



Substantive Change Proposal

Addition of Courses Constituting 50% or More of a Program Offered Through a
Mode of Distance or Electronic Delivery

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PROPOSED CHANGE

A. 1 Brief Description

The purpose of this report is to seek approval for over 50% of an AA degree approved online courses and for additional programs that have over 50% of their courses approved to be taught online.

1. Journalism
2. Political Science

The following programs have over 50% of their certificates of achievement approved through Curriculum Committee.

3. Programming for Business
4. Web Development for Program and Scripting

Los Angeles Pierce College has slowly increased its number and variety of courses offered through distance learning. The college also offers over 50% online and hybrid courses to allow students to achieve an Associate of Arts degree in either General Studies with an Arts and Humanities emphasis; General Studies with a Social and Behavioral Sciences emphasis; and/or General Studies with a Science, Technology, Engineering and Math emphasis. At present, with the extreme budget cuts and cuts to course offerings, Los Angeles Pierce College does not offer all of the requisite courses for completion of an AA degree online; however, our Curriculum Committee has vetted and approved these courses for online instruction.

A.2 Relationship of Change to Mission

Development of distance education (DE) as a mode of instruction directly supports the College's Mission Statement:

Los Angeles Pierce College is a student-centered learning institution that offers opportunities for access and success in a diverse college community. The college dedicates its resources to assist students in identifying and achieving their educational, career, and personal goals. Our comprehensive curriculum and support services enable students to earn associate degrees and certificates, prepare for transfer, gain career and technical proficiency, and develop basic skills. We serve our community by providing opportunities for lifelong learning, economic and workforce development, and a variety of enrichment activities.

Los Angeles Pierce College Values:

- Student success and engagement
- A student-friendly environment conducive to learning
- Freedom to think, dialogue, and collaborate
- Commitment to excellence
- Access and opportunity
- Service to our communities
- Enrichment through diversity

As indicated in the Mission, the instructional modes, such as the online course, is an integral part of the college's mission. In addition, the development and use of educational technology is described as a primary objective of the college. These portions of the mission directly support the development of online and distance learning programs that are geared to meet the needs of our diverse, urban community. These values serve as a broad planning objective through which our Distance Education Program, also known as PierceOnLine, is based.

Student Success and Engagement – Our online courses are created specifically to ensure that students learn course content through engagement with course materials, and ongoing effective interactions with the instructor and fellow students. In order to teach online, instructors at Pierce must complete intensive training that not only teaches how to use the course management tools, but also encompasses online pedagogy including how to set up courses so students learn best.

A Student-Friendly Environment Conducive to Learning – Within the Learning Management System (LMS) Training, instructors are specifically trained in how to set up their course shell for optimal organization, management, and conduciveness to the development of critical thinking skills in different course activities. Additionally, Los Angeles Pierce College passed a policy that Moodle is the only campus-supported LMS. This policy enables students to focus on course content rather than learning multiple systems.

Freedom to think, dialogue, and collaborate – All online instructors go through extensive training where teaching techniques that encourage thinking, dialogue, and collaboration are emphasized.

Commitment to excellence – Quality is the term we use when referring to our online courses. Not only do faculty go through rigorous training to teach online, but a large part of that training pertains to online pedagogy and creating courses that both keeps students engaged, and helps develop their critical thinking skills as they learn the material.

Access and opportunity - The distance education program supports a broad range of students by increasing access to college programs, courses, and services. A key component in course design is ensuring that students with disabilities can access and participate in course learning activities.

Service to our communities – The majority of students who enroll in our online courses are actually native Pierce students taking online courses to complement their traditional courses and/or because of the flexibility of online courses. This flexibility enables students to schedule coursework around other more rigid commitments, such as work and family responsibilities.

Enrichment through diversity – Our online courses are open to all students and offer a “safe” place for them to ask questions and learn. Through our Title V grant, we have also been able to offer the “loaner laptop program.” This program supports students enrolled in a DE/hybrid course who have been identified by EOP&S as having financial need, by loaning them a computer to get access to their online course. While we offer computer labs on campus where students can access their online courses, this loaner laptop program allows students to work from any location. There are 25 netbooks and 25 hp laptops available to loan out to students in need.

At Pierce, we have also created a distributive/distance education vision:

- To offer students an opportunity to access their materials and coursework through integrated technology anywhere and anytime to enable successful completion.

- Using alternative delivery methods, allow students an opportunity to take college courses leading to a degree, transfer, certificates, and/or job opportunity.
- To build online communities where students are engaged and cultivate knowledge from collaborative learning activities.
- Develop distance education program in which the standards and practices of our on-site courses are reflected.

A.3 Rationale for the Change

Distance learning is a growing trend in higher education. The eighth annual report on the state of online learning in U.S. higher education entitled *Class Difference\$: Online Education in the United States, 2010* (Allen, I. E. and Seaman, J., Babson Research Group, Babson College. 2010) presents findings that support this statement. This report, commissioned by the Sloan Consortium, was based on responses from more than 2,500 colleges and asserts,

over 5.6 million students were taking at least one online course during the fall 2009 term; an increase of nearly one million students over the number reported the previous year. The twenty-one percent growth rate for online enrollments far exceeds the less than two percent growth of the overall higher education student population. Nearly thirty percent of higher education students now take at least one course online. [page 2]

According to the U. S. Department of Education's *National Forum on Education Statistics*, “virtual education is now part of the planning agenda of most organizations concerned with education and training. The quality of distance learning has greatly improved in the past few years, as both students and educators have become more comfortable with the technology, and as stories of best practices have been shared and duplicated.”

Los Angeles Los Angeles Pierce College recognizes the advantages of providing learning opportunities to students that are not restricted by time, place, or method of delivery. Distance education makes learning convenient and accessible. It allows the student to continue learning when classroom or site-based attendance is difficult for multiple reasons, including students who are also taking on-campus courses and desire to supplement their schedules or are looking for more flexibility in scheduling. Moreover, the College recognizes several benefits of distance learning, including:

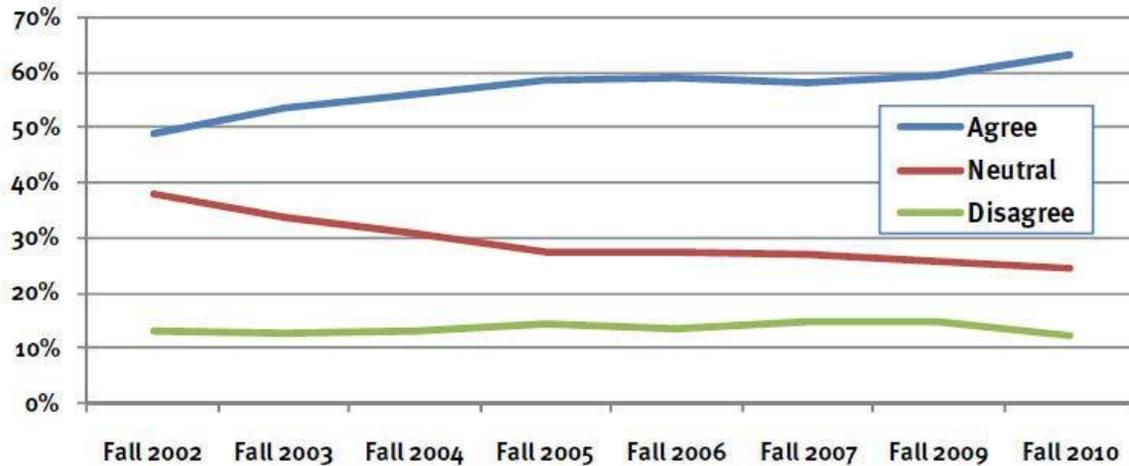
- Accessibility for those traveling away from the College, including military personnel and students in remote locations.
- Accessibility for those with restricted mobility.
- Accessibility for those with family responsibilities.
- Self-paced learning for students with complementary learning styles.
- Flexibility for students with erratic work and/or school schedules.

