perspective. Encompassing every aspect of human existence, the subject matter of anthropology is traditionally divided into four fields: physical or biological anthropology, social or cultural anthropology, linguistics, and archaeology. A comparative science, its concerns include human genetic, cultural, and linguistic variation. Anthropologists uncover the prehistory of humanity as they help us to understand the problems of today. They are advocates of multiculturalism because they appreciate cultural diversity, an attribute that prepares them well for navigating the complexities of the 21st century world.

Business Administration, AA-T

The Business area of study is designed to prepare students for a wide range of careers and to assist students in upgrading existing work knowledge and skills. The areas of specialization available at Las Positas College reflect the current and projected needs of the ever-changing, dynamic business environment. It is critical that students work closely with business faculty and counselors to determine what degrees or certificates are most consistent with their individual career and/or transfer goals. Students may pursue programs that upgrade skills, prepare them for work, and continue their education with a transfer pattern of study.

Computer Networking Technology

Cisco Network Associate, Certificate of Achievement
Cisco Network Professional, Certificate of Achievement
Computer Network Administration (Microsoft), Career Certificate

The Computer Networking Technology program prepares students for a variety of career opportunities including the networking field. CNT classes prepare students for Cisco CCNA and CCNP certification tests, Microsoft MCSE and MCSA tests, and CompTIA Net+, Security+ and A+ tests. Constantly evolving and modernizing classes include targeted skills training in Emerging Technologies like Wireless, VoIP, VPN, Computer Forensics, Incident Response, Network Security and OS Hardening. The Certifications for Achievement and Career Certifications provide quick paths to validate training in today's important technical knowledge areas.

Career certificates are not Tran scripted. Courses within them provide industry based professional development.

Computer Science

Computer Programming, AS
Computer Programming for the Web, AS
Computer Science, AS
Computer Programming, Certificate of Achievement
Computer Programming for the Web, Certificate of Achievement

Computer Science programs cover a wide range of computer-related professions that include programming, systems analysis, data processing, and computer science. Students will learn to direct computer operations by writing detailed instructions in computer languages to solve a variety of problems in business, government, and science. These include information acquisition, processing storage, and transmission, using

computers and computer peripherals. Principal areas of study within computer science include artificial intelligence, computer systems and networks, database systems, human factors, numerical analysis, programming languages, software engineering and theory of computing.

Early Childhood Development

Early Childhood Development, AA

Early Childhood Education, AST

Early Childhood Intervention, AA

Associate Teacher, Certificate of Achievement

Basic Teacher, Certificate of Achievement

Early Childhood Intervention, Certificate of Achievement

Family Child Care, Certificate of Achievement

The care and education of young children demands a high level of personal and professional commitment, integrity, education, and enthusiasm. The Early Childhood Program provides students with a fundamental understanding of the principles of child growth and development as well as experience in the application of these principles. The ECD program is designed to prepare students to: create enriching educational environments for young children, embrace family-focused practices, develop skills to support young children's understanding of diversity and inclusion, support children's social-emotional well-being, develop a disposition toward self-reflective practice and critical thinking, and apply theories of child development and educational pedagogy into direct work with children and families.

Health and Human Services, Certificate of Achievement

Psychology-Counseling courses were developed to help educate students about the programs and resources of Las Positas College. These courses enable students to explore and develop a personal career plan, and improve and enhance study skills for success in college. These courses are also offered to increase students' knowledge in multiculturalism. Additionally, they provide students with a means to learn theoretical knowledge, gain hands-on experience, and explore career opportunities in the field of Health and Human Services.

History AA-T

The discipline of History helps to nurture an informed public and is, therefore, of vital importance to a democratic society. The program for the Associates in Arts in History for Transfer exposes students to the great historical arguments on these issues and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in History will learn the tools of critical thinking. They will be expected to apply their skills to a variety of historical narratives.

International Studies, AA

The International Studies major is based upon the idea that the past 20 years have seen a series of significant changes in some of the fundamental ways in which nations have traditionally dealt with one another. There has been a shift away from the older politics of conflict and competition toward the recognition that economic and developmental strategies require international planning and management. Nations are beginning to realize that their destinies are mingled in a way and to a degree that is unprecedented. The major is designed to expose students to this new environment.

Liberal Arts and Sciences, AA

The Associate in Liberal Arts and Sciences is designed for students who wish to have a broad knowledge of liberal arts and sciences plus additional coursework in an "Area of Emphasis". This degree would be appropriate for students who plan on transferring to the California State University or University of California

as students can satisfy their general education requirements, plus focus on transferable course work that relate to majors at these institutions.

Philosophy, AA-T

Philosophy is an academic area of study concerned with knowledge, reality and values. The program for the AA-T in Philosophy exposes students to the great historical arguments on these issues and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in Philosophy will learn the tools of argumentative analysis and conceptual critique. They will be expected to apply these reasoning skills both to historical philosophical ideals and toward their own creative solutions to age old questions. The study of philosophy develops important skills of thinking, analysis, creativity, and communication that are useful for any field of employment or further study.

Description of the Planning Process

Relationship to institutional planning and evaluation

Planning and evaluation of distance education takes place within the college's planning process. This college-wide planning process occurs during the spring when the Integrated Planning Committee determines and drafts next year's recommended planning priorities to the President. Planning priorities are based on a review of planning documents (e.g., Mission, Vision, and Values Statements, and Strategic Plans), college assessments (e.g., Program Reviews, Student Learning Outcomes, institutional research), and external mandates (e.g., State, Federal, and ACCJC). The President reviews the recommended planning priorities and determines which planning priorities will be adopted by the college. The President announces the adopted planning priorities for the following year in May (ref. Appendix 6).

Program reviews are written each fall, summarized by division/area, and forwarded to the Integrated Planning Committee. Each program in the areas of instruction and student services completes a Program Review at least once every three years, with updates written during intervening years. Administrative units are starting the same cycle in Fall 2016. In these reviews, programs evaluate, and then describe, their achievements, struggles and future plans.

Since distance education is administered out of LPC's Teaching and Learning Center (TLC), it is included in the TLC's program review (ref. Appendix 7). The Distance Education Committee discusses, develops, and evaluates overall, programmatic goals. However, within each discipline's program review, faculty determine which courses, degrees, and/or certificates lend themselves to alternative forms of delivery, such as distance education (ref. Appendix 8).

Relationship to the stated mission

The college's mission statement is: *"Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals."*

As noted previously, the approval of the 13 degrees and 10 certificates will allow students to pursue educational opportunities in academic transfer and career technical education with the aim of becoming

engaged and contributing members of the community. Inclusive by nature, distance education is the vehicle that gives many of the college's diverse students the chance to meet their goals.

When the mission statement was drafted, members of the college community were given the opportunity to provide feedback and define each part of the statement. At a college-wide meeting, employees were handed a feedback form to voice their opinions, and they participated in a brainstorming session to define key terms in the statement. For the terms "inclusive," "learning opportunities," and "support," distance education, its students, and the college's course management system, Blackboard, were listed, respectively, as definitions in the glossary of terms used in the mission (ref. Appendix 9, 10).

Assessment of needs and resources

The original assessments of needs and resources to support the online learning aspect of distance education took place long before the aforementioned certificates and degrees reached the 50% threshold for Substantive Change. The first assessment began in 2000 and resulted in a need to offer students the ability to fulfill their general education requirements by completing courses online. With the resources and infrastructure in place, the college embarked on a pilot program whereby faculty members were trained to design and teach these courses. The second major assessment began in 2002 when representatives from Las Positas College, its sister college Chabot, and the Chabot-Las Positas Community College District's Information Technology Services (ITS) unit met regularly to identify the criteria for selecting a shared course management system and the related needs and resources emanating from such a decision. The key results of that assessment were that Blackboard would be used by both colleges and that the system would be hosted by Blackboard, not by ITS.

Las Positas College also assesses its needs and resources on an ongoing basis for distance education. Discussion and analysis of adding online courses, degrees, and certificates take place within disciplines and academic divisions, as well as within the Enrollment Management Committee, advisory committees, and the aforementioned program review process (ref. Appendix 11, 12). For example, while updating their Health and Human Services Certificate of Achievement courses, Psychology-Counseling faculty members agreed that they should begin offering additional courses in the distance education mode. Their decision was made in order to increase enrollment in the certificate program, allow Human Services professionals who might need CEU credits to take classes, and allow for more flexibility when scheduling classrooms (ref. Appendix 13).

