

# Substantive Change Proposal Template

## Change in Mode of Delivery

### (Distance Education)

**Directions:** This application should be submitted *at least* 45 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to [substantivechange@accjc.org](mailto:substantivechange@accjc.org). Fees must be submitted to ACCJC,  
10 Commercial Blvd, Suite 204, Novato, CA 94949

**Date of Inquiry:** July 18, 2019

**Anticipated Start Date:** Fall 2019

**Institution Name:** Long Beach City College

**Address:** 4901 East Carson St.

**City:** Long Beach

**State:** California

**Zip:** 90808

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**Title of Application and description of Proposal:**

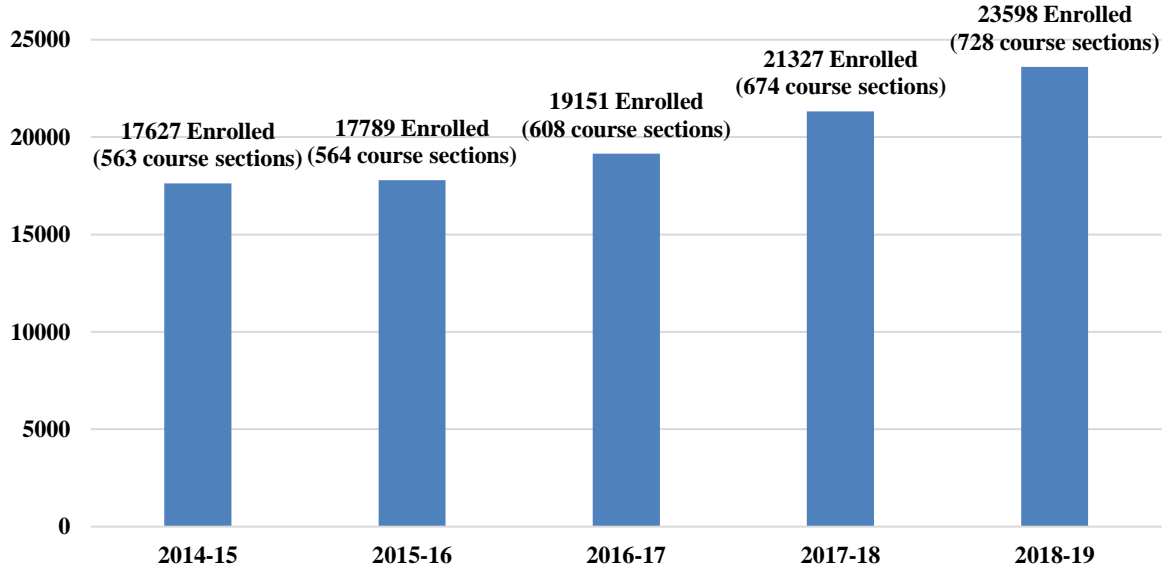
Change in Mode of Delivery for Psychology Associate in Arts for Transfer Degree

**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

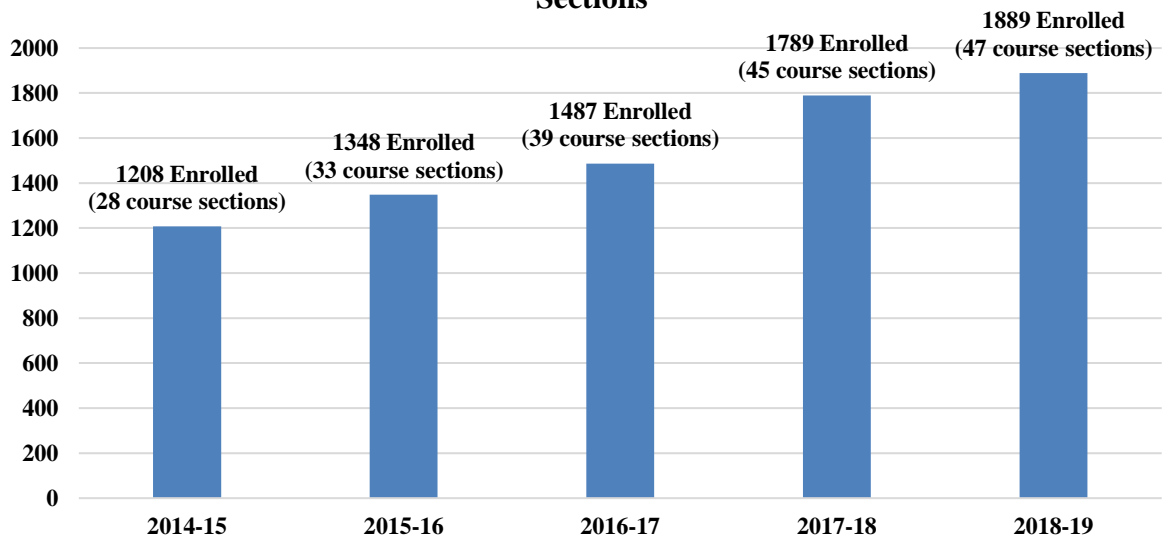
**Describe the planning process used to determine the rationale and need to offer programs through distance education.**