All general education online courses at Pierce have the same transferability as on-campus courses and are accepted by our transfer partners. The College’s capability to offer an associate degree and general education requirements online will increase students' ability to transfer to four-year colleges and universities.

Distance education at Pierce has been rapidly increasing due to student demand. Evidence indicates that online enrollments have continued to grow at rates far in excess of the total higher education student population, with recent data demonstrating no signs of slowing as indicated by the following chart.

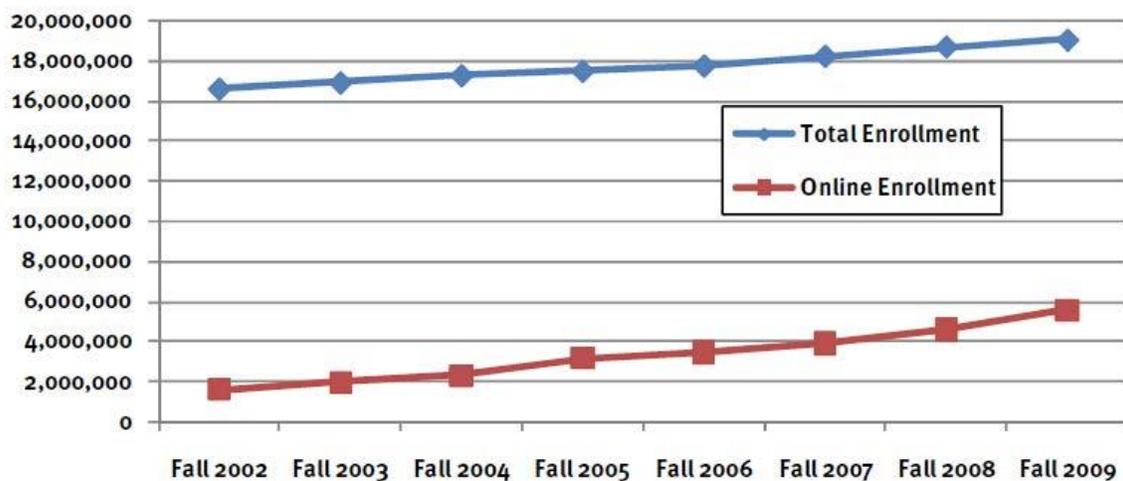
Other research indicates that distance education will continue to grow. Similar to around the nation, personnel at Pierce believe that online education is important to our long-range goals.

Online Education is Critical to the Long-term Strategy of my Institution - Fall 2002 to Fall 2010

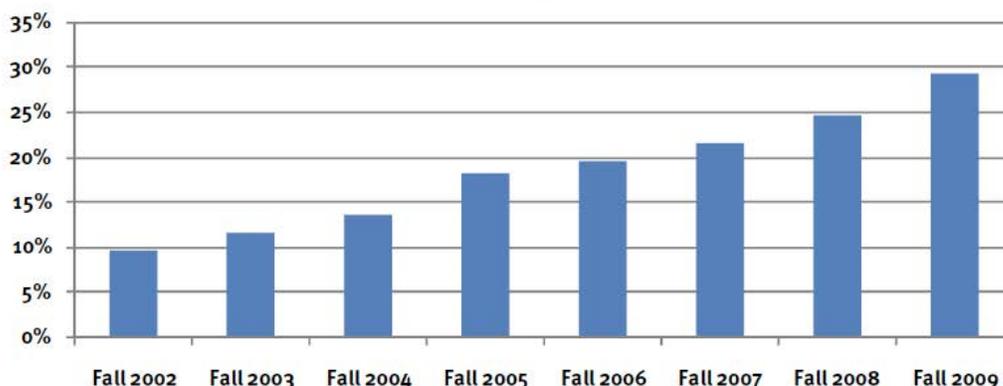


Source: Allen & Seaman, *Class Difference\$: Online Education in the United States, 2010* (polled chief academic officers)

Total and Online Enrollment in Degree-granting Postsecondary Institutions – Fall 2002 through Fall 2009



**Online Enrollment as a Percent of Total Enrollment -
Fall 2002 through Fall 2009**



Source: Allen & Seaman, *Class Difference\$: Online Education in the United States, 2010* – The proportion of higher education students taking at least one online course.

Tables 1 and 2 cite the growth in online/hybrid education at Pierce from fall 2006 to fall 2011.

Online & Hybrid Sections					Online Sections Only				
Academic Year	Section Count	% Change from previous year			Academic Year	Section Count	% Change from previous year		
2006-07	82				2006-07	19			
2007-08	88	7.3%			2007-08	32	68.4%		
2008-09	110	25.0%	30.5%	Percent change from 2006-07 to 2010-11	2008-09	49	53.1%	205.3%	Percent change from 2006-07 to 2010-11
2009-10	102	-7.3%			2009-10	44	-10.2%		
2010-11	107	4.9%			2010-11	58	31.8%		
Total	489				Total	202			
Online & Hybrid Sections					Online Sections Only				
Academic Year	Enrollment Count	% Change from previous year			Academic Year	Enrollment Count	% Change from previous year		
2006-07	2575				2006-07	628			
2007-08	2693	4.6%			2007-08	1052	67.5%		
2008-09	3571	32.6%	31.1%	Percent change from 2006-07 to 2010-11	2008-09	1653	57.1%	176.6%	Percent change from 2006-07 to 2010-11
2009-10	3392	-5.0%			2009-10	1373	-16.9%		
2010-11	3376	-0.5%			2010-11	1737	26.5%		
Total	15607				Total	6443			
Data Sources: Student Information System (SIS_RDB): STUD_ENROLLMENT									
Data Retrieved: 6/10/2011, subject to change thereafter									
Academic Year starts in Summer and goes through Spring Semesters									
Report compiled by Kate Astor, Research Analyst x4493									

B.1 Description of Program(s) to be offered:

Los Angeles Pierce College Curriculum Committee has approved sufficient online courses for students to receive an AA degree in General Studies with an emphasis in Social and Behavioral Sciences; and AA degree in General Studies with an emphasis in Arts and Humanities; and an AA degree in General Studies with an emphasis in Science, Technology, Engineering and Math.

Additionally, over 50% of the degrees for Journalism and Political Science are now approved to be available to students through online courses. And over 50% of certificates of Achievement are now approved to be available for Programming for Business and for Web Development, Program and Scripting.

B.2 Eligibility Requirements, Accreditation Standards and Commission policies related to Student Learning Programs and Services and Resources

PierceOnLine has created Program Learning Outcomes:

Program Purpose: *The purpose of distance education is to provide students access to quality instruction through an alternative course delivery system. PierceOnLine supports faculty training at Los Angeles Pierce College by providing workshops and resources so that current tools and techniques are available for faculty to utilize in their online classrooms.*

Program Description: Los Angeles Pierce College offers convenient, cutting-edge, expanded access to higher education and life-long learning opportunities via distance education. Distance education provides additional opportunities for student and instructor interaction not available in a face-to-face format. Faculty can provide more individualized attention to online students because the instructor is able to focus on an individual's needs. In addition, students have greater flexibility in managing their time and can perform class work around their other responsibilities. Using the college LMS, logs are available to help with student accountability.