Assessments of students' and faculty needs are also conducted on an on-going basis. Results of the annual Student Distance Education Satisfaction Surveys are discussed—and acted upon, if necessary—by the Distance Education Committee. For instance, in 2013, 69% of students indicated that videos help them learn best in distance education classes. As a result, instructors were reminded of the existing video-related workshops offered by the Teaching and Learning Center, a new workshop titled Enhance Your Classes with Library Streaming Videos, was created and facilitated by one of the college librarians, and a flex day session called Instructional Video in Online Courses was conducted (ref. Appendix 14, 15, 16). Faculty are also surveyed to determine their online learning needs (ref. Appendix 17, 18). Those needs typically center around training on new technologies and result in additional workshops offered by the TLC (ref. Appendix 19). These workshops concentrate not only on the technical aspects of the new tools, but also on the pedagogical aspects. Moreover, faculty needs are also delivered through their division representatives on the Distance Education Committee and discussed at those meetings.

Anticipated effect

It is anticipated that the college infrastructure should not be affected much by offering the proposed programs for the following reasons:

1. The three degrees and four certificates in Early Childhood Development have several courses in common, limiting the number of new courses that have to be supported. The same holds true for the three degrees and two certificates in Computer Science and three certificates in Computer Networking Technology.
2. The International Studies and Liberal Arts and Sciences degrees don't belong to a particular academic department, and surpassing the 50% threshold is merely a result of courses from other disciplines offered as distance education.
3. The Business Administration AS-T degree is an updated version of a degree that has already been approved for Substantive Change. It contains most of the same courses as the previous degree.
4. The rest of the degrees in this proposal—Anthropology AA-T, English AA-T, History AA-T, Philosophy AS-T—have courses that have been taught by instructors for years, so their support needs should be minimal.
5. Not every distance education course is offered each semester.
6. All online and hybrid courses are hosted on the district's course management system, Blackboard, and there are no space limitation requirements. Blackboard administers the system at one of its facilities in Virginia.
7. More than three full-time equivalent staff members are available to provide students with the technical support they might need. The number of queries they get has been in decline, from 2,936 in 2009-10 to 1,893 in 2014-15 (ref. Appendix 20).
8. Two full-time staff members are available to provide faculty support.
9. After roughly five years without a webmaster, the college hired one in October 2015. Though not responsible for distance education support, the webmaster will inevitably do some work in that area.
10. Although the college continues to supply students with ample online support services, including admissions, registration, tutoring, counseling, library resources, and an online bookstore, it will review and increase those services, as needed, in response to a preliminary recommendation in October 2015 by an ACCJC site visit team.
11. If LPC joins the Online Education Initiative (OEI), which will centralize many support services and offer a course management system for little or no price, the need for certain resources will decrease. The Chabot-Las Positas Community College District's OEI Task Force is expected to recommend to the district chancellor at the conclusion of the 2015-16 academic year whether or not LPC and Chabot should join the OEI (ref. Appendix 21).

Intended benefits

The intended benefit for students completing coursework in the proposed degree programs is that they will be able to continue their studies at four-year institutions. For the students taking courses toward the certificates, which are all in vocational disciplines, they will not only update their knowledge and skills, but they will also improve their chances of retaining and/or gaining employment.

Preparation and planning process

Like the assessment process, the planning process for a successful online program at Las Positas College began in 2000. The narrative of this process was detailed in the college's 2007 Substantive Change Proposal. In summary, all relevant constituency groups worked together to develop procedures and guidelines around topics such as targeted courses, faculty training, faculty incentives, faculty load, hiring faculty support personnel, online class size, intellectual property rights, choosing a course management system (at the time), creating a budget for distance education, student technical support, program evaluation, and developing best

practices in designing online courses. Planning also occurred in 2002-03 during and after representatives from Las Positas, Chabot, and the district selected Blackboard as the course management system for both colleges. Processes needed to be put into place, including course requests and approvals, merging sections of courses, activating students, upgrades, sharing of training resources, future policy decisions, and general consultation between the colleges on technical issues.

Much planning was also done in subsequent years, and this was discussed within Las Positas College's Substantive Change Proposals of 2007, 2010, and 2013. As new issues arise and new technologies are created, the college continues the planning effort. Since the 2013 proposal, the college has accomplished the following in terms of planning for distance education:

1. Continued writing goals for the Teaching and Learning Center's program review.
2. Became a resource for the District Technology Coordinating Committee (TCC), which was created in Spring 2014 as part of the district's new Integrated Planning & Budget Model. The TCC's charge is to coordinate technology related information periodically between the colleges in order to: 1) make recommendations to the CLPCCD Planning and Budget Committee for district-wide support for technology planning at the colleges and the allocation of resources beyond those outlined in the budget allocation model; 2) facilitate the coordination, alignment, and integration of college technology planning with district-wide technology planning and resources allocation; 3) coordinate compliance to accreditation standards related to technology; and 4) Regularly assess committee processes, and use assessment results for continuous improvement (ref. Appendix 22).
3. Made recommendations to the TCC on issues affecting Chabot and Las Positas colleges. For instance, the Distance Education Committee recommended language to guide the OEI task force, including the duties and makeup of the task force (ref. Appendix 23). It also provided input to developing standards for the implementation of classroom technologies that can be used for distance education purposes (ref. Appendix 24). The co-chair of the Distance Education Committee is currently also the co-chair of the TCC, which allows for the necessary communication to flow between the two groups.
4. Planned and implemented an online counseling service. Created by Counseling faculty, the service tracks student usage and aggregates queries to make responding to them asynchronously easier (ref. Appendix 25).
5. Planned and developed the Class-Web DE acknowledgements web page that, during the registration process, 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 (ref. Appendix 26).
6. Planned and implemented an online chat service with a librarian. Aside from chatting with a reference librarian, interactions can include a student sending a class assignment so the librarian can better help the student with his research needs (ref. Appendix 27).
7. Planned and developed recommendations on adding students to distance education classes. The recommendations, along with answers to frequently asked questions, are intended to aid instructors—particularly new instructors—in determining how many students to add and when to add those students near the beginning of the semester (ref. Appendix 28).
8. Planned and drafted a board policy and accompanying administrative procedures on distance education quality. The policy and procedures were ultimately ratified by the district's board of trustees (ref. Appendix 29, 30).
9. Planned and implemented a Distance Education Scholarship Award for a deserving student (ref. Appendix 31).

10. Planned and offered several new workshops on topics such as Enhance Your Classes with Library Streaming Videos, Online Education Initiative, Effective Contact Guidelines for DE Instructors, and many on Blackboard features and tools.
11. Planned and implemented multiple upgrades to the Blackboard software.

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

Student support services

All of Las Positas College's student support services are available to students at a distance as each of these services has its own web site, along with posted phone numbers and email addresses. Much of the business of these services is conducted online as outlined below:

1. **Admissions**. Students can apply for admission online via the Las Positas College OPENCCCApply web site. All admitted students are assigned a unique student identification number (W number) which allows them access to online services such as registration, orientation and online counseling (ref. Appendix 32).
2. **Registration**. Students can register, add, or withdraw from classes using the online CLASS-Web system. Students can also check their Student Success and Support Program (3SP) priority registration status, sign up for payment plans using Nelnet, purchase parking permits and access important course information related to open classes, add/drop periods, refunds and materials fees (if applicable). Further, waitlist instructions and frequently asked questions are available online via CLASS-Web and the Admissions and Records website (ref. Appendix 33).
3. **Financial Aid**. Students can conduct all business for financial aid online, including applying for such aid and for scholarships (ref. Appendix 34).
4. **Tutoring Services**. Students can get asynchronous online Math and Writing help (ref. Appendix 35).
5. **Counseling**. An online counseling service was implemented in Spring 2015. The service is used for academic advising. In a joint effort with sister college Chabot, Las Positas is implementing a degree audit system, DegreeWorks. When fully implemented, DegreeWorks will assist counselors with creating student educational plans, aid evaluators with the evaluation process and give students the ability to independently access their student educational plans and degree audits.
6. **Advising**. In addition to online counseling, the Transfer Center web site has a link to ASSIST, which is the official repository of articulation for California's public colleges and universities. From this web site, students can see how course credits earned at one public California college or university can be applied when transferred to another (ref. Appendix 36). Students also have access to the Associate Degree for Transfer web site. This site gives important information and resources about the Associate Degree for Transfer (ref. Appendix 37).
7. **Library**. The library's web site provides research materials for both the on- and off-campus students. The site includes databases, an online catalog, live chat, library guides and tip sheets, a plagiarism tutorial and a citation generator tool (ref. Appendix 38). Librarians have also partnered with online instructors to embed themselves into classes and help students with research needs.
8. **Orientation**. A general orientation about Las Positas College is accessible from the college web site (ref. Appendix 39). Live and asynchronous orientations specific to online learning are offered each semester to students who do not want to, or cannot, come to campus to attend face-to-face orientations (ref. Appendix 40, 41).