Long Beach City College (LBCC) first started offering distance education courses in 2003. Through the annual planning process, the College identified continuous growth in enrollments in distance education courses, both for the Psychology in Arts for Transfer degree (i.e., required and elective courses for the major), as well as for all distance education courses offered at the College. As a result, the College has continued to increase distance education course section offerings to meet student demand resulting in increases in distance education course enrollment (see Figure 1 and Figure 2).

**Figure 1: College-Wide Duplicated Enrollment by Year in Distance Education Course Sections**

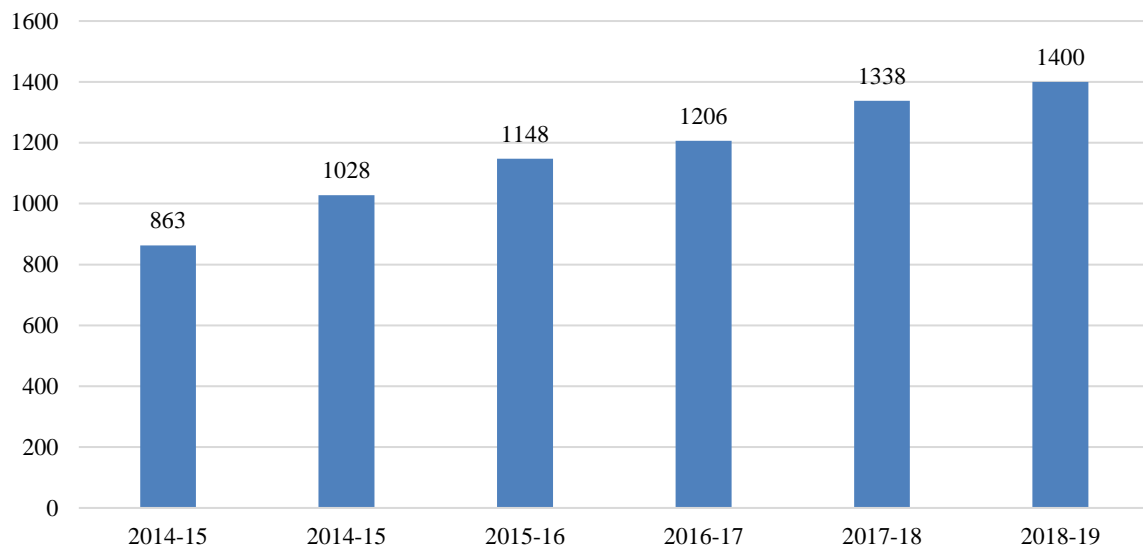


**Figure 2: Psychology Associate in Arts for Transfer Degree Duplicated Enrollment by Year in Distance Education Course Sections**



In addition, student demand for the Psychology Associate in Arts for Transfer degree has increased every academic year as more students declare this degree as their major. Since 2013-14, the year following approval of the degree, student majors have increased by 62 percent (see Figure 3).

**Figure 3: Psychology Associate in Arts for Transfer Degree Declared Student Majors**



Most recently, in fall 2018, the College identified 1,571 students who are enrolled solely in online courses (i.e., 6.2 percent of the total student enrollment for the fall 2018 term) and 604 students who live over 30 miles from either campus. Offering programs completely

through distance education, including the Psychology Associate in Arts for Transfer degree, would help students who are enrolling only in online courses or who do not live close to campus achieve their educational goals.

Many of the College's students have also indicated that they are single parents, have one or more dependents, or work twenty or more hours a week. Of the total number of 2018-19 first-time students, 661 indicated that they are single parents (i.e., 5% of total first-time student enrollment), 2,300 indicated that they have one or more dependents (i.e., 19% of total first-time student enrollment), and 3,408 indicated that they currently work 20 or more hours per week (i.e., 28% of total first-time student enrollment). With family, work, and personal life obligations, student access to face-to-face courses that occur at designated times on campus may be limited, potentially prolonging completion of their educational goals. Offering distance education courses as options for students who may not be able to make it to campus at specific times during each term would provide a means for these students to continue their progress toward completion.