SERVICE UNIT OUTCOMES:

1. Twenty percent or more of students completing a distance education orientation will demonstrate an ability to navigate a commonly formatted distance education course shell.
2. Twenty percent or more of faculty attending a distance education training provided by PierceOnLine will implement one or more teaching tools/techniques in an online environment.

C.1 Institution's Planning and Evaluation and Stated Mission

Los Angeles Pierce College's Educational Master Plan states "Pierce is committed to increasing accessibility for all students and will continue to invest in and support the growth of distance education."

Los Angeles Pierce College's Strategic Plan, which is derived from the Educational Master Plan, includes two specific goals that PierceOnLine has addressed. Goal 2: Los Angeles Pierce College will increase opportunities for student access, readiness, retention, and success, and Goal 4: Los Angeles Pierce College will expand the effective use of technology in all areas of the college. Pierce now offers more online courses thus giving students who might not be able to attend on-campus courses access to

college. PierceOnLine has also allowed access to more technology thus enabling faculty training that encourage faculty to utilize technology in their traditional classes. Through training and workshops, faculty have begun to embrace using more technology within their traditional courses so that students have an opportunity to access course materials outside of regular lecture hours.

C.2 Assessment of Needs and Resources

PierceOnLine ,which houses our Distance Education Program, writes an annual plan (AP) which reviews the program and provides short and long-term planning. This AP is vetted through our Educational Technology Committee, which is the acting Distance Education committee on campus. The vetted AP is submitted to the office of Academic Affairs. In addition, a survey of Pierce students (Fall 2009 Student Survey) indicated that students have access to computers to do school work, use the Internet to get information for an assignment and often used the Internet for student services activities.

C.3 Anticipated Effects of the Proposed Change on the Rest of the Institution

Pierce anticipates the following effects to this change:

- Increased accessibility for those traveling away from Pierce, including members of the armed services and students in remote locations
- Increased accessibility for students with family responsibilities
- Increased accessibility for students with physical disabilities or restricted mobility
- Increased options for self-paced learning for students with unique learning styles
- Increased flexibility for students with irregular work and/or school schedules

C.4 Intended Benefits that will Result from this Change

There are also additional benefits to Pierce:

- Expanded opportunities for technology-related training for students and faculty
- Supplemental learning resources available to students
- Support services available to students while off campus
- Increased technological capabilities of students and faculty
- Increased utilization of instructional technologies such as multimedia and internet support, including utilization of these technologies within traditional classroom-based class, by instructors who are training the next generation workforce

C.5 Description of the Preparation and Planning Process for the Change

All relevant courses were vetted through the Curriculum Committee and approved. Instructors teaching the courses go through an extensive training before teaching online. The Curriculum Committee has approved guidelines asking instructors, among other things, to consider *(a)* how they plan to adapt methods of instruction used in the face-to-face mode for the distance learning mode, *(b)* how regular and effective contact with students will be maintained, *(c)* how they will ensure that students are regularly participating, *(d)* how to ensure that instruction is accessible to students with disabilities, and *(e)* how to ensure the student participating in the online course is the registered student. College and district curriculum policies requires that all online courses be reviewed and updated at least every six years or sooner if there are significant changes in technology or modality of teaching. (see Appendix A)

Education Technology Committee (ETC) meets monthly and dialogues about DE issues/improvements and student learning outcomes. Distance Education courses have the same student learning outcomes as their on-campus counterparts. Pierce organized a student learning day where instructors from all courses meet and discuss their student learning outcomes. There were opportunities for instructors teaching the same course (whether it be online or traditional) to meet and discuss the outcome assessment and analysis of the results.

The Academic Senate has been active in supporting the need for quality instruction in our distance education courses. In February 2011 a Policy for Online Classes was created (see Appendix B) Included within the policy was required training needed to teach online. This was to ensure that instructors understand online pedagogy and how to set up their course materials to encourage success.

Additionally, with the help of a Title V grant focused on augmenting the distance education program, Student Services has been able to create online resources for students in the form of a comprehensive online orientation, which has recently been updated, and an online advising program which will help students identify goals and develop an educational plan. In addition, students can now make appointments online in many service areas, as well as apply for admissions and financial aid, register for classes, and submit forms.

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Two years ago, Pierce piloted an Online Writing Lab (OWL) specific for our students taking distance education courses. Last Spring 2011, OWL was opened to include every student enrolled in courses at Los Angeles Pierce College. OWL is housed under the Center for Academic Success (CAS).

CAS is dedicated to empowering students to enhance their academic success, students may utilize the services of the Tutoring Center for their academic work.

Our Counseling office offers a fully online Academic Probation Workshop as well as a workshop on Financial Aid. Financial aid workshops are designed for students facing academic difficulty and to discuss some of the regulations regarding academic probation and dismissal as well as the options that may be available to help them improve their academic records. An unexpected outcome is the number of students who accessed the financial aid counseling workshop online. Five hundred sixty-seven Los Angeles Pierce College students accessed this workshop and 551 students successfully completed it and

were able to get off academic probation and continue to take courses.

At Pierce there were over 40,000 sessions of students accessing library online databases. Pierce has an EZProxy server which enables students to access the databases directly from the campus LMS. EZProxy allows us to authenticate that students accessing the library databases are currently enrolled students.

Pierce has adopted an instructor/student contact policy for distance education courses. This policy was vetted through the Educational Technology Committee and was approved by our Academic Senate. The purpose of this policy is to ensure regular effective contact in hybrid or online courses which guarantees that the student receives the benefit of the instructor's presence in the learning environment, both as a provider of instructional information and as a facilitator of student learning (see Appendix C).

D.1 Adequate and Accessible Student Support Services

District Online Student Services – Los Angeles Pierce College is one of the nine colleges that make up the Los Angeles Community College District (LACCD). LACCD offers district services that include assisting students at all nine campuses at http://laccd.edu/student_information/

LACCD offers students the following options:

- Application for admissions
- Course enrollments and withdrawal
- View schedule of classes
- Fee payment
- View grades and transcripts

PierceOnline Student Services – PierceOnLine offers support services for students taking an online course (<http://online.piercecollege.edu/get.html>). This site provides information on getting started, how to log into the course management system and a free student workshop to make sure that taking an online course is right for the student

(<http://moodle.piercecollege.edu/course/view.php?id=783&sesskey=DsS00iTKi6&switchrole=5> - log in as a guest) Within this site is a resources page which links students to the library, bookstore, student organizations, learning center as well as tutorials for taking an online course.

- **Library and Learning Resources** – <http://info.piercecollege.edu/students/library/> Pierce implemented EZProxy server, a software program that authenticates student access to paid library databases within the campus LMS. By going to the site, a student is able to access the following services:
 - Online articles and reference sources
 - Information
 - Pierce Library Book catalog

- Online ebooks through ebsco ebooks, or gale virtual reference library
 - Library guides and tutorials
 - Periodicals Portal
 - Recommended sites to help students write research papers
- **OWL - Online Writing Lab (OWL)**, which is the online tutoring program focusing on writing and research. Every student enrolled at Los Angeles Pierce College is enrolled in the program which is available through our LMS. Students with writing questions can get help three ways.
 - Post writing assignments for ANY (online, hybrid or traditional) courses for the student tutor to review. When they upload their assignment, there will be a space to share what area they are hoping for feedback in. The student tutor will respond to the student with individualized comments that identify strengths and areas for improvement in the student's writing. The tutor will NOT do the work for the student but merely make suggestions.
 - Have a synchronous (real time) session with the tutor and watch and discuss as the tutor gives guidelines for making improvements.
 - Ask questions through a forum. Here students can ask a general question about writing and the tutor will respond. Using the forums, students can check to see if another student has had the same question and be able to read the answers.