9. **Student Technical Help**. Students can get technical help for any distance education issue by filling out a web form, emailing, or calling the college's support desk. They also have access to a knowledge base online that is intended to answer their questions before they contact the help desk (ref. Appendix 42).
10. **Bookstore**. The college bookstore has a web site whereby students can purchase their books or other class materials online (ref. Appendix 43).
11. **Transcript and Verification Requests**. Students can download a Transcript and Verification Request form from the college's Admissions and Records web site, but they must sign it and can either mail it or fax it back to the college. (ref. Appendix 44). Students may access an unofficial transcript online via Class-Web
12. **Communication with Students**. District Information Technology Services administers a student email system, which gives every student in the district a free email account. The system, named Zonemail, is hosted by Google (ref. Appendix 45).

As mentioned, Las Positas College will increase its support services to students at a distance based on a recommendation in October 2015 by an ACCJC site visit team. A plan has already been written in which improvements and new services are detailed (ref. Appendix 46). Work on some of those improvements has already begun. For example, Student Services has identified an electronic portfolio system that will allow students to collect and archive all information relevant to their educational and personal development goals. This information will be readily accessible for counseling appointments, and it will promote communication consistency among all student service areas. Should the college join the OEI, students will have additional support resources at their disposal.

Sufficient and qualified staff

Las Positas College's online courses have been developed and are taught by 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. This includes standards set forth by the minimum qualifications as defined by the statewide Academic Senate and published by the California Community Colleges Chancellor's Office. The ability to teach in a variety of modalities, including distance education, has been a desirable qualification in the hiring of 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 that this person provides oversight of all academic programs. Each division dean is responsible for the management of online offerings in their assigned areas. Additionally, the vice president is also responsible for overall coordination of online offerings and is the supervisor for online support staff. This support staff includes an Instructional Technology/Open Learning Coordinator and an Instructional Technology Specialist. The dean of the Science, Technology, Engineering, Math & Public Safety division is the supervisor for the staff in the college's Computer Center that provides a help desk function for online students. Online offerings also receive staff support from regular college functions such as Admissions and Records and Counseling. 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 (ref. Appendix 47).

Through District ITS, the Chief Technology Officer (CTO) oversees the licensing of, and contract with, Blackboard. The CTO also manages the district's Senior Programmer Analysts who contribute to the administration of online education by developing technical processes by which faculty can request courses,

students can evaluate instruction, and perhaps most importantly, by connecting Banner, the district's administrative computing system, to Blackboard via a tool called Snapshot Controller.

At Las Positas College, the Instructional Technology/Open Learning Coordinator manages the daily operations of the college's instructional technology efforts (including distance education), is the main administrator of 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 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 the Computer Center staff, which helps students with problems logging into Blackboard, submitting assignments, etc.

All of the major decisions surrounding distance education are directed by the college's Distance Education Committee. The committee, reporting to the Academic Senate, consists of six full-time faculty members, one adjunct faculty member, two Classified professionals, a dean, a vice president and a student.

The committee, which meets monthly, has a charge 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"* (ref. Appendix 48).

Professional development

The Online Course Development Program (OCDP) is the college's vehicle for training faculty to design, develop and teach online courses. During participation in the OCDP, which is structured around best practices in online pedagogy, participants are expected to design and develop their course over one semester, and then they will typically teach it the following semester. Faculty can participate in either the on-campus 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, while 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 (ref. Appendix 49).

During the course development process—and while teaching their courses—faculty are supported by the Instructional Technology/Open Learning Coordinator and the Instructional Technology Specialist. Instructors retain access to the online version of the OCDP, which contains all of the resources used in their training, along with any new or updated resources. They also have access to an online resource site called the Blackboard Online Learning Team (BOLT) that contains discussion board forums in which Las Positas College and Chabot College instructors can ask, and answer, pedagogical or technical questions. The discussion board is also available to read how other instructors are using Blackboard and to share successes, frustrations, and lessons learned. The BOLT also contains information and resources on planned Blackboard upgrades.

After the first year of the OCDP (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" (ref. Appendix 50).

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

1. Google Docs, which can be used to increase collaboration among students.
2. Podcasts, which are audio files that students can download to their mobile devices and listen to wherever they are.
3. Instructor-made videos, which can be made to illustrate a point, show a process, or even introduce students to the class or a topic.
4. Professional video clips, which are licensed to the college and used to present content.
5. StudyMate, which is software that allows faculty to create interactive lessons to serve as study resources, typically prior to exams.
6. Inspiration, a program that creates concept map diagrams that particularly benefit visual learners.
7. 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.
8. Camtasia, a software tool that, among other things, allows faculty to narrate PowerPoint presentations and turn them into video files for posting online.

While faculty are participating in the OCDP, 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 help after that, they can make an appointment with the Instructional Technology Specialist, they can access tutorials on the Staff Development web site, or they can access Las Positas College's Web Accessibility site, which includes guidelines, examples, and related links (ref. Appendix 51, 52).

Participation in the OCDP is strongly encouraged for instructors teaching online, and the vast majority of those instructors have completed the program. However, until mandatory participation is negotiated into the faculty contract, participation remains optional.

Equipment and facilities

All of the face-to-face training for the OCDP and other instructional technologies takes place in the college's Teaching and Learning Center (TLC). The TLC is a 1,879-square-foot facility that houses 15 faculty workstations, wireless Internet access, and the hardware and software necessary for online course delivery (ref. Appendix 53). Las Positas College's Technology Department provides technical support for the equipment in the TLC. It also supports the college network, including the web server that houses instructional content used in distance education classes (ref. Appendix 54). Faculty also have access to a private office that serves as a multimedia recording studio.

Blackboard hosts the server on which all of the online courses are delivered and manages the Snapshot process that connects Banner, the district's administrative computing system, to Blackboard. It also hosts a test server and a faculty/system administrator support web site. The college's system administrators for Blackboard consult with Blackboard Technical Support Managers on any problems relating to the production server, test server, Snapshot, or the Blackboard software. Blackboard's Managed Hosting department sends notifications whenever planned maintenance is scheduled and works with the main college system

administrator to schedule upgrades and to archive courses at the conclusion of each semester. A Blackboard account manager deals with contractual issues and facilitates discussions on any other high-level issues.

Sustainable fiscal resources

The fiscal resources allocated to distance education have, for the most part, remained steady. For example, salaries and benefits for 7.3 full-time equivalent staff members at the college and at the district—when prorated to the percentage of time they dedicate to distance education—was $262,894 in the 2009-10 academic year. Currently, that figure those same staff members is $287,512. In 2009-10, the cost for the annual Blackboard license, hosting, and support was $176,100. For 2015-16, it is $189,515 (ref. Appendix 55). In terms of percentage, over six years, the increase in salaries and benefits was 9.3%, and the increase for Blackboard was 7.6%.

Funding for distance education comes from the district's budget and from Las Positas College's portion of that budget. The district pays for the Blackboard license, hosting and support. It also pays the salaries and benefits of the two programmer analysts who dedicate roughly 5% of their time to distance education. The salaries of the 5.3 full-time equivalent college employees are paid from the college's general fund. The college Technology Department's budget covers the hardware and main software in the Teaching and Learning Center, while the TLC's budget pays for travel expenses, conferences and specialized software licenses.

With the passage of Proposition 30 in California in 2012, Las Positas College's budget stabilized and is projected to remain stable in the near future, enabling the college's distance education efforts to be sustainable. This includes supporting online courses, along with any increase in online faculty, students, and student support services. An increase in class size cannot occur unless it is negotiated into the faculty contract, and there are no plans to do so. For the 2014-15 academic year, the college began receiving additional funds from the state to support the Student Success and Support Program (3SP). The funds, which, in part, will help increase support services for students at a distance, are intended to be ongoing (ref. Appendix 56). Las Positas College received $979,863 in 2014-15 and $1,655,649 in 2015-16 (ref. Appendix 57). Moreover, the expansion of tutoring services was identified as a college planning priority for 2015-16 and 2016-17. Included in that expansion is 24x7 online tutoring to further meet the needs of distance education students. Currently, online tutoring is done asynchronously (ref. Appendix 58). Should Las Positas College join the Online Education Initiative, 24x7 online tutoring, along with a variety of other support services, including online counseling, student readiness and basic skills support, would automatically become available. Additionally, the district's financial obligations to Blackboard would go away. In 2013, the OEI was allocated $56.9 million over five years from the state legislature to centralize online services. Part of that money was used to pay Instructure, Inc. to utilize Canvas as its common course management system. Funding for the initiative is expected to be ongoing. Blackboard, incidentally, had been paid with money from the district's Measure B bond, which is expiring. If Blackboard is retained, funding it will be covered by the district's general fund beginning in 2016-17 (ref. Appendix 59).

Budget, enrollment and resources

When Proposition 30 passed, Las Positas College's budget increased from $23,284,211 in 2012-13 to $25,365,170 a year later. The budget then grew to $26,203,727 in 2014-15 and to $29,852,427 in 2015-16 (ref. Appendix 60). Not coincidentally, the number of distance education sections increased from 229 in 2012-13 to 246 in 2013-14 to 265 in 2014-15. During that same time, the number of full-time equivalent students in distance education classes increased from 790 to 836 to 911.