Furthermore, through the participatory governance planning processes on campus, the College has developed college-wide Strategic Enrollment Management and Technology Plans that include goals and priorities related to increasing distance education offerings and enhancing distance education support services.

In fall 2017, the Enrollment Management Oversight Committee completed a draft of the 2017-2020 Strategic Enrollment Management Plan, which was approved by the College Planning Committee and presented to the Board of Trustees in December 2017 (I-01). Each year the Committee identifies priorities from the goals and objectives of the plan as areas of focus for the coming year. The Committee presents the priorities to the College Planning Committee and the priorities are shared with constituent groups, as well as with the areas responsible for implementing the priorities. This spring, for the 2019-20 Year Three Enrollment Management Priorities, the Committee identified multiple distance education priorities to be implemented on campus during the final year of the plan. These priorities include the development of fully online degrees and certificates, expanding online and hybrid course offerings, and improving online student support services (I-02).

In fall 2018, the Information Technology Advisory Committee completed a draft of the 2018-2021 Technology Plan, which was approved by the College Planning Committee in November 2018 (I-03). Objectives related to distance education in the Technology Plan align directly with the College's Strategic Enrollment Management Plan. Additional objectives in the plan emphasize improving the College's distance education infrastructure by promoting Canvas as the exclusive LMS for the College, further integrating instructional resources and technology within the LMS, continuing to implement California Community College Online Education Initiatives (e.g., applying to become a member of the Chancellor's Office Online Education Consortium of colleges who are working together to address online achievement gaps and increase student access to online courses), expanding the Student Technology Help Desk to provide support services to online students, and implementing a 2-factor authentication process to increase online security.

<p><b>Describe how the change is consistent with the mission and goals of the institution.</b></p> <p>LBCC Mission Statement: Long Beach City College is committed to providing equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities (I-04).</p> <p>This change is in alignment with LBCC’s mission to support equitable student learning and achievement. The expansion into offering distance education degrees and certificates will broaden the College’s scope to serve its mission through delivering high quality instruction to students within and beyond traditional geographic bounds. It will allow the College to provide equitable accessibility to students who may not otherwise seek out college as an option due to work schedules, family obligations, transportation, and/or financial reasons. Offering distance education programs, and specifically the College’s Psychology Associate in Arts for Transfer degree, to students will provide greater access to programs of study and better prepare students for the workforce, as jobs across industries increasingly require online work and communication.</p> <p>As mentioned previously, expanding distance education while ensuring infrastructure is in place to support this growth are priorities in the College’s 2017-2020 Enrollment Management Plan and 2018-21 Technology Plan.</p>
<p><b>What is the expected impact of this change? What benefits will result from this change?</b></p> <p>Psychology students will have flexibility in regard to how they complete their educational goals with this opportunity to complete degrees and certificates completely online. As previously mentioned, the College has identified a number of students who are enrolled solely in online courses and additional students who live over 30 miles from campus. For students who have declared the Psychology Associate in Arts for Transfer degree as their major, 74 were solely enrolled in distance education courses and 28 lived over 30 miles away from either campus in fall 2018. Many of our students are also single parents, have one or more dependents, or work over 20 hours each week and need access to distance education courses that provide more flexibility in regard to the times and days on which they complete their coursework in order for them to achieve their educational goals. For entering students who declared the Psychology Associate in Arts for Transfer degree as their major, 19 indicated that they are single parents, 52 indicated that they have one or more dependents, and 106 indicated that they work 20 or more hours per week. Expanding distance education to offer degrees and certificates fully online will provide paths to completion for these students that do not currently exist at the College.</p> <p>This change will also address the growing demand for distance education courses at LBCC and will help students complete their goals in a timely manner through the added availability of additional online courses.</p>

**Describe how DE programs will be incorporated into the college's integrated planning processes.**

The College's annual planning process begins every fall, with instructional and student services programs developing their annual plans (I-05). This past year, the instructional and student services planning templates were revised to better integrate data to inform planning and resource requests based on feedback from multiple constituencies. In spring 2018 the Department Plan/Program Review Subcommittee formed a work group with faculty leadership and Institutional Effectiveness representatives to develop a completely revised instructional planning template. Institutional Effectiveness also worked directly with the Student Support Services Leadership Council to develop a new student support services planning template as well. In fall 2018 the revised planning templates were piloted for all instructional and student support services departments. Instead of planning occurring at the department-level for instructional areas, each program within a department was asked to develop a plan. The template included six pre-set goals that align with the College's strategic plan goals and student success outcomes. Within each goal the programs were provided with corresponding data dashboards presented utilizing Tableau data visualization software and data-specific questions to assist them with their analyses. Faculty leads used the data analysis to inform activities that would improve the student success outcomes for each goal.