There are also general resources that students can access such as: When do I use commas, Transitional word examples, How do I cite properly, and many many more.

- **Counseling Website** - http://www.piercecollege.edu/offices/counseling_center/ Pierce Counseling Department serves all current and prospective students. Counselors can help students clarify their goals, make an academic plan, and monitor their progress. The counseling center offers online academic advising. Online counseling at Pierce gives students and prospective students the opportunity to ask general questions that pertain to reaching their educational goals at Los Angeles Pierce College. Services offered are as follows:
 - Clarification of college procedures and policies
 - Certificate, degree, and transfer requirements
 - Course prerequisite information
 - Course offerings and majors available

- Referrals to other programs and services
- Transferability of Los Angeles Pierce College courses
- **Health Center** - http://www.piercecollege.edu/offices/health_center/ The Health Center is committed to delivering expert medical care to students. Students enrolled in an online course and an on-campus course are entitled to Health Center services. Students who are only enrolled in an online course can opt to pay the health services fee of \$11 per fall and spring semester and \$8 for summer. The website provides information on:
 - Office Location and hours
 - Email contact information
 - Health Services
 - Counseling
 - Emergencies
 - FAQ's
 - Referrals
 - Resources
- **Financial Aid Website** - http://www.piercecollege.edu/offices/financial_aid/ The Financial Aid Department assists students with information on how to receive money for a college education, including fees, books, supplies, living expenses, and child care. By going to Pierce Financial Aid website, a student will also be able to access the following services and information:
 - Office location, hours and contact information
 - How to apply; eligibility requirements for aid
 - Types of aid
 - FAQ's
 - Link for Veterans
 - Links to the FAFSA application
 - Online scholarships

Students who are in jeopardy of losing their financial aid participate in a financial aid workshop within our LMS, Moodle wherein students are provided a presentation and then their understanding of the process is assessed via an online quiz.

Academic Probation Workshops – <http://moodle.piercecollege.edu/> (Scroll down to "Student Workshops" (near the bottom of the page) under the "Course Categories" section and click on "Counseling". Next click on "Probation Workshops - Spring 2012".) This workshop is designed for students facing academic difficulty. Students are apprised of some of the regulations regarding academic probation and dismissal, as well as potential options to improve their academic record. If a student is on academic probation, an academic probation workshop can be completed online.

- **Online Orientation** - <https://webapps.piercecollege.edu/orientation/> The online orientation is designed for new students to help them transition and be successful at Pierce. By the end of the orientation, students will have a better understanding of the following:
 - Programs & Majors
 - Academic Planning
 - Student Success Services
 - College Success
 - Campus Life
 - Student Conduct & Safety

- **Career Center** - http://www.piercecollege.edu/offices/career_center/ The mission is to educate and to serve the students of Los Angeles Pierce College in the career education, planning and development processes. Career Center services and resources provide assistance to students with the exploration of career options, the cultivation of a comprehensive employment and education plan, and the enhancement of job search techniques and strategies.

On this site students will find tools and resources to:

 - Help Choose a Major & Plan a Career
 - Research Labor Market Trends
 - Learn Job Search Skills and Techniques
 - Visit California Career Cafe <http://www.cacareercafe.com/>
 - Write a resume
 - Look for a position
 - Create an efolio
 - Take self-assessments to identify strengths and weaknesses
 - Learn to focus on goals
 - Hot tips for successfully interviewing

- **Transfer Center** - http://www.piercecollege.edu/offices/transfer_center/ The transfer center assists students online in determining courses needed to transfer, application information for UC and Cal State schools, transfer support, articulation agreements, and many more useful tools to help students successfully transfer to a four-year institution.

- **Online Registration** - <https://eweb2.laccd.edu/WebStudent/signon.asp> By going to this system, students will be able to access the following information
 - **The Student Information System (SIS)** – within the system, the student can:
 - Add or update the email address
 - View the registration appointment
 - View placement results
 - Add/drop classes
 - View and pay fees
 - Check class schedule

- Check holds
 - View personal information
 - Change PIN
 - View grades
 - View class subject
 - View unofficial transcript
 - Check the status of Financial Aid application
 - Request voter information
- **Online course listings** - <http://www.piercecollege.edu/schedules/> students can view all online courses listings prior to registration by going to the Schedule of Classes and clicking the link to download a PDF of all Distance Education Classes
 - **Student Loaner Laptop program** - Through the Title V grant, Pierce purchased and offers 50 laptops as loaners for students enrolled in DE courses. Extended Opportunity Program and Services (EOP&S) continues to handle the distribution of laptops to Hispanic and other low-income students so that they have access to online courses that they would not otherwise be able to access and take. This allows Pierce to increase the number of low-income students we can serve in the online format. We are monitoring this and expect to see improvements in student outcomes.

D.2 Sufficient and Qualified Faculty, Management and Support Staffing

Quality is emphasized in the distance education program at Los Angeles Los Angeles Pierce College. Faculty fit the technology to the appropriate methods of teaching and learning. Maintaining effective instructor-student contact and assuring the quality and effectiveness of instruction are priorities at Pierce. Appropriate pedagogical use of technology is emphasized. Outside speakers, as well as PierceOnLine staff, conduct workshops that pertain to this issue. Additionally, our Title V grant has provided funding for many online teaching faculty to attend conferences that provide best practices information to enhance their teaching.

Online courses follow the same course outlines as traditional courses. Curriculum development includes establishing and assessing desired student learning outcomes (SLOs) and using assessment results to make improvements to the curriculum and process. There is a distance education addendum (see Appendix A). With language to ensure additional opportunities for student and instructor interaction not available in a face-to-face format. Faculty are encouraged to provide more individualized attention to online students because the instructor is able to focus on an individual's needs. In addition, students have greater flexibility in managing their time and can perform class work around their other responsibilities. Using the college LMS, logs are available to help with student accountability.

Distance education operates under the purview of the Vice President of Academic Affairs, who is responsible for oversight of all academic programs, including online course offerings. The Distance Learning Coordinator reports to the VP of Academic Affairs and has overall responsibility for the daily operations of the program, including course development management, enrollment and technical

support, and training coordination. Division chairs and/or department heads are responsible for scheduling and hiring instructors for online classes.

Due to Title V funding, we have specific positions staffed in the PierceOnline office. Presently, we have a full-time Activity Coordinator, full-time Instructional Designer and a full-time Administrative Analyst who is in charge of online student help, in addition to budget and administrative processes specific to the grant. Funded out of general college funds is a full-time Distance Education Coordinator. The grant is due to end September 30, 2012. Once the grant ends we will continue to have the full-time Distance Education Coordinator and will be hiring a full-time permanent Multimedia Specialist.

The Distance Education Coordinator and PierceOnLine personnel are responsible for:

1. Programming of all Distance Education and web-enhanced class shells – plus district files for student uploads
2. Keeping the Distance Education website current
3. Training new faculty in Moodle
4. Providing support to Distance Education faculty via email, telephone, and appointments both on and off campus
5. Providing support to all Distance Education students via email and telephone
6. Answering all Distance Education questions
7. Attending Distance Education district meetings
8. Maintaining sections of classes per semester on our LMS
9. Working with District Academic Senate on DE issues
10. Offering Workshops on different useful tools for teaching in the LMS, Moodle

The Distance Education Coordinator is also a member of the campus Education Technology Committee.

D.3 Professional Development for Faculty and Staff

Distance education provides additional opportunities for student and instructor interaction not available in a face-to-face format. Faculty's ability to focus on individual student needs only enhances the learning experience. In addition, students have greater flexibility in managing their time and can perform class work around their other responsibilities. Lectures/notes may be provided as text, audio files, videos, PowerPoint presentations, and online research; online demonstrations may be provided in different mediums such as videos or conferencing.