Despite the increases, the human, physical and technology resources remain sufficient to deliver distance education. The 3.3 full-time equivalent staff members who provide student technical support have been

doing so for years, and during this time, they have created efficiencies such as copying and pasting standard responses to common student inquiries. As mentioned, their student inquiries have reduced over time as students have become more familiar with the Blackboard system. In rating their levels of satisfaction with the help desk, 31% of students were either satisfied or very satisfied, while 6% were either unsatisfied or very unsatisfied. The rest of the students indicated they were either neutral toward the help desk (33%) or did not use it (31%).

The two faculty support staff members have also created their efficiencies. Over the previous two academic years, they supported an average of 61 distance education instructors. These two staff members get consistently high satisfaction marks from distance education faculty. In the Fall 2014 Distance Education Faculty Survey, 88% indicated that they were very satisfied with faculty support from the Teaching and Learning Center staff, and the other 12% indicated that they were satisfied (ref. Appendix 61). The computers in the Teaching and Learning Center are refreshed periodically based on a cycle developed by the Technology Department, which also maintains the college network (ref. Appendix 62). Maintaining and updating the equipment necessary to host Blackboard is done by Blackboard's Managed Hosting services.

Monitoring distance education outcomes

Each year, Las Positas College measures whether or not its online students are meeting the program outcomes for distance education. These outcomes were written by the Distance Education Committee and are intended to identify the skills that students should be able to demonstrate as a result of participation in the college's distance education program. Students are asked to assess their skills in four areas: communication techniques online with instructors and classmates, basic skills within the course management system, basic technology skills and successful online study strategies. When results become available, the committee analyzes, then discusses the results. It then decides what, if any, action needs to be taken to improve results. Like the latest set of results, typical results show that students are meeting the distance education program outcomes (ref. Appendix 63).

Outcomes for individual courses, along with those for degrees and certificates, are written and assessed without regard to modality. Data emanating from assessments of distance education and on-campus courses are entered in eLumen, the college's assessment management system, and analyzed within each discipline's program review (ref. Appendix 64, 65).

Student retention and success

Since Las Positas College's last Substantive Change Proposal in 2013, its success and retention rates among distance education students has averaged 59% and 76%, respectively, in fall semesters. In spring semesters, the averages are 63.5% and 79%, and in summer sessions, they are 69% and 84% (ref. Appendix 66).

Still, like most community colleges in California, Las Positas College has seen lower success and retention rates in its distance education courses compared to its on-campus courses. Below are the figures for the 2014-15 academic year.

Las Positas College Success and Retention 2014-15						
	Summer 2014		Fall 2014		Spring 2015	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
Success	69%	82%	59%	71%	62%	73%
Retention	84%	89%	77%	85%	77%	86%

For the most part, success and retention rates for each of the degrees and certificates in this proposal mirror the rates of the college as a whole (ref. Appendix 67).

Completion rates for some of the proposed degrees, specifically the associate degrees for transfer, are a bit premature due to their relative newness as an option to students. Nonetheless, since the end of the 2012-13 academic year, 752 degrees were awarded to students among the proposed 13 degree programs. The vast majority of those degrees were awarded in Liberal Arts and Sciences. Among the 10 proposed certificate programs, 171 certificates were awarded. Certificates in the Early Childhood Development programs made up the bulk of those, accounting for 159. These degree and certificate completion figures reflect student awards without regard to the modality of their courses. (ref. Appendix 68). Students have the option of combining distance education courses with on-campus courses.

In comparing a sampling of student learning outcomes assessment data from distance education courses to data from corresponding on-campus courses during the 2014-15 academic year, results are comparable with the exception of hybrid Math courses. The following data is from similar courses that used a 5-point rubric (a scale of 0-4) to assess outcomes.

Rubric scale	0	1	2	3	4	Total
Overall results	246	301	681	1119	1576	3923
DE results	117	160	306	527	677	1787
f2f results	129	141	375	592	899	2136
Percentages						
DE results	7%	9%	17%	29%	38%	
f2f results	6%	7%	18%	28%	42%	

Math faculty assess their outcomes data based on a 4-point rubric (a scale of 0-3) to assess outcomes. As evidenced by the data below, also from the 2014-15 academic year, Math students in hybrid courses are not doing as well as students in their counterpart face-to-face courses (ref. Appendix 69).

Rubric scale	0	1	2	3	Total
Overall results	784	846	807	1711	4148
DE results	225	110	131	219	685
f2f results	559	736	676	1492	3463
Percentages					
DE results	33%	16%	19%	32%	
f2f results	16%	21%	20%	43%	

In an effort to improve the above rates, Math instructors have made the following pedagogical changes:

- Implemented on-campus collaborative assignments in which students work on problems in groups, then discuss those problems as a class
- Revised discussion board questions to make them more meaningful and in-depth with the associated theory
- Improved lab assignments to help students with difficult concepts
- Customized homework so students learn the content on their own, then take a short, 5-7 question quiz

- Embedded a counselor to discuss study skills, growth mindset and time management
- Use cloud technology to archive lecture notes
- Use Facebook and Facebook Messenger to facilitate communication
- Record lectures so they can be viewed at any time
- Record lectures of the instructor working out each problem on practice exams

Program review and the evaluation of instruction processes are the main methods that faculty to use to determine whether any changes need to be made to their courses. The program review process, in particular, includes a section whereby faculty compare distance education versus face-to-face assessment results and analyze those results (ref. Appendix 70). The Distance Education Committee reviews the overall data such as retention rates, success rates and distance education program outcomes results to determine if improvements are needed to the program as a whole. In the past, several improvements have been made, including the implementation of an online tutoring program and recommendations for instructors on when, and how many, students to add into their online courses at the beginning of each semester.

Other processes

Other institutional processes that contribute to online learning include marketing efforts, information provided for current and prospective online students and accommodations for any on-campus requirements. Marketing is done both online and in the printed schedule of classes. Online students can search for, and register for, distance education courses on CLASS-Web. They can also view a listing of all online and hybrid courses by accessing the college's Online Learning web site. On the course listings pages on that web site, each course contains a link to additional, specific information that is intended to give prospective students a better understanding so they can make a more informed decision about registering for it (ref. Appendix 71). Considering that most online courses fill quickly during the registration period, the college's minimal marketing efforts have been successful. The Online Learning web site also gives students a plethora of other information they might need. Linked pages include Frequently Asked Questions, Technical Requirements, and Student Support. Students consistently rate the site highly in terms of satisfaction. In fact, in the Fall 2015 Distance Education Student Satisfaction Survey, 58% of students were either satisfied or very satisfied with the site, compared to only 7% who were either unsatisfied or very unsatisfied (ref. Appendix 72). Similar information is provided to students in a dedicated Online Learning section of the printed scheduled of classes, as well as on the Zone, the district's web portal. CLASS-Web, the Online Learning web site and the printed schedule all provide information on on-campus requirements for hybrid courses. Hybrid course instructors, deans, department chairs and the Instructional Technology/Open Learning Coordinator work with the college scheduler to ensure that on-campus meeting dates, times and locations are accurate (ref. Appendix 73).

Evidence that the Institution has Received Internal or External Approvals

Necessary approvals

All courses, degrees and certificates offered by Las Positas College have been approved by the college's Curriculum Committee, the district Board of Trustees, and the California Community Colleges Chancellor's Office. Courses taught in the distance education modality, either as hybrids or fully online, have been reviewed and approved by the Curriculum Committee using a separate review process in accordance with California administrative code and regulation.

Decisions affecting distance education are discussed and made in the Distance Education Committee, which is a shared governance committee. Policies affecting distance education faculty and students are made by the Academic Senate.

The college's first Substantive Change Proposal was approved by the ACCJC Committee on Substantive Change on March 16, 2007 (ref. Appendix 74). Its second proposal was approved by the same committee on

April 16, 2010 (ref. Appendix 75) and its third was approved on May 9, 2013 (ref. Appendix 76). This Substantive Change Proposal, Las Positas College's fourth, was approved by the college district's Board of Trustees on Feb. 16, 2016 (ref. Appendix 77).

In its January 2010 accreditation evaluation report, the ACCJC awarded the college's Innovation Center (later renamed the Teaching and Learning Center) with a special commendation as part of the overall Information Technology commendation (ref. Appendix 78). The TLC staff oversees and coordinates the distance education efforts of the college. The TLC received a similar commendation in the ACCJC's January 2016 accreditation evaluation report (ref. Appendix 79).