Following the submission of program plans, instructional and student support areas develop school-level plans facilitated by the deans using a similarly revised template and data-informed process. At the same time the school-level plans are developed, Human Resources and Administrative and Business Services divisions begin work on their department plans. As a part of this process, each division meets to evaluate their progress on their goals, review pertinent data, and make needed updates to their goal progress, as well as any resources that are needed to accomplish the goals.

School plans and non-instructional department plans are submitted to the appropriate vice presidents at the end of the fall semester so that they can begin developing vice president-level plans for the spring semester. The vice presidents each convene a vice president planning group consisting of faculty, classified staff, and management. This group is tri-chaired by the vice president, Academic Senate executive appointee, and Classified Senate executive appointee. Each vice president planning group is charged with reviewing data related to three-year metrics and the school-level or department-level plans to inform recommendations on the priorities and resources that should be included in the vice president-level plan for the coming budget year.

When the vice president plans are submitted, the College Planning Committee, the highest-level participatory governance planning committee on campus, works with the Budget Advisory Committee to set institutional priorities for the coming fiscal year, which are included in the budget assumptions. Once the budget is finalized for the coming year, the President's Cabinet meets to determine what will be funded based on the institutional

priorities as they relate to the vice president-level plans. Final decisions are communicated back to the vice president areas in the fall.

With the new instructional program and school planning templates, areas for analyses of distance education course success and scheduling data were intentionally integrated to encourage faculty to utilize this data to inform improvements to their distance education course offerings. Access to data through Tableau dashboards was provided to faculty along with the program planning template so that they could complete the areas of analysis within the template (I-06). In the School of Social Sciences and Arts plan for budget year 2019-20, which includes the Psychology program, the dean and planning group determined that two priorities for the coming year were to hold school-wide presentations on best practices in online teaching to address their analyses of distance education course success rates and scheduling of hybrid courses (I-07).

Furthermore, since the Online Learning and Educational Technology Department reports to both the Vice President of Administrative and Business Services and the Vice President of Academic Affairs, the department's plan is shared with both vice presidents. Infrastructure related goals and resource requests are considered for inclusion in the Vice President of Administrative Service's plan and faculty support-related goals are considered for inclusion in the Vice President of Academic Affairs plan (I-08, I-09).

For fall 2019, distance education will be further integrated into the planning process. Over the summer, the instructional and student support services program and school planning templates will be further revised based on feedback gathered at each stage of the planning process pilot this year. In addition, instructional student learning outcome (SLO) assessment results are beginning to be disaggregated for courses. The Assessment of Student Learning Outcomes (ASLO) Subcommittee has approved a data disaggregation policy which includes a requirement that all assessment results are disaggregated by delivery mode. As a part of the planning process next year, faculty will be asked to review their disaggregated SLO data by delivery mode to determine activities to improve SLOs through the planning process.

## Standard II: Student Learning Programs and Support Services

### **Describe how the institution will ensure that “regular and effective interaction” occurs between students and instructors.**

In order for a course to be approved to be taught in a distance education modality, discipline faculty must complete a Distance Learning Addendum and submit this form to the Course Evaluation Subcommittee for review and approval. The Distance Learning Addendum hyperlinks to a document that defines regular and substantive interaction requirements for faculty (II-01). The Distance Learning Addendum form includes a question which requires discipline faculty to describe how they plan to establish and maintain this required contact with students (II-02).

In 2017, the Online Learning and Educational Technology Department and faculty Online Education Faculty Coordinator developed a five-module teach online seminar on Canvas for faculty who are interested in teaching distance education courses (II-03). While the seminar was initially optional for faculty, the institutional standard starting in fall 2019 will be that only those faculty who have completed the five modules will be considered certified to teach distance education course sections. The requirement to complete the teach online seminar was also negotiated into the Long Beach Community College District-Long Beach City College Faculty Association Master Agreement 2017-2020 for full-time probationary and tenured faculty (II-04).

Module five of the teach online seminar focuses entirely on regular and effective interaction (II-05). Faculty enrolled in the seminar are required to view a video that provides concrete examples of effective online communication to improve student success (e.g., 24 hour response time for student emails, weekly announcements with due date reminders, virtual office hours through chat and video conference features, discussion forum responses), as well as read several documents that describe strategies that faculty can utilize to improve their active communication with and feedback to students. As a component of this module, faculty must engage in a faculty discussion forum and describe how they have adapted teaching methods to facilitate regular communication in distance education courses. Finally, to complete this module, faculty are required to submit a communication plan that describes how the faculty member will maintain regular and effective communication with students and among students throughout the duration of a distance education course. As faculty complete this module, the faculty Online Education Faculty Coordinator reviews their submissions and provides feedback.