PierceOnLine provides a boot camp training for teaching online. This is an intensive, three 8-hour days of training that includes online pedagogy, copyright, accessibility, using the course/learning management system, and how to use and implement audio and video components into lesson content to create accessible and engaging content to appeal to students with disabilities, English language learners, and students with differing learning styles. We have created an online version of the boot camp and now offer it three times a year to faculty.

PierceOnline also provides numerous workshops every month. The following workshops have or are currently being offered at Pierce in the Faculty/Staff Resource Center (FSRC):

1. **Introduction to Moodle** - Moodle is the Learning Management System (LMS) used by PierceOnline to augment traditional face-to-face courses and also deliver content in online courses. This 1-hour workshop covers how to change the settings for your course; creating resources such as labels, web pages, and linking to files and web sites; and how to create a simple assignment.
2. **Teaching Effectively Online** - This 45-minute workshop covers tips for making your online course successful. Faculty are invited to share with other "Moodle users" tips they use in their courses.
3. **How Students Learn in an Online Class** - This 45-minute workshop explores how today's students learn and what you should do to capture their attention through engagement and collaboration.
4. **Building Effective Discussion Forums** - Discussion forums are effective online learning tools that can be used to support assignments, facilitate thought, encourage interactive learning, and help students stay engaged. During this one-hour workshop, we discuss how to create effective, engaging forums to support your course work.
5. **eLearning Interactivities** - This workshop demonstrates easy-to-use programs to enhance your online course. By the end of this workshop, you will be able to create your own interactive exercises within a matter of minutes.
6. **Using the Glossary Tool** - This 45-minute Best Practices workshop covers the use of the glossary tool in Moodle. Faculty are invited to share with other "Moodle users" how they have used the glossary tool to enhance student learning.
7. **Beginning Grade Book** - This one-hour workshop covers some of the basic Moodle grade book features such as creating categories and items, adding ID numbers, editing course total points, and a variety of report options.
8. **Using the Intelcom Video Repository** - One way to add appeal to your online courses is to add video clips to your lecture materials, PowerPoints, and other resources and activities. This one-hour workshop introduces you to the Intelcom Video Repository, a resource for video clips that are appealing, rich in content, relatively short, copyright free, and 508 compliant.
9. **Accessibility and What It Means to You** - This one-hour workshop covers questions you may have such as:
 - What does it mean when asked if my course materials are compliant?
 - What do I have to do in order to link to YouTube videos?

- What are "alt tags" and why must I use them?
- What else should I know before making content available online for my students?

10. **Using Moodle Tools** - This one-hour workshop covers some of the activities in Moodle that can be used to enhance the learning experience in an online environment. Tools such as:

- *glossary*
- *questionnaire*
- *choice* and others will be addressed.

11. **Moving Classroom Assessment Techniques (CATs) Online** - This one-hour workshop, based on a half-day workshop offered at the ITC e-Learning 2010 conference, covers ideas for using authentic learning assessments in your online/hybrid course.

12. **Importing Quiz Questions into Moodle** - In this session we explore three methods to import quiz questions. It's now easier than ever to utilize your publishers' test banks to create exams, quizzes, and practice tests for your students. We explore the recently added MOODLE Plug-In for Exam View as well as importing test banks from Test Gen and MS Word.

13. **Building Community Online** - Often one of the biggest complaints students have about taking an online class is being disconnected from the instructor and other students. During this 1-hour session we explore several techniques and examples of using audio and video in an online class to build those connections and that sense of community that will promote teaching.

14. **Using the Moodle Grade Book** - In Moodle grades can be calculated, aggregated and displayed in a variety of ways, the many settings having been designed to suit the needs of a great variety of organizations. During this one-hour workshop we explore the most common ways in which Faculty can utilize the Moodle grade book to provide students with timely feedback as to their progress during a course whether or not students are working in the classroom or online.

15. **eLuminateLive!** - *Learn how to use this web-conferencing tool to expand your classroom!* Meet with faculty, staff, and students in real time, in groups of two or even hundreds—right from your Moodle course. Share documents, presentations, poll your audience and use a white board for taking notes along with using private chat features and the ability to archive the entire session for later playback.

16. **Moodle Quizzes** - The Quiz activity module allows the teacher to design and set quizzes consisting of a large variety of question types, including multiple choice, true-false, and short answer questions. These questions are kept in the Question bank and can be re-used in multiple quizzes. Quizzes can be configured to allow multiple attempts. Each attempt is automatically marked, and the teacher can choose whether to give feedback and/or show the correct answers. In this 50-minute workshop we explore and create several of the different question types as well as creating a quiz using the those questions.

17. **Using Moodle and the Web to Enhance Your Course** - Learn how easy it is to take advantage of the PierceOnline (Moodle) course that you already have (even if you didn't know you had one) and the web to provide your students with course documents, audio & video materials, learning activities, online discussions and the online grade book.

Technical Support – Pierce has developed a support infrastructure to assist students with their technical needs related to the online learning management system, Moodle. This support is provided by the PierceOnLine personnel. Students can click on a page titled “Click here to read the Student FAQ and submit a Help Ticket Request”

<http://moodle.piercecollege.edu/file.php/1/StudentHelpDesk/StudentHelpFAQ.html#LOP> . Once students click on this page, they are directed to FAQ’s before submitting their help ticket (an example is pictured below)

PierceOnLine Student Help

Frequently Asked Questions

How to use this FAQ: Find your problem, or something similar to your problem, and click on the link to expand or contract the answer. At the end of each question is a link to the Student Help Ticket system. Please read the FAQ before submitting a help ticket; answers to many student help issues are contained in the FAQ.

FAQ Categories

- [Logging Onto PierceOnLine](#)
- [Courses and Getting Around PierceOnLine](#)
- [Editing Your Profile](#)
- [Registration and Costs for Online Classes](#)
- [Grades and Assessment Scores](#)

D.4 Appropriate Equipment and Facilities

Pierce is committed to providing state-of-the-art technology to its students and faculty. Computer laboratory equipment is typically upgraded every three to four years in what is called a Tech Refresh, in order to keep up with the ever-changing technology. Academic departments provide basic technology for all of their faculty as well as classified personnel, and many of the departments also maintain open access computer labs.

Students have access to technology in computer labs and electronic classrooms on campus. Student labs are operated and managed by individual academic departments as well as the Library. Students may use computer labs to log into their DE courses while on campus.

Through our Title V grant, Pierce was able to purchase 50 laptops to loan out to student who qualify based on need, and who are taking an online or hybrid course. These computers are loaned out through EOP&S. Additionally, PierceOnLine office has 10 laptops to loan out to faculty who are working on online courses. These laptops are equipped with specific programs that encourage creation of interactive and engaging online learning experiences. An example of this is SoftChalk, an e-learning authoring tool which allows instructors to create, customize, and personalize content by matching up material with rich media (video, audio, images) interactive exercises, quizzes and text. This content encourages student engagement in that it includes interactive lessons and learning activities as well as an easy way to create self-assessments. Also already installed on the loaner computers is for the MAC’s iWorks and Microsoft Office and for the PC’s Microsoft Office and Adobe Enterprise suite.

Presently, Pierce has a Faculty/Staff Resource Center which houses 15 computers (a combination of MAC-’s and PC-’s). Services available are: fax machine, scanners, 35mm slide scanner, printer, Multimedia cart, DVD player, TV, video capability, conference-calling, and a conference area. Hours of operation: Monday - Thursday: 8am -10pm, Friday: 8am- 4pm and Saturdays by request. Additionally, PierceOnLine operates across the hall and has loaner laptops available for faculty as well as open office hours to meet with faculty to design interactive and engaging courses. Our Instructional Designer sets

up dates to video record lectures, and is also responsible for editing and making sure they are ADA compliant before they get posted in the instructors Moodle Shell.