Legal requirements

As stated above, while faculty members 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. Las Positas College also participates in the Distance Education Captioning and Transcription grant, which provides California Community Colleges with funding for captioning and transcription of video and audio files to increase the accessibility of distance education courses (ref. Appendix 80). Also, while participating in the OCDP, faculty are trained on basic copyright law, particularly when using someone else's materials in their classes (ref. Appendix 81).

Central to the OCDP training is a focus on human interaction. All courses conducted through distance education include regular effective contact between the instructor and students, using techniques and tools such as feedback on assignment submissions, announcements, discussion boards, blogs, journals, wikis, chat and email. Regular effective contact is an academic and professional matter pursuant to sections of California's Education Code (55204 Chancellor's Office, California Community Colleges). The College's Regular Effective Contact Guidelines were approved by the Academic Senate in 2012. (ref. Appendix 82). All proposals for new distance education courses must include examples of regular effective contact and must be approved by the Curriculum Committee.

Las Positas College adheres to state authorization guidelines that stipulate that colleges be approved to operate in every state in which they enroll online students. A process has been set up to determine which, if any, of its online students reside outside of California (ref. Appendix 83). However, possible changes to that process are currently being discussed since the issue has recently been broached at the district level. Language has also been proposed at the district Educational Support Services Committee saying, essentially, that students outside of California can register for online courses only if the state in which they reside has an acceptable reciprocity agreement. It is rare that Las Positas College has students taking classes while living in another state. In fact, since the fall 2011 semester, there have only been two confirmed students doing so (ref. Appendix 84).

Associated with the state authorization rule is the student complaint regulation. This regulation says: "The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint." Las Positas College meets this requirement by providing the appropriate information on a web page called Student Complaint Process on its Online Learning web site (ref. Appendix 85).

Las Positas College meets the requirement in the Higher Education Act of 2008 that stipulates that institutions authenticate the identity of distance education students submitting coursework. This authentication is done through the secure Blackboard login process. Each student is assigned a randomly generated user identification number that is used to log into Blackboard. That number is used in lieu of students' Social Security numbers. Students enter their passwords, which are encrypted by Blackboard, and

the system is further enhanced by the district taking the additional measure of adding SSL security to the login page (ref. Appendix 86). This—along with information that details the protection of student privacy— is explained to students in the college's Blackboard Privacy Statement (ref. Appendix 87). As a secondary measure, students are identified by the default email addresses in Blackboard that are given to them by the district. Each email address is formatted based on students' names. The college, along with its sister college, Chabot, crafted a board policy on distance education that includes an administrative procedure on student authentication (ref. Appendix 88, 89).

In response to the Department of Education's concern over financial aid fraud, Las Positas College is complying with the "last day of attendance" guideline. The department clarified that when a student withdraws from an online class without officially notifying the institution, using the last login of that student as the "last day of attendance" is insufficient; colleges have to determine the last date that the student had "academic engagement" with the class. To deal with this, Las Positas College added a sentence to the end of its official Instructor's Withdrawal Option: Distance Education. The entire policy now reads: *"The instructor may drop students who miss the first meeting of a course. The first meeting of online or hybrid Distance Education courses is the first day of the class as specified in the class schedule listing. For these courses, instructors may drop students who do not log into their Blackboard course and/or complete indicated activities by the third day of classes. DE instructors may drop students if they have not submitted work and/or accessed the class for two consecutive weeks. For Summer courses, DE instructors may drop students if they have not submitted work and/or accessed the class for one week."* (ref. Appendix 90). Students' academic engagement with the class is preserved since all Blackboard courses are archived after each semester. Instructors using the district's Microsoft Outlook email system automatically have their class-related emails with students archived.

Evidence that the Eligibility Requirements will be fulfilled

Las Positas College was last visited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC) in October 2015. The college completed its accreditation self-study report in July 2015 and will do so again in 2021. Las Positas College will continue to meet the Eligibility Requirements for accreditation in the following areas:

1. **Authority.** Las Positas College has the authority to operate as a degree-granting institution by the State of California based on its continuous accreditation by the ACCJC/WASC. The development and offering of online courses falls within the scope of this authority.

2. **Operational Status.** The institution is operational, with 3,108 full-time equivalent students enrolled in Fall 2015. Most of these students are enrolled in courses that lead to degrees, certificates, or transfer. Online courses are extensions of existing courses and programs.

3. **Degrees.** Las Positas College offers 59 associate degree programs and 47 certificate programs. All students are enrolled in courses that either relate directly to completion of a degree/certificate program or are remedial/basic skills courses leading to degree/certificate applicable courses. Certificates and degrees offered via online courses are the same as those currently offered by the college.

4. **Chief Executive Officer.** The Las Positas College President serves as the chief executive officer for the college and is responsible for the development of all programs and services and for the administration and operation of the college. The president was appointed by the Board of Trustees.

5. **Financial Accountability.** The district undergoes an annual external audit by a firm of certified public accountants. The accountants present and explain the audit at a Board of Trustees meeting. Las Positas College is included in the audit as a sub-unit. The audit covers both the cost and income generated by online courses.

6. *Mission.* Las Positas College's current mission statement was approved by the college on March 27, 2013, and adopted by the Board of Trustees on April 16, 2013.

   Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

   The degrees and certificates fall within the scope of the mission statement since they allow students to pursue educational opportunities in academic transfer and career technical education with the aim of becoming engaged and contributing members of the community. Distance education is the vehicle that gives many of the college's diverse students the chance to meet their goals.

7. **Governing Board.** The Chabot-Las Positas Community College District is governed by a Board of Trustees that consists of seven members elected by the county at large and two non-voting student trustees elected by the students at each college. The function of the board is to hire and evaluate the chancellor, determine policies, establish rules and regulations, and oversee the use of financial and other resources to ensure they are used to provide a sound educational program consistent with the mission and goals of the district. The educational program includes all online offerings and services. The Board of Trustees approved this Substantive Change Proposal at its Feb. 16, 2016 meeting.

8. **Administrative Capacity.** The college has a sufficient number of administrators to effectively manage the college's programs and services. All administrators are selected using appropriate statewide minimum qualifications and district guidelines and have the education and experience needed to perform their assigned duties, which includes oversight of, and support for, online courses and programs.

9. **Educational Programs.** Las Positas College degree programs are congruent with the college's mission to being an inclusive, learning-centered institution and with its values statement as a collaborative teaching and learning community committed to integrity and excellence. Programs are based on recognized higher education fields of study and conform to nationally recognized standards for content, length, quality and rigor. Online courses and programs are designed and conducted with the same level of academic quality and rigor as traditional, on-campus courses and programs.

10. **Academic Credit.** Credit for all coursework is awarded based on the Carnegie unit, the standard generally accepted in degree-granting institutions of higher education. When the Curriculum Committee approves a course, the awarding of credit is carefully reviewed for compliance with Title 5 of the Education Code. The award of credit is the same for online courses as it is for courses offered on campus.

11. **Student Learning and Student Achievement.** Based on a three-year assessment cycle—SLOs have been written for 98% of our courses, and assessments have been completed for 91% of courses. Additionally, 94% of degrees and certificates have outcomes, and 89% of programs have been assessed. Those assessments include methods that will demonstrate that students who complete Las

Positas College programs achieve the stated outcomes regardless of where or how they complete program requirements. Each of the college's five core competencies (institutional learning outcomes) for general education courses have been assessed. Outcomes and results are posted on the Student Learning Outcomes web site (ref. Appendix 91).

12. **General Education.** Las Positas College requires that any student receiving a degree satisfactorily completes the college and general education requirements, basic competency requirements and specific area requirements, in addition to the requirements of the student's major. All General Education requirements are listed in the catalog. Many of the online course offerings have been developed to include courses that meet the college's general education requirements.

13. **Academic Freedom.** The Las Positas College statement on academic freedom is in the Faculty Handbook. In addition, the Faculty Association contract has a notation on academic freedom. The college adheres to the Chabot-Las Positas Community College District statement on academic freedom found in board policy 4320.

    The academic freedom statement includes the following statement:

    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 (ref. Appendix 92).

    The use of online methods of instruction does not affect the academic freedom of faculty or students.

14. **Faculty.** During the Fall 2015 semester, Las Positas College employed 112 full-time faculty members and 332 part-time faculty members. All faculty, whether full-time or part-time, meet at least the minimum requirements established by the Board of Governors for California Community Colleges. The core of full-time faculty is sufficient in size and experience to support all of the institution's educational programs. The statement of faculty responsibilities is noted within the Academic Senate web site and is also noted in the Faculty Association contract. 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.

15. **Student Support Services.** Las Positas College provides a wide range of student services including counseling, orientation, assessment, financial aid, transfer and career information, health services and disabled student services. The focus of all student services is to help students successfully meet their educational goals. These services are available to students at a distance via the college web site, email, and/or telephone. The college is in the midst of planning and implementing additional online services.