Faculty who have been certified to teach distance education courses at other institutions also have the option of submitting an Online Educator Training Waiver Form (II-06). In the form, faculty are asked to elaborate on the online teaching pedagogy training they have received, including how the instructor plans to ensure regular and effective contact with students, utilize varied and current instructional materials and tools, align SLOs with assessments of student learning, and ensure accessibility in compliance with the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973. In addition, faculty are required to describe the learning management system training they have



completed to determine if the system is comparable to Canvas, as well as to describe the learning management systems they have had extensive experience using in at least three distance education courses. Finally, faculty are required to attach records of their certification from another institution. The Online Education Faculty Coordinator reviews these submissions to ensure that the certification includes equivalent content and learning outcomes as the LBCC teach online seminar.

The collective bargaining agreements between the District and the faculty unions (i.e., LBCC Faculty Association and LBCC Certified Hourly Instructors) call for regular evaluation of instruction (II-04, II-07). The contracts specify procedures for both peer and student evaluation of instructors. Faculty evaluations for part-time faculty, probationary pre-tenure faculty, and tenured faculty are distinctly different from one another. Part-time faculty evaluations ensure the professional competency of part-time faculty and ensure every effort is made to assist and support part-time faculty in their development as professional educators. Part-time faculty are evaluated by their department head every six regular semesters or every three years depending on which of these comes first. Probationary pre-tenure faculty are evaluated by a committee consisting of the area dean, department head, and two tenured faculty members from the department who evaluate probationary faculty in their first, second, and fourth years in order to assess the professional competence of the faculty member and whether or not they should be granted tenure at the institution. Tenured faculty are evaluated by the area department head, as well as a tenured faculty member every three years to ensure the faculty member has remained professionally competent and that the faculty member has continued to engage in professional development to stay current in his or her academic field.

All evaluation forms, including the evaluation committee and student evaluation forms are negotiated through the collective bargaining agreement negotiation processes. Faculty who are undergoing evaluation while teaching distance education courses share course access with their evaluation committee, who uses the negotiated classroom observation evaluation forms to assess faculty competency in the distance education courses. Student evaluations are conducted through the Canvas distance education course shells using the negotiated student evaluation of online faculty teaching form during the years that part-time, probationary, and full-time faculty are evaluated.

**Describe the comparable programs, services and activities which will support distance education students (tutoring, learning resources, counseling and advising, etc.).**

### **Online Counseling**

Online counseling is available to students enrolled in distance education courses through the College's Cranium Café software, an online counseling platform designed to support distance education students. Students can book online counseling chat sessions and/or appointments by visiting the counseling page on the LBCC website, or the student resources tab in the College's learning management system, and signing into Cranium Café through a secure network using single sign-on verification (II-08, II-09). All online

counseling appointments provide all of the same services that students would receive in face-to-face appointments, including personal counseling, student educational planning, career exploration, and probationary counseling. Cranium Café also allows counselors to share screens with the student and upload and download documents as needed. Counselors are also investigating the potential of online counseling workshops for students.

Currently, three counselors support online counseling for students at the College, with five additional counselors currently being trained to use this software for online counseling. The online counseling services provided are extremely proactive. If a student does not login for their scheduled counseling appointment, counselors call the student to try to make contact. This has resulted in, on average, a 92 percent student show rate for online counseling in fall 2018.

### **Online Library Services**

The Library Department has a myriad of online services and resources available to distance education students. Students can locate these resources by visiting the Library webpage from the LBCC homepage or from the student resources and/or help tabs in the learning management system. During all Library hours of operation, the Librarian working the reference desk is available in an online chat feature that students can access from the Library webpage or from the help tab in the learning management system (II-10, II-11). The chat feature allows students to ask questions about library services and online databases.

The Library Department has also developed a series of YouTube tutorials in the languages most common on the LBCC campus, including English, Spanish, Vietnamese, and Cambodian. These online video tutorials cover topics such as how to find articles and books, how to use academic databases, and how to cite references (II-12).