PierceOnLine and the Faculty/Staff Resource Center will be moving at the end of 2012 to a new facility. This new facility will have a larger area for the FSRC as well as a better training area equipped with new technology for faculty workshops.

Pierce's Technology Committee and Educational Technology Committee make recommendations on technology-related instructional resources.

PierceOnLine will be moving into a new state-of-the-art technology based building. It will have dedicated space that includes recording rooms, a production suite and all new up-to-date multi-media equipment for capturing lectures. Additionally, there is a lab area to conduct the many workshops that PierceOnLine offers to faculty.

D.5 Sustainable Fiscal Resources and Analysis of Fiscal Impact on the Institutions Budget

Although the Title V grant has been integral in the creation of PierceOnLine, one of the goals for the grant was to create a sustainable program. The Distance Education Coordinator is already funded through general operating funds and as the grant has progressed, the Instructional Designers salary has been slowly picked up by general operating funds. We are in the process of hiring a permanent Multimedia Specialist whose position will also be funded by general college funds. Additionally, the cost of Moodle (our Learning Management System) has been funded by general college funds for the last two years.

Additionally, Pierce has implemented procedures to ensure proper funding of resources and training essential for the delivery of quality DE. These include:

Annual Program Plan (APP) - At Los Angeles Pierce College, planning is the basis for decision making and resource allocation. On an annual basis, instructional programs, student services programs, and administrative units each submit a plan that includes an assessment of past goals, short-term and long-term future goals, activity updates, student learning outcomes and service area outcomes, and resource requests (staffing, equipment, software, supply budgets, and facilities). Each program utilizes relevant data (including enrollments, class size, success rates, degrees and certificates, full-time/part-time ratios for instructional programs, and other specific metrics for the student services and administrative units) in completing and justifying its plan. Program goals are linked to college's strategic goals, and learning outcomes are linked to the college mission and institutional learning outcomes. Annual program plans are used to set hiring priorities and allocate block grant and other resources.

The information provided in the annual plans serves as the foundation for periodic program reviews, which are completed at two-year (for career and technical programs) or six-year intervals (for all other programs and areas). The focus of program review is to identify long-term trends and directions for the program based on internal and external scans and analyses.

The program review data is compiled to create the educational master plan, which is linked to mission review and the updating of other collegewide master plans: the strategic plan, the facilities master plan, the technology plan, the staffing master plan, and the enrollment management plan.



D.6 Comparative Analysis of Budget, Enrollment and Resources; ID New or Reallocated Funds

PierceOnline will continue to be funded through general operating funds. Additionally, Pierce has implemented procedures to ensure proper funding of resources and training essential for the delivery of quality distance education. These include

- **A process for planning through the Technology Committee, which reports to the Los Angeles Pierce College Council (PCC), the primary shared governance body; and Educational Technology Committee (ETC) which reports to Academic Senate.** These committees create plans and recommendations in line with the College's educational, strategic and facilities plans. These plans and recommendations go to the Budget Committee if resources are needed. Policy-related recommendations go to the college's Pierce College Council (a shared governance committee) and Academic Senate, who in turn bring recommendations to the College President.
- **Use of the College's budget and shared governance process to bring attention to the administration of immediate and long-range needs for distance education.** This assures that funds from the operating budget, College's financial reserve, state equipment grants, federal grants, and other funding sources are allocated to meet system needs.
- **Use of the College's Annual Program Plan (APP) process to bring attention to the resource needs of the departments that support distance education courses, programs, faculty, and students.** As part of the planning and program review process, all programs identify staffing, financial, equipment, and other resources necessary for achieving program goals and student learning outcomes. The Annual Program Plan is integrated with the College's planning and budget process through the use of Annual Program Plans. Departments can make requests for additional resources in their Annual Program Plans to support the development of online education. The justification process for these requests must be tied to the college's mission and/or planning agenda.

D.7 A plan for monitoring achievement of the desired outcomes of the proposed change

Several methods are used to evaluate the success of Distance Education at Los Angeles Pierce College.

Evaluating the Level of Student Learning. Evaluating student learning depends on defining specific demonstrable learning outcomes and then assessing students by reference to the outcomes. Student Learning Outcomes (SLOs) are being established for all courses at Los Angeles Pierce College, including those offered via distance education. The College establishes and assesses Student Learning Outcomes regardless of delivery method and all courses have the same SLO's whether they are online or in-person.

Distance Education faculty must ensure that course materials and methods are developed and utilized to enable the assessment of all approved course-level SLOs.

Evaluating Distance Education Faculty. As with all faculty at the College, distance education faculty are routinely evaluated. This evaluation process includes both a student evaluation of the faculty member and a department chair or peer review of the faculty member's course materials. The same evaluation criteria that are used for department chairs or peer reviewers for on-campus faculty evaluations are used for distance education faculty. Chairs contact the DE coordinator to upload student evaluations when instructors are scheduled to be evaluated.

The survey instrument utilized for evaluation of distance education faculty is specified in the AFT Agreement and is titled *Student Evaluation of OnLine Instructor* (See Appendix D).

D.8 Evaluation and Assessment of Student Success, Retention and Completion

Pierce is dedicated to a process of data-driven decision making. The table below indicates general retention and success rates for student enrolled in online courses. Although many students are succeeding, the success rate is not at the level we would like to see at Pierce. Pierce is working to improve the success rates in online courses. This includes efforts to use data in order to drive decisions.

	Graded Enrollment	Success Count	Success Rate	Retention Count	Retention Rate
2006-07	628	402	64%	522	83%
2007-08	1052	687	65%	868	83%
2008-09	1653	1114	67%	1402	85%
2009-10	1373	899	65%	1201	87%
2010-11	1705	1128	66%	1440	84%

Additionally, our PierceOnLine staff members are undergoing Quality Matters training. This training is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. There are three primary components in the Quality Matters Program: The QM Rubric, the Peer Review Process and QM Professional Development.

Additionally, Pierce has created a policy on instructor qualifications to teach online (see Appendix B). This policy ensures that faculty who are teaching online not only learn about the tools of the course management system, but also about online pedagogy so that they can design their courses with strategies that encourage student success in online courses.

E.1 & E.2 Internal and External Approvals and Legal Requirements

Los Angeles Pierce College adheres to all required internal and external rules, regulations, and approval processes as required by Title 5, and LACCD Board Rules and Administrative Regulations. The college adheres to internal policies and procedures for all instructional delivery regardless of delivery method.

Approval Processes and Compliance with Policies and Regulations

Curriculum and Instruction. Title 5, Section 55378 requires that each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to a District's certified course approval process. The distance education course should be reviewed through the six-year cyclical review process of Program Review pursuant to Title 5, section 55201.

After the course is approved by the department/division, the Pierce Curriculum Committee reviews each proposed and existing course offered through distance education and separately in accordance with the provision of Title 5, sections 55002, 55370, 55372, 55374, and 55376.

Further, the review and approval of distance education courses also follows the curriculum approval procedures outlined in *Administrative Regulation E-65—Approval of Credit Courses: Standards and Procedures*, adheres to *Administrative Regulation E-89—Approval of Distance Education Courses*, and follows agreed-upon curricular development, quality standards, and approval processes as developed by the College's Academic Senate in consultation with the administration as is stipulated in Article 40 (**See Appendix E**) of the *Agreement Between the Los Angeles Community College District and the Los Angeles Faculty Guild* (AFT Agreement).