16. **Admissions.** Las Positas College is an open-access institution. The college admission policy is published in the college catalog, and it clearly states the qualifications for admission to the college and its programs. Enrollment in online courses follows the same statutes and board policies as for traditional courses.

17. **Information and Learning Support Services.** Las Positas College maintains a full-service library for student use. The library offers a wide range of print material including books, periodicals, and newspapers, as well as access to a vast array of electronic databases. These databases, along with many other resources, such as live chat with a librarian, are available to students over the Internet. Other learning support services include the Teaching and Learning Center, which oversees distance education; the Tutorial Center, which administers online tutoring for math students; the Reading and Writing Center, which provides asynchronous, online tutoring for students' writing assignments; and the Computer Center, which assists online students with technical issues mainly related to Blackboard.

18. **Financial Resources.** The Chabot-Las Positas Community College District is funded by local property taxes and state apportionment. The district develops a budget, which is board-approved. Using a district allocation process, the district distributes a portion of the district funds to Las Positas College, and the college independently develops an operating budget to support and improve student learning programs and services. 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. In some cases, additional funds have been allocated for the specific purpose of developing online courses.

19. **Institutional Planning and Evaluation.** Las Positas College is committed to an ongoing planning cycle. The college-wide planning process occurs during the spring when the Integrated Planning Committee determines and drafts the next year's recommended planning priorities to the President. Planning priorities are based on a review of planning documents (e.g., Mission, Vision and Values Statements, and Strategic Plans), college assessments (e.g., Program Reviews, SLOs, institutional research) and external mandates (e.g., State, Federal and ACCJC). The President reviews the recommended planning priorities and determines which planning priorities will be adopted by the college. The President announces the adopted planning priorities for the following year in May.

    Program reviews are written each fall, summarized by division/area, and forwarded to the Integrated Planning Committee. Each program in the areas of instruction and student services completes a Program Review at least once every three years, with updates written during intervening years. Administrative units are starting the same cycle in Fall 2016. In these reviews, programs evaluate, and then describe, their achievements, struggles and future plans. Since distance education is administered out of Teaching and Learning Center, it is included in the TLC's program review. The Distance Education Committee discusses, develops, and evaluates overall, programmatic goals. However, within each discipline's program review, faculty determine which courses, degrees and/or certificates lend themselves to alternative forms of delivery, such as distance education.

20. **Integrity in Communication with the Public.** The Las Positas College catalog is available in print and on the web. The catalog contains all of the following information in precise, accurate and current entries:

    A. Official name, address, telephone number and web site address of the college

    B. Educational mission

    C. Representation of accredited status with the ACCJC

    D. Course, program and degree offerings

    E. Student learning outcomes for programs and degrees

    F. Academic calendar and program length

    G. Academic freedom statement (to be added in the next version of the catalog)

    H. Available student financial aid

    I. Available learning resources

    J. Names and degrees of administrators and faculty

    K. Names of governing board members

    L. Requirements for:

        1) Admissions

        2) Student fees and other financial obligations

        3) Degree, certificates, graduation and transfer

    M. Major policies affecting students, including:

        1) Academic regulations, including academic honesty

        2) Nondiscrimination

        3) Acceptance and transfer of credits

        4) Transcripts

        5) Grievance and complaint procedures

        6) Sexual harassment

        7) Refund of fees

Many of these and other policies and procedures are found in the catalog, Schedule of Classes, the Student Handbook, the Faculty Handbook, District Rules and Regulations, and on the college web site.

Evidence That the Accreditation Standards will be Fulfilled and Relevant Commission Policies are Addressed

Standard 1: Institutional Mission and Effectiveness

    A. **Mission.** The current mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

To those ends, we are seeking approval of 13 degrees that will allow students at a distance to further their education in liberal arts and sciences, along with business. We also seek approval of 10 certificates in vocational disciplines that will increase students' chances of joining the local workforce

or enhancing their value within it. The degrees and certificates fall within the scope of the mission statement since they allow students to pursue educational opportunities in academic transfer and career technical education with the aim of becoming engaged and contributing members of the community. Distance education is the vehicle that gives many of the college's diverse students the chance to meet their goals.

B. **Assuring Academic Quality and Institutional Effectiveness.** Assuring academic quality involves the same process for distance education as it does for on-campus instruction. First, there is the Evaluation of Instruction process that allows for an instructor teaching a distance education course for the first time to be evaluated by a peer. After conducting the formal evaluation, the peer recommends improvements to the instructor (ref. Appendix 93). There is also the program review process, in which faculty in individual disciplines review their course and program outcome results to determine what, if any, changes need to be made, and what, if any, resources are necessary to implement those changes. Within the eLumen assessment management system, faculty can compare data from their distance education classes with data from their on-campus classes. The results of program review are integrated into Las Positas College's planning and budget cycle.

Assuring the effectiveness of the distance education program as a whole falls mainly with the Distance Education Committee. Aside from discussing the ongoing and future needs of distance education students and faculty, the committee is also responsible for formulating and implementing the goals for distance education. The Non-Instructional Program Review for the Teaching and Learning Center includes these goals, which are measured by the committee. The committee constantly seeks to improve the effectiveness of the goals by evaluation and subsequent modifications. For example, the committee is piloting the use of Blackboard to conduct the Student Response to Instruction survey in order to increase the number of students completing the survey. The survey had always been done in CLASS-Web (ref. Appendix 94).

As mentioned previously, Las Positas College annually measures whether or not its online students are meeting the program outcomes for distance education. These outcomes were written by the Distance Education Committee and are intended to identify the skills that students should be able to demonstrate as a result of participation in the college's distance education program. Students are asked to assess their skills in four areas: communication techniques online with instructors and classmates, basic skills within the course management system software, basic technology skills and successful online study strategies. When results become available—they emanate from the annual Distance Education Student Satisfaction Survey—the committee analyzes, then discusses the results. It then decides what, if any, action needs to be taken to improve results. The committee does the same with the results of the rest of that survey. Furthermore, it performs the same process each semester when comparing retention and success rates of distance education students to the corresponding rates for on-campus students.

The college publishes student learning outcomes results, regardless of modality, on its SLO web site. It publishes results of its distance education programmatic outcomes and its distance education success and retention rates on its Distance Education Committee web site.

C. **Institutional Integrity**. As mentioned earlier, Las Positas College meets the requirement in the Higher Education Act of 2008 that stipulates that institutions authenticate the identity of distance education students submitting coursework. This authentication is done through the secure Blackboard login process. Each student is assigned a randomly generated user identification number that is used to log

into Blackboard. That number is used in lieu of students' Social Security numbers. Students enter their passwords, which are encrypted by Blackboard, and the system is further enhanced by the district taking the additional measure of adding SSL security to the login page. As a secondary measure, students are identified by the default email addresses in Blackboard that are given to them by the district. Each email address is formatted based on students' names. The college, along with its sister college, Chabot, crafted a board policy on distance education that includes an administrative procedure on student authentication.

Furthermore, within distance education courses, academic integrity is guided by the Academic Senate's Academic Honesty Statement, which includes examples of cheating online (ref. Appendix 95). Online instructors also utilize pedagogical measures to maintain integrity, along with Blackboard options when giving exams and the anti-plagiarism service SafeAssign, which is built into Blackboard. When asked which measures they use to verify the integrity of student work, distance education instructors replied with the following:

1. Activate "anti-cheating" options for quizzes and exams (force completion, randomize questions, time exams, etc.): 85%
2. Personalize writing assignments: 65%
3. Compare student writing on discussion boards to papers: 54%
4. Include a lesson on plagiarism: 54%
5. Require students to submit papers to a plagiarism checker: 42% (ref. Appendix 96)

While participating in the Online Course Development Program (OCDP), faculty are trained on the above, and they read and discuss the WICHE Cooperative for Educational Technologies (WCET) document titled "Best Practice Strategies to Promote Academic Integrity in Online Education." That document incorporates the above measures and identifies other ways to promote integrity. Furthermore, the college's English department has developed a Reading and Writing Resources web site that, in addition to providing writing help to students, teaches faculty to design writing assignments that help ensure that plagiarism will be minimized (ref. Appendix 97).

Standard 2. Student Learning Programs and Services

A. **Instructional Programs.** The use of online delivery methods increases accessibility to education. Online delivery enables the college to provide existing students additional options for access to our high-quality programs, and it provides access for new students who are potentially limited by work schedules, family obligations, distance, transportation, or other factors. The institution, faculty and administrators commit significant resources to curriculum review, course and instructor review, and student learning outcomes for online learning. In addition, appropriate resources are available to faculty and students using online delivery systems.

To ensure that systems of delivery and modes of instruction are compatible with the course objectives, every course outline and course proposal form must be vetted and approved by the discipline, division and Curriculum Committee. For a course that is offered fully or partially online, the distance education portion of the proposal must be completed within CurricUNET, the district's online curriculum development and approval system. This process ensures each course proposed for distance delivery meets the following criteria:

1) Regular and effective contact is maintained between the instructor and students by using interactive tools, such as discussion boards, blogs, wikis, chat and other forms of social media, along with email, weekly announcements and timely feedback on student work.