The Library currently subscribes to 104 online databases which are organized by subject to meet the needs of students pursuing different programs of study and Librarians frequently work directly with instructional faculty to ensure that these databases are meeting the needs of their disciplines (II-13). Presently, the Library subscribes to the Psychology and Behavioral Science Collection through EBSCOhost to meet the needs of students pursuing an Psychology Associate in Arts for Transfer degree (II-14). In addition, students find online versions of books and book chapters by using the Library's integrated library system book search feature. All of the online databases are available to students both on and off-campus in any location with internet access. In order to access the databases, students are asked to provide their last name and student identification number to verify that they are a student at the College.

### **Student Technology Help Desk**

In 2017, the College implemented a Student Technology Help Desk to support both on-campus and distance education students with accessing and successfully using technology (e.g., single sign-on password, email, learning management system, website support). The

Help Desk is staffed with approximately 15 students each term (i.e., three students per shift) who are trained by the Student Technology Help Desk manager to answer student questions pertaining to technology. For distance education students, the Student Technology Help Desk contact information and hours of operation are posted in Canvas under the help tab (II-15). This information can also be accessed directly from the LBCC website.

The Student Technology Help Desk also posts helpful information for faculty and staff on a public facing Canvas course shell, which can be accessed from Canvas or from the Student Technology Help Desk webpage on the LBCC website. This information includes a syllabus blurb and Canvas blurb with a Help Desk description and contact information that faculty can embed into online courses to encourage distance education students to contact the Help Desk for support (II-16). During the first few weeks of the semester, an announcement also appears at the top of every online Canvas course shell that informs students about the Student Technology Help Desk and resources available to them. For Canvas support outside of the Student Technology Help Desk hours of operation, distance education faculty and students can contact the company that owns Canvas for support. This support phone number and email are available in the help tab on Canvas (II-17).

### **Tutoring**

The College's Multidisciplinary Success Centers offer online tutoring every term for distance education students. All on-campus tutors are trained to provide online tutoring. Approximately eight online tutors are available each semester to provide general online tutoring support and all other tutors provide online support for distance education directed learning activities. Distance education students can access the online tutoring schedule through a link to the Learning and Academic Resources Department on the resources tab in Canvas (II-18).

Online tutoring is available for students for psychology courses and the required statistics course for the Psychology Associate in Arts for Transfer degree, as well as many general education disciplines (II-19). Students meet with their tutors through an online conference call platform called Confer Zoom. A link to the conference call is emailed directly to the student at the start of their scheduled tutoring appointment and within the session tutoring staff can utilize a whiteboard feature within this platform to share documents. Each term the Multidisciplinary Success Centers' staff contact faculty teaching distance education courses to determine which courses will need online support and to ensure that the tutoring center is staffed with tutors with the needed expertise.

### **Quest Student Readiness Workshop**

The Online Learning and Educational Technology department has invested in an online student readiness workshop tool called Quest. The online workshop tool includes two modules designed for students who have never taken an online course, who have previously not done well in an online course, or who are interested in learning new strategies on how to be a successful online student (II-20). The first module includes an assessment that will assist students in identifying their strengths and weaknesses and the

obstacles they may need to overcome as an online learner and the second module includes an overview of the online learning experience. This workshop is available to students on the LBCC distance learning website, as well as in the resources tab on Canvas.

### Standard III: Resources

<b>Human Resources:</b>
<b>Please describe the staffing plan to support the DE program.</b>
<p>The College's Online Learning and Educational Technology Department is comprised of one associate dean, four classified staff, and a faculty Online Education Faculty Coordinator who receives 40 percent release time, as well as a summer and winter stipend (III-01). These employees fully manage and support the learning management system utilized for psychology distance education courses and all other distance education courses. In addition, the department staff oversee the Technology Help Desk that includes support for distance education faculty, the Student Technology Help Desk that includes support for distance education students, the certification process for faculty to teach online, and the Instructional Technology Development Center that focuses on professional development for faculty utilizing the learning management system and online software that integrates with this system.</p> <p>As a result of the 2018-19 annual planning process, the College's Personnel Commission recently approved a new Online Learning Coordinator position that will report to the Associate Dean of Online Learning and Educational Technology (III-02). This coordinator will serve as a project manager overseeing the design, development, implementation, and maintenance of online learning and educational technology projects.</p> <p>Faculty members who teach required courses for the Psychology Associate in Arts for Transfer degree and general education plan courses through distance education are regular members of the faculty who are hired using the College's standard hiring practices and who meet the state minimum qualifications for teaching in their disciplines. Faculty responsibilities are stated throughout the contract between the Long Beach Community College District and the LBCC Faculty Association as well as in the Faculty Handbook (III-03, III-04). In addition, faculty who teach distance education courses will be required as of fall 2019 to complete the College's teach online seminar prior to teaching online. As previously mentioned, faculty who have been certified to teach distance education courses at other institutions also have the option of submitting an Online Educator Training Waiver Form. Following a review of these submissions to ensure that the certification included equivalent content and learning outcomes as the teach online seminar, the Online Education Faculty Coordinator will contact the faculty to let them know if their waiver is sufficient or if they will need to enroll in LBCC's seminar.</p>
<b>Financial Resources</b>
<b>Describe the impact on institutional finances, including a budget showing evidence those resources (including physical, technology and equipment, if appropriate) are available and committed to support the change.</b>
<p>Each annual budget includes allocations for the Online Learning and Educational Technology Department, Instructional Technology Development Center, and Distance Learning that accounts for staff salaries, as well as office supplies and equipment (III-05).</p>