Article 40 of the AFT Agreement also stipulates that colleges offering Distance/Distributed Learning (D/DL) courses shall “ensure that faculty who are preparing to teach D/DL courses at the college for the first time demonstrate proficiency in D/DL instructional delivery methods. Proficiency in D/DL shall be determined by a method formulated by the college D/DL Committee. Faculty may use training hours as part of their Professional Development (flex) obligation.”

Any instructors who will be teaching distance education courses are approved as distance education instructors by the College's Distance and Distributed Learning Committee, which at Los Angeles Pierce College is our the Educational Technology Committee.

Documentation of Contact Hours in Distance Education Courses. The Los Angeles Community College District and the College maintain strict guidelines on the number of contact hours that must take place in order for students to receive course credit. The number of contact hours for traditional courses meeting face-to-face with an instructor is defined by the number of hours spent in classroom and/or labs. Pierce is in the process of vetting a policy on Regular and Effective Contact Hours in online courses, and expects it to be approved by the end of the Spring 2012 semester.

Contact hours in asynchronous learning, such as that which takes place in online courses, is more difficult to monitor. For this reason, “contact hours” in asynchronous learning environments are defined differently. When planning and developing a distance education course, instructors are trained to estimate the time a typical student will take accessing and working with primary learning materials. This should be equivalent to the number of contact hours normally expected in traditional formats, and should be documented in course planning materials.

The Los Angeles Pierce College Distance Education Course Approval Addendum contains a section in which the type and number of instructor-student contacts per semester are specified, including (if applicable): group meetings, individual meetings, orientation, review sessions, supplemental seminars, study sessions, and field trips.

Policies Concerning Ownership of Materials, Faculty Compensation, Class Sizes, and the Utilization of Revenue Derived from the Creation and Production of Software or other Media Product. Los Angeles Pierce College follows the guidelines outlined in Article 41 of the AFT Agreement with regard to ownership of materials and utilization of revenues derived from the creation and production of intellectual property.

Pierce also follows the guidelines outlined in Article 40 of the AFT Agreement with regard to class size, assignments, and load pertaining to distance/distributed learning courses.

The following sections of Article 40 pertain to compensation for distance education course development.

In accordance with Article 40, the first time a D/DL course is offered at the College, the maximum size shall be 25 students, unless the assigned faculty member permits the class size to reach a maximum of 35. Thereafter, the class size shall not exceed 40 students unless the assigned faculty member permits additional students to enroll.

E.3 Governing Board

Governing Board - The seven-member Board of Trustees of the Los Angeles Community College District operates under the authority of the California State Education Code Sections 70900-70902. It is responsible for the quality, integrity, and financial stability of Los Angeles Pierce College and for ensuring that the college fulfills its educational mission. Its members are popularly elected and represent a broad array of community interests. The LACCD chancellor serves in a staff capacity to the Board. The Board is directly responsible for ensuring that all public funds are expended in a manner consistent with the California Educational Code and Administrative Regulations.

A statement of lack of conflict of interest - California Fair Political Practices Commission Form 700: Statement of Economic Interest - is filed annually by each board member.

Chief Executive Officer - The Los Angeles Pierce College president is hired by the board of trustees based on input from a campus selection committee and the chancellor of the Los Angeles Community Colleges. The college president serves as the chief executive officer on a full-time basis and is granted sufficient authority to administer board policies. Both the chancellor and the college president encourage and support the development of online courses and programs.

Administrative Capacity - The college administration consists of the president, three vice presidents, nine academic managers, five classified managers, and appropriate support staff for these positions. The persons filling administrative positions are full-time, permanent employees who have appropriate preparation and experience to support the college mission and operations. An academic manager reporting to the vice president of academic affairs is assigned administrative oversight of distance education programs.

Operational Status - Since its beginning in 1947, Los Angeles Pierce College has been in continuous operation, offering degrees and certificates. In Fall 2008, more than 23,000 students were enrolled in vocational and transfer programs. A small but growing selection of online courses has existed since 2000, and the proposed online program will be offered in conjunction with the college's existing traditional instructional program.

Degrees -The *Los Angeles Pierce College Catalog* lists the degrees granted, course credit requirements, and designated transfer articulation status for individual courses. A significant proportion of the college's educational offerings lead students to certificates or degrees. The college is proposing to add

online degrees and certificates which will maintain the same content and rigor as traditional face-to-face classes.

Educational Programs - Los Angeles Pierce College offers a wide variety of educational programs to its students, including general education, transfer, and vocational programs and certificates consistent with the missions of Los Angeles Pierce College, the Los Angeles Community College District, and the California Community Colleges.

The college's two-year career and transfer programs lead to entry-level employment and/or transfer to a four-year college or university. These programs are regularly evaluated through the college's program review process to ensure that they are of appropriate length and academic rigor. The college has established assessable students learning outcomes for each of its degree programs.

Academic Credit - Los Angeles Pierce College conforms to the appropriate California Education Code sections in awarding college credit. The Course Outline of Record describes classroom hours and unit credit, and new or revised Course Outlines of Record identify student learning outcomes for each course.

The *Los Angeles Pierce College Catalog* describes institutional policies and requirements related to awarding credit. Credits are based on the Carnegie formula of one unit of credit per 18 hours of lecture semester. The college uses the *Program and Course Approval Handbook* published by the California State Chancellor's Office as a reference.

The Office of Admissions and Records files document attendance and hours of credit earned for each class.

The proposed online courses, certificates, and degrees will conform to the same academic standards as the traditional face-to-face courses. See attachment: Los Angeles Pierce College Curriculum Committee Guidelines Regarding Distance Learning Courses

Student Learning and Achievement - Developed as a guide to all of the college's educational programs, Los Angeles Pierce College has established Institutional Learning Outcomes (ILOs) for all its students who complete a degree or certificate. These ILOs describe the knowledge and skills that students should develop during their stay at Los Angeles Pierce College. As such, these ILOs provide a framework to support the development of student learning outcomes for each program. Courses, programs, and degrees offered online will meet the same standards as courses, programs, and degrees offered by traditional methods.

The college's strategic planning process includes assessment of student learning outcomes to guide program improvement and institutional effectiveness measures, such as student achievement, to assess college-wide goals.

General Education - Completion of the college's general education program ensures students achieve a breadth of knowledge and rigor consistent with higher education. Los Angeles Pierce College's mission and vision coupled with Institutional Learning Outcomes promotes intellectual inquiry and ensures that students achieve educational depth. The college's general education requirements ensure students achieve specific reading, writing, and computation competencies. The general education courses in the proposed online associate of arts degree program will ensure that students achieve the same competencies as the traditional face-to-face traditional courses.

Academic Freedom - Los Angeles Community College District regulations and collective bargaining agreements support faculty and students at Los Angeles Pierce College with an atmosphere of intellectual freedom and independence while they examine knowledge appropriate to their disciplines

or areas of study. The creation of a distance education program will not affect this eligibility requirement.

Faculty - The *Los Angeles Pierce College Catalog* lists all full-time faculty academic backgrounds. The college employs 203 full-time faculty, a core sufficient in size and experience to support all of the institution's educational programs including on-line instruction in the disciplines that will comprise the proposed online degrees and certificates. The faculty collective bargaining agreement details faculty responsibilities for development and review of curriculum and assessment of student learning.

New tenure-track faculty are strongly encouraged to participate in the college's formal mentoring program which guides them through their probationary period and acquaints them with their responsibilities as faculty members.