Regular Effective Contact Guidelines for distance education have been approved by the college (ref. Appendix 98).

2) Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure that quality and rigor of instruction is equivalent to that of the on-campus version of the course.
3) Appropriate technology is used to achieve course objectives.
4) Multiple measures are used to achieve and assess student learning.
5) Courses will be made accessible to all students, including those with disabilities.

As mentioned previously, 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 typically teach it the following semester (ref. Appendix 99). Faculty can participate in either the on-campus or online versions of the OCDP. Participation is strongly encouraged for instructors teaching online, and the vast majority of those instructors have completed the program. However, until mandatory participation is negotiated into the faculty contract, participation remains optional.

A number of processes have been established to monitor students' success at meeting course objectives. Student learning outcomes have been written for all distance education courses, and the results of their assessments are entered into eLumen (ref. Appendix 100). Course-level outcomes are assessed in different ways, including traditional assessments such as written papers, projects, exams, and alternative assessments such as student web sites and PowerPoint presentations. Assessment results have led to changes in distance education classes, including giving students more structure on written papers, focusing more on ways to avoid plagiarism, changing the placement of an assignment to a different week and increasing the use of simulations (ref. Appendix 101).

Program outcomes are also entered into eLumen, and assessment results are obtained by entering data at the course level, then mapping course outcomes with the program outcomes (ref. Appendix 102). Appropriate resources are offered to faculty needing training in writing and assessing course and program outcomes. Faculty on the college's Student Learning Outcomes Committee provide training on writing and assessing outcomes, and staff in the Teaching and Learning Center train faculty on entering outcomes and assessment data into eLumen.

Most students seem satisfied with their distance education courses. On the Fall 2015 Distance Education Student Satisfaction Survey, students were asked to rate their level of satisfaction with different components of online learning, and the 343 students who completed the survey were mostly satisfied or very satisfied in all areas. This included the distance education program as a whole (74%), overall course quality (72%) and overall course satisfaction (70%). When asked if they would take another distance education course from Las Positas College, 86% indicated that they would. Students also indicated (60%) that they learned about the same in their distance education classes as they would have in an on-campus class. Interestingly, 18% said they learned more in their distance education classes, and 22% said they learned less (ref. Appendix 103).

In that same survey, students' needs are assessed, and then those needs are evaluated by the Distance Education Committee. Regular evaluation of all instructors as described in the faculty contract also gives students, instructors and administrators the opportunity to evaluate student needs, along with the delivery systems and modes of instruction (ref. Appendix 104).

Las Positas College offers a variety of ways to prepare students for taking distance education classes.

Students enrolled in online and hybrid courses are invited to attend on-campus or virtual orientations held the week before the semester begins and during the first week of classes. These orientations are designed to familiarize students not only with online learning in general, but also with utilizing Blackboard. Attendance is optional (ref. Appendix 105).

Typical topics covered at these orientations are:

1. Dispelling myths about online courses
2. Understanding the course requirements
3. Online course overview
4. Qualities of a successful online learner
5. Tips to succeed online, including time management
6. Student readiness for taking these courses, including those who tend to struggle
7. Researching online
8. Using Zonemail (the district's student email system)
9. Basic Blackboard course navigation
10. Using Blackboard course tools, including submitting assignments
11. Use of mobile devices with Blackboard
12. Blackboard tips, including those for taking quizzes
13. Technical tips and requirements
14. Technical support
15. Academic support, including Counseling
16. Login procedures
17. Importance of reading the class syllabus carefully
18. Students with disabilities

For students who cannot attend the on-campus or virtual orientations, there is an asynchronous orientation posted on the Online Learning web site (ref. Appendix 106).

Also on that web site is a tutorial titled "Succeeding in an Online Course" (ref. Appendix 107). This tutorial, which gets several thousand page views each semester from students, consists of 7 lessons (ref. Appendix 108):

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 Academic 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 for students with disabilities and technical support for students.

The college has also offered a Community Education class called Become an Effective Online Learner (ref. Appendix 109).

Most of the college's distance education courses are conducted completely online, but all of its hybrid courses have on-campus requirements. None of the fully online courses include laboratories, but two of the Math hybrids do include them. One Math instructor for Math 55, Intermediate Algebra, has her students complete lab assignments on campus in the college's Open Math Lab. Another instructor for that course and the instructor for Math 65, Elementary Algebra, have their students print lab assignments, complete those assignments, then submit them during on-campus class time. Some hybrid courses include performance-based instructional environments. For example, Kinesiology 4, Personal Fitness, requires students to meet on campus for pre- and post-fitness assessments (ref. Appendix 110). All of the college's Math hybrid offerings require that students attend on-campus meetings to take exams proctored by the instructors.

B. **Library and Learning Support Services.** In support of the college's educational programs, the Las Positas College library provides resources, information services, classes and facilities that directly contribute to the achievement of student learning outcomes. To accomplish this, the library selects and maintains educational materials and equipment to support the varied learning needs of a diverse student population.

The library's collection is balanced between print, audio-visual and online materials to support curriculum and student needs. Online materials are an important part of the library resources. These resources are accessible at all times from the library web site, providing convenient access to research materials for both on- or off-campus students (ref. Appendix 111). The library web site includes databases of films, music and art, as well as full-text magazines, journals and newspapers. It also includes electronic books, electronic reference materials, streaming videos, an online catalog, access to faculty course reserves, library guides and tip sheets, a plagiarism tutorial and a citation generator tool. To access the databases from off campus, students and faculty log in with their college-assigned ID number and password.

Reference assistance by the librarians is available in person, by phone and by live chat whenever the library is open. The library also provides an email reference service with a response time of within 24 hours Monday through Friday. Librarians have even partnered with online instructors to embed themselves into classes and help students with research needs. When asked to rate their level of satisfaction with the library's online resources, 51% of distance education students in Fall 2015 indicated that they were satisfied or very satisfied, while 8% said they were unsatisfied or very unsatisfied (ref. Appendix 112).

Library faculty have developed several academic courses, including Library 8, Introduction to Library Research and Information Literacy, which is offered as a hybrid course. Library 8 teaches the skills needed to successfully find, evaluate and document information in print, electronic and Internet formats. It covers plagiarism, the ethical and legal aspects of information use and the critical thinking skills necessary for successful college research.

Other learning support services include the Teaching and Learning Center, which oversees distance education; the Tutorial Center, which administers online tutoring for math students; the Reading and Writing Center, which provides asynchronous, online tutoring for students' writing assignments; and the Computer Center, which assists online students with technical issues mainly related to

Blackboard.

C. **Student Support Services.** Many of the college's academic resources are available on the web, including the catalog, schedule, course outlines and high school articulation information. The application and enrollment process, including payment, is entirely online. All students have access to bookstore services online, and they can also access class schedules, check grades, purchase a parking permit, apply for financial aid, check financial aid status, etc. online. The college has devoted resources to ensuring the accessibility of web sites and courses to students with disabilities. The Online Learning web site contains a link called Student Support, which has information on counseling and tutoring for distance education students and on how students with disabilities can optimize their technology for online learning (ref. Appendix 113). The site contains links to many other resources intended to help online students, such as technical requirements, login information and frequently asked questions.

The institution offers additional support to students to help them meet the outcomes of courses taken online. As mentioned, orientations are offered synchronously and asynchronously, tutorials are offered, a Community Education course is offered, and counseling is offered to distance education students. From the rollout of online counseling in April 2015 through mid-November 2015, the system was used 215 times by 178 students (ref. Appendix 114). Unfortunately, only five students completed the follow-up survey, but four indicated they were very satisfied with the response and information given to them by the online counselor (ref. Appendix 115). Online tutoring is also offered. During the 2014-15 academic year, only 11 students completed the survey, but nine answered "yes" when asked if they would use an online tutor again, eight answered "yes" when asked if they believed the help they received would help improve their grade on the assignment, and eight answered "yes" when asked if they learned anything new from the help they received (ref. Appendix 116).

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. A knowledge base of information is available for students who need answers during non-support hours.

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 standards as other faculty and staff, in accordance with applicable state codes. Through the Teaching and Learning Center, faculty and staff have access to extensive technical and pedagogical training and support provided by the Instructional Technology/Open Learning coordinator and support provided by the Instructional Technology Specialist. Both are full-time employees. The coordinator has a master's degree in Instructional Technology, 17 years of experience and has served on the statewide Educational Technology Advisory Committee. The support specialist has 9 years of experience providing technical and multimedia support to faculty, in addition to being responsible for training and support in making online materials accessible to students with disabilities.