The College's learning management system, Canvas, is currently fully funded by the California Community Colleges Chancellor's Office.

Each instructional department carefully plans course offerings to remain within budget and as such, there will continue to be an adequate allocation to support the distance education program. Equipment and other resources necessary to meet the needs of distance education programs are documented and requested through the College's annual program planning and review process.

**Describe the technology infrastructure that supports the offerings of DE, including how the institution confirms student authentication.**

In May 2016, with the support of the Academic Senate (III-06), the College approved the adoption of Canvas as the College's campus-wide learning management system and the sunsetting of the College's previous learning management system, Moodle. In fall 2017, the College released Canvas campus-wide. The faculty were given a year to continue use of Moodle while they were trained on Canvas. In fall 2018 access to Moodle was closed and the Online Learning and Educational Technology Department now focuses solely on supporting Canvas as the College's learning management system for distance education courses.

To ensure security and access to the latest features, the Institutional and Instructional Technology Services Division, which includes the Online Learning and Educational Technology Department, implements appropriate and timely upgrades to Canvas and the campus technology infrastructure.

To confirm student authentication for Canvas, the College currently uses Microsoft's solution Active Directory Federation Services (ADFS). The College assigns every employee and student a unique identification number. When a user browses to Canvas, the user is redirected to the College's ADFS server for authentication, where the user's username and password are verified against the College's active directory. When the username and password match the active directory, the user's account receives an encrypted token of authorization and the user is able to successfully log into the system.

The College is in the progress of moving to PortalGaurd, which will allow the College to implement multi-factor authentication. PortalGaurd is load balanced with three front-end servers for high availability and has a public-facing proxy. Users will still login with their identification number, but they will also be required to enter a one-time passcode that is sent to them by email or text. This adds an additional layer of security for faculty, staff, and student authentication. The College will implement PortalGaurd for Canvas by the end of fall 2019.

#### **Standard IV: Leadership and Governance**

**What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness are maintained and sustained?**

As previously discussed, programs and departments are monitoring and analyzing student achievement data to determine and implement plans for improvement to distance education through the institutional planning process. These plans are prioritized and moved up to the vice president-level and to President's Cabinet through the planning process each year. In fall 2019, services will also begin examining when appropriate, service usage data disaggregated by online versus face-to-face services to inform the planning process and ensure institutional effectiveness. Furthermore, to ensure academic quality, the ASLO Subcommittee is requiring faculty to disaggregate SLO assessment data by course delivery-mode (i.e., face-to-face, hybrid, online) to identify any potential difference in SLO assessments between these delivery modes. Psychology faculty will be asked to reflect on their disaggregated SLO data and identify plans to improve SLO achievement in next year's program planning template.

The Online Learning and Educational Technology Department oversees the implementation of the College's learning management system, the faculty and staff Technology Help Desk, the Student Technology Help Desk, and the Faculty and Staff Instructional Technology Development Center. The department's staff provide support in answering faculty and student technology-related questions and troubleshoot technology when needed. In addition, department staff maintain the learning management system and work with faculty and student support services to make functionality improvements, such as adding links to resources, as identified. To support faculty in successfully building their Canvas course shells, the department staff provide a variety of Canvas workshops each semester including workshops on creating assignments, setting up gradebooks, integrating publisher sites and online educational resources, creating announcements, and using the video conferencing feature to hold virtual office hours. The department also has an Instructional Technology Development Center that is open to faculty on both campuses for walk-in assistance with Canvas, integrating publisher sites into Canvas, and other educational technologies to support distance learning. The centers are open Monday to Thursday from 8:30 a.m. to 5:30 p.m. and Fridays from 8:30 a.m. to 4:00 p.m.

In addition, the College recently reorganized the reporting structure for the Online Learning and Educational Technology Department. Since its inception, this department has always reported directly to the College's Chief Information Systems Officer. In fall 2018, the Department was reorganized to report 50 percent to the Chief Information Systems Officer and 50 percent to the Vice President of Academic Affairs (IV-01). This reorganization has allowed for improved communication with the instructional areas to ensure they have appropriate and sufficient support from the department. As a member of Academic Affairs, the Associate Dean of Online Learning and Educational Technology works collaboratively with the instructional deans on numerous initiatives at the College. The associate dean also now attends the instructional deans meetings, joint instructional

and student support services deans meetings, and the instructional department head committee meetings where he provides regular updates on distance education processes and technology, as well as identifies ways that his department can further support the instructional faculty who teach distance education courses.

The College also has a faculty Online Education Faculty Coordinator who receives 40 percent release time to support continuous academic quality for distance education courses. The coordinator reports directly to the Associate Dean of Online Learning and Educational Technology and primarily supports faculty in the development of online courses and building quality online and hybrid classes (IV-02). The coordinator also assisted the associate dean in developing the Online Teaching Certification program and evaluates the work faculty submit to receive the College's Online Teaching Certification. When faculty complete the online certification program, the coordinator will evaluate their assignments in the five modules and provide feedback to the faculty. When work is not found to be satisfactory, the coordinator will provide feedback and ask the faculty to complete the assignment(s) a second time in order to earn the certification. When questions about distance education arise, the coordinator serves as a resource to the Academic Senate, Curriculum Committee, Academic Affairs, IITS, and participatory governance committees.

The Online Education Faculty Coordinator also leads an Online Faculty Advisory Network group, comprised of faculty who teach online. Currently the group has 13 members (i.e., 11 faculty, one classified staff, and the Associate Dean of Online Learning and Educational Technology) who meet monthly to discuss distance education practices and resources. The group also provides guidance and feedback for practices developed and implemented in the Online Teaching Certification program. In addition, this group runs an online instructor mentor program, which is available to all faculty who teach online. Through this program, faculty new to online teaching are paired with a mentor who has experience teaching online. The mentor provides support and guidance throughout the new faculty member's first semester of distance education teaching.

The College has two participatory governance bodies that provide recommendations on aspects of distance learning to ensure academic quality and institutional effectiveness. The Online Education Committee supports distance education by serving as an advisory group to the Online Learning and Educational Technology Department as they implement new or modify existing processes and practices, assisting in an annual review of the Online Teaching Certification Program and Student Online Readiness program, promoting support for faculty teaching distance education, and facilitating ongoing conversations pertaining to Online Education with campus constituencies (IV-03). The Information Technology Advisory Committee, among other duties, provides guidance and advice to the Instructional and Information Technology Services Department in the development and revisions to the Technology Plan (IV-04). Multiple members of the Online Education Committee also sit on the Information Technology Advisory Committee and have provided ample input on the distance education priorities within the College's current 2018-2021 Technology Plan. This participatory governance body also provides input and recommendations to support faculty training programs for technology, enhance Canvas, and develop and evaluate educational technology resources for faculty.



In addition, the Academic Senate, through the Curriculum Committee and Course Evaluation Subcommittee, plays an active role in approval of distance education courses. Through the Course Evaluation Subcommittee, discipline faculty must complete and submit to the Subcommittee a Distance Learning Addendum form (IV-05, IV-06). This form must be signed by the discipline faculty author, department head, school dean, and the Associate Dean of Online Learning and Educational Technology. In the form, faculty are asked a series of questions including a rationale for offering distance education courses (i.e., the pedagogical, practical and technical benefits), a description of how course outcomes and content will be delivered, a description of anticipated challenges, acknowledgement that faculty must be certified to teach the distance education course, when faculty anticipate to offer the course, how the faculty will maintain regular and effective contact with students, and how the faculty will ensure their distance education course sections are accessible by students with disabilities. Faculty must answer these questions separately for hybrid and fully online courses.

Following Course Evaluation Subcommittee approval, the approved Distance Education Addendums are forwarded to the Curriculum Committee for approval. The Committee reviews the addendums and discipline faculty and department heads are encouraged to attend the committee meeting to answer any questions Curriculum Committee members may have. Following Curriculum Committee approval, the distance education courses are presented to the Board of Trustees in a Curriculum report for approval and after the Board of Trustees has approved they are submitted to the Chancellor's Office.

## **APPENDIX A**

### **LIST OF SUPPORTING EVIDENCE**

#### **Standard I**

- I-01 Strategic Enrollment Management Plan 2017-2020
- I-02 Strategic Enrollment Management Year 3 Priorities, pp. 3 - 4
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