Student technical support is provided by the college's Computer Center staff, which helps students with problems logging in to Blackboard, submitting assignments, etc. That staff consists of 3.3 full-time equivalent employees. Through District Information Technology Services, the Chief Technology

Officer (CTO) oversees the licensing of, and contracting with, the course management system vendor, Blackboard. The CTO also manages the district's Senior Programmer Analysts who contribute to the administration of online education by developing technical processes by which faculty can request courses, students can evaluate instruction, and perhaps most importantly, by connecting Banner, the district's administrative computing system, to Blackboard via a tool called Snapshot Controller.

B. **Physical Resources.** Faculty and staff have access to instructional technologies and support in the college's Teaching and Learning Center. The TLC is a 1,879-square-foot facility that houses 15 faculty workstations, wireless Internet access, and the hardware and software necessary for online course delivery. Las Positas College's Technology Department provides technical support for the equipment in the TLC. It also supports the college network, including a web server that houses some instructional content used in distance education classes. Evaluation of the center is conducted by surveying faculty and staff who use the center's services. The survey seeks their level of satisfaction and seeks to determine what training can be added. Results are consistently positive (ref. Appendix 117). When only distance education faculty were asked to rate their satisfaction with "facilities and equipment used for DE", 82% indicated that they were either satisfied or very satisfied (ref. Appendix 118).

C. **Technology Resources.** The District Information Technology Services staff and the college Technology Department staff collaboratively provide support for the management, maintenance and operation of the technological infrastructure and equipment. Services provided include instructional computing, administrative computing, system design and applications programming, network infrastructure (WAN and LAN), desktop support, hardware and software support, centralized help desk and user training on specific topics. District ITS provides the system planning, development, operational control, monitoring and security of services offered via the district's network infrastructure (ref. Appendix 119). With regard to maintaining equipment, the district and the Las Positas College Technology Department establish vendor maintenance agreements or warranty terms to ensure service levels are sustained for all standard hardware and software. The college refreshes office and lab computers at predetermined intervals set forth in the Technology Equipment Life Cycle Plan (ref. Appendix 120). Requests from individuals for new technology occur in various ways, though primarily through program review and the Instructional Equipment Request process (ref. Appendix 121).

The decision to purchase a license to utilize Blackboard was made by a district-wide committee with representatives from various constituencies, including several faculty members. The committee also decided to have Blackboard host, maintain and support the server. Blackboard also hosts a test and development server and the Snapshot Controller. Additionally, it is responsible for ensuring reliability, disaster recovery, and security (ref. Appendix 122). The possible recommendation to move from Blackboard to Canvas and join the Online Education Initiative is being made by a district-wide task force (ref. Appendix 123).

Among the other technologies that faculty have access to are an anti-plagiarism service and an assessment management system, as well as tools for creating videos, podcasts, narrated presentations, mobile content, interactive study games and web pages. The tools for creating such digital content are housed in the Teaching and Learning Center and are purchased based on faculty needs (ref. Appendix 124). Those needs are expressed informally and also through surveys. Furthermore, because the output of the aforementioned tools are posted online for distance education and non-distance education courses, procurement and usage of those tools are also

discussed in the Distance Education Committee. Depending on the need, the following standing committees and areas will discuss, assess and evaluate other technological needs: Technology Committee, Resource and Allocation Committee, division meetings, technology meetings conducted by the head of the college's Technology Department with individual programs as needed, and program review reports by disciplines and departments.

D. **Financial Resources.** The fiscal resources allocated to distance education have, for the most part, remained steady. For example, salaries and benefits for 7.3 full-time equivalent staff members at the college and at the district—when prorated to the percentage of time they dedicate to distance education—was $262,894 in the 2009-10 academic year. Currently, that figure for those same staff members is $287,512. In 2009-10, the cost for the annual Blackboard license, hosting and support was $176,100. For 2015-16, it is $189,515. In terms of percentage, over six years, the increase in salaries and benefits was 9.3%, and the increase for Blackboard was 7.6%.

Funding for distance education comes from the district's budget and from Las Positas College's portion of that budget. The district pays for the Blackboard license, hosting and support. It also pays the salaries and benefits of the two programmer analysts who dedicate roughly 5% of their time to distance education. The salaries of the 5.3 full-time equivalent college employees are paid from the college's general fund. The college Technology Department's budget covers the hardware and main software in the Teaching and Learning Center, while the TLC's budget pays for travel expenses, conferences and specialized software licenses.

Purchases and contract policies and procedures adhere to, and are compliant with, all relevant legal codes.

Standard 4: Leadership & Governance

A. **Decision-Making Roles and Processes.** During the 2005-06 academic year, the Academic Senate and the college administration assessed, and in some instances modified, the shared governance structure. One of the beneficial changes was the elevation of the Distance Education Subcommittee, to status as a regular standing shared governance committee. This committee is primarily faculty driven, but includes student and Classified representation, along with administrative participation in an "ex officio" role. Distance Education Committee agendas are sent to all college employees by email in advance of the monthly meetings in order to let everyone know what will be discussed and to invite everyone to the meetings. After the meetings are concluded, a report is sent to the committee, to all distance education instructors and to the Classified Senate detailing the proceedings. Depending on the preference of the Academic Senate president, either a written or oral report is given to the senate, which is the body to which the Distance Education Committee directly reports.

In addition to the Distance Education Committee, the Technology Committee also serves a role by making recommendations about technology infrastructure and support for the college. The district Technology Coordinating Committee has a charge to coordinate technology related information, planning and allocation of resources between the colleges on issues that affect both Las Positas and Chabot colleges. The Las Positas Instructional Technology/Open Learning Coordinator provides a link among the three committees as he co-chairs the Distance Education Committee, co-chairs the district Technology Coordinating Committee and is an ex officio member of the college Technology Committee. He also approves course proposals for Distance Education before they are sent for ultimate approval to the Curriculum Committee.

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. The Instructional Technology/Open Learning Coordinator, who coordinates the college's online learning efforts, reports directly to the Vice President of Academic Services.

B. **Chief Executive Officer.** The Las Positas College President serves as the chief executive officer for the college and is ultimately responsible for the development of all programs and services—including those for distance education—and for the administration and operation of the college. While not involved in the daily operations of distance education, the President will provide guidance on major issues. The President is hired by, and reports to, the district Chancellor and approved by the Board of Trustees. The current CEO, Dr. Barry Russell, was hired in 2013 after a nationwide search. The President does not sit on the Board of Trustees for the district as a voting member but attends and participates in all district board meetings as the college's representative. Among his other duties is responsibility for managing resources, controlling the budget and expenditures and implementing the budget.

C. **Governing Board.** The Chabot-Las Positas Community College District is governed by a Board of Trustees that consists of seven members elected by the county at large and two non-voting student trustees elected by the students at each college. The function of the board is to hire and evaluate the Chancellor, determine policies, establish rules and regulations, and oversee the use of financial and other resources to ensure they are used to provide a sound educational program consistent with the mission and goals of the district.

The educational program includes all online offerings and services. The board also gives final approval to all courses and contracts involving distance education. It establishes policies, such as the Distance Education Policy. Furthermore, it establishes policies for other academic standards and access/use of district property, both of which affect distance education. The board selects and evaluates the Chief Executive Officer and confirms the appointment of other major academic and administrative officers, who collectively are ultimately responsible for the execution of distance education courses and programs throughout the district. Finally, the board reviews and approves the annual distance education reports written by both colleges.

D. **Multi-College Districts or Systems.** At the district level, the Chief Technology Officer negotiates contracts with Blackboard, pays the Blackboard license, participates in high-level discussions on technical topics relating to distance education and supervises the programming staff that develops technical processes that help improve the efficiency of the distance education program. The CTO is also a co-chair of the District Technology Coordinating Committee (TCC), which, among other things, coordinates technology across the district and makes recommendations on technology solutions. An example is the Online Learning Initiative (OEI) task force commissioned by the TCC to make a recommendation to the Chancellor on whether or not to join the OEI.

Las Positas College and Chabot College communicate on a variety of distance education issues either daily or weekly depending on the issue. Since the colleges share the Blackboard system, their system administrators collaborate on tasks such as making configuration changes, deciding upon upgrade dates and times, and retrieving archived courses. Moreover, distance education staff at Chabot frequently join the Las Positas College Distance Education Committee meetings

via web conferencing.

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Appendix

Please note that if you are viewing this proposal electronically in either Microsoft Word or Adobe PDF, you can simply Control-click (Word) or single-click (PDF) any of the links below to view the corresponding document.

You can also access the Appendix via your web browser by going to the college's Accreditation Document Repository at

http://acclpc.laspositascollege.edu/lpcaccred.html#[[Substantive%20Change%202016%20Appendix]]

If you have any questions or problems accessing the Appendix, contact Scott Vigallon at 925-424-1654 or svigallon@laspositascollege.edu.

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