Student Services - Los Angeles Pierce College provides all of its students a wide range of services including access, financial, health (mental and physical), and academic needs. Its programs focus on the specific needs of its students. Information about services is available through the college website and many services can be provided online. The college has launched a distance education portal (described in Section B: Student Services Support) designed so that online students have the same level of access to college services and programs as on-campus students.

Admissions - Los Angeles Pierce College adheres to the California Community College's open access policy which guarantees admission to all persons possessing a high school diploma or who are eighteen years of age or older. The *College Catalog* contains descriptions of nondiscrimination policies as well as board-of-trustee-approved policies on admissions. Enrollment in online courses will follow the same statutes and board policies as for traditional courses.

The Office of Admissions and Records endeavors to provide accurate information in a timely and courteous manner to prospective students, staff, and the general public about admissions policies and procedures, registration, academic policies, and student records. Online students completing a distance education degree or certificate will have access to this information through the recently launched distance education portal.

Financial Accountability - The Los Angeles Community College District is audited annually in compliance with auditing standards. A statement of audit procedures and findings is on file in the Business Office. A copy of the audit is available for review by the self-evaluation validation team. The creation of a distance education program will not affect this eligibility requirement.

Institutional Planning and Evaluation - Los Angeles Pierce College has an active and inclusive planning and evaluation process that includes students, faculty, classified staff, and administration in formal structures such as the Educational Planning Committee, the Student Success Committee, the Budget Committee, the Educational Technology Committee, the Technology Committee, and the Los Angeles Pierce College Council. Using the college's Strategic Plan, these groups actively review and make recommendations to the college president concerning updates to the college's Educational Master Plan, Technology Plan, Student Success Plan, and Facilities Master Plan. The status of these plans and progress towards identified objectives are reviewed annually. The college actively participates in the LACCD planning processes.

The college publishes in print and on its website a fact book that includes indicators of institutional effectiveness such as student persistence rates, success and retention rates, transfer numbers, and degrees and certificates granted.

Student learning outcomes definition and assessment are part of the annual program planning document. This process was designed to link program review and outcomes assessment to resource request justifications and to feed into long-term institutional strategic planning processes.

When the proposed online program is approved, the college will ensure that the online program will be incorporated in the college's assessment, planning, and budgeting process. The online program office will continue to complete an Annual Program Plan.

Academic Program Plan for distance education. The components of the plan include a program's goals and objectives, both short term and long-term as based on the college's strategic plan; curriculum; the student learning outcomes cycle for courses in the program; external influences (environmental scans); human resources needs; equipment and software needs; facilities needs; and enrollment data including student success and retention and number of degrees and certificates awarded. See attachment: (a) sample Annual Academic Program Plan and (b) sample completed Annual Academic Program Plan.

Public Information - The college publishes a *Catalog* and posts it on its web page annually. Both the college catalog and schedule of classes are published and posted on the college's website. Additional information is communicated to the public through the college web page, press releases, the *Schedule of Classes*, brochures, the Guide to Classes, and through District policies and procedures that are available through the District web page. Published information includes:

1. Official name, address, phone number and web site
2. Educational Mission
3. Course, program, and degree offerings
4. Academic Calendar published in the Schedule of Classes
5. Program Length published and is embedded in some program descriptions
6. Academic freedom statement is published in Board Rules
7. Available financial aid
8. Available learning resources
9. Names and degrees of administrators and faculty
10. Names of governing board
11. Admissions requirements
12. Student fees and financial obligations
13. Degrees, certificates, graduation and transfer requirements
14. Academic regulations
15. Nondiscrimination policy
16. Acceptance of transfer credits
17. Grievance and complaint procedures
18. Sexual harassment policy
19. Refund of fees procedure

Once the college receives approval for an online program, all relevant information about online degrees and certificates will be published and posted online for easy accessibility. See attachment: Los Angeles Pierce College 2011-2012 Catalog; Los Angeles Pierce College Spring 2011 Schedule of Classes.

Relations with the Accrediting Commission - Los Angeles Pierce College adheres to eligibility requirements and accreditation standards as described in this self study, maintains its integrity in describing itself to all accrediting agencies, and will communicate changes in its accredited status. Los

Angeles Pierce College agrees to disclose information as required by the Commission. Furthermore, the college will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. The creation of a distance education program will not affect this eligibility requirement.

F.1 Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change

We have validated that all eligibility requirements are fulfilled.

G.1-3 Evidence that Each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission Policies are Addressed

ACCJC Eligibility Requirements. The development of the distance education program has not impacted the College's adherence to the 21 eligibility requirements for accreditation. All of the requirements were carefully reviewed to ensure that the College is meeting the particular needs of online students. Of particular importance are the following:

- All of the college's educational programs and delivery of those programs, including through distance education, are congruent with the College Mission and the Educational and Strategic Master Plans.
- Online classes have the same student learning outcomes as traditional classes. Institutional student learning outcomes are in place and mapping of course-level outcomes and program-level outcomes is an ongoing, evaluative, and reiterative process supported by the college's program planning and review processes.
- Proposed online classes are reviewed and approved by the Curriculum Committee and Academic Senate.
- Faculty are appropriately trained to teach in an online environment and the effectiveness of their performance is evaluated by their students and their department chairs. Staff development opportunities, including required training in the use of the course delivery tool (Moodle) and a required pedagogy class, exist to enhance faculty's continued growth in the delivery of online classes.
- Online students are able to access student services online in the same manner as on-campus students. Instructions and assistance for students enrolled in online classes are easily found and accessed via the College website.
- Online students have access to digital resources offered by the Library.

ACCJC Standards. The Commission Standards of Accreditation, including the college mission and institutional effectiveness, student learning programs and services, resources, and leadership and governance, are being met and will continue to be fulfilled. An overview of the standards and a summary of how the College and its online educational program will continue to fulfill the standards follows:

- **Standard I – Institutional Mission and Effectiveness.** Los Angeles Pierce College has a Board-approved statement of mission, which identifies the broad-based educational purposes it seeks to achieve. The College has developed and implemented integrated systems of research, evaluation, and planning to assess institutional effectiveness. The Educational Technology Committee reports to the Academic Senate.

- **Standard II - Student Learning Programs and Services.** Department plans for online courses are included in their annual plans. The Curriculum Committee considers and approves online courses in the same manner as for traditional courses, with an additional form that is attached to the course outline that specifically describes how material will be delivered in a DE course. The College represents itself clearly, accurately, and consistently to its students, its constituencies, and the public through its catalogs, schedule of classes, and other publications, as well as its website. Student support services are delivered online via the College webpage and the District webpage. In addition to their own technology resources, online students have access to technology in computer labs in academic departments, the Library, and the Center for Academic Success. Many online Library resources are available.
- **Standard III – Resources.** Resources are sufficient to support the online program. Before they can teach online, faculty must complete training in the use of the course management system, Moodle, as well as complete a pedagogy course. Online students and department chairs evaluate online instructors. The distance education program is funded through the general operating budget.
- **Standard IV – Leadership and Governance.** Los Angeles Pierce College operates within the required governing board policies and regulation of the Los Angeles Community College District. Both the District and the College are committed to the support of distance education through their mission statements and the provision of online services for students. The Educational Technology Committee reports to the Academic Senate, which consider all recommendations regarding distance education before they are reported to the Educational Planning Committee.

Internal and External Approval Processes of the Proposed Change. This report was prepared under the leadership of the Distance Education Coordinator, Wendy Bass (bassw@piercecollege.edu), and the Vice President of Academic Affairs, Anna Davies (daviesA@piercecollege.edu), in collaboration with members of the Educational Technology Committee, and the Accreditation Response Group. The report was circulated for review via email in April 2012 to the Academic Senate and the Los Angeles Pierce College Council. The Academic Senate approved the document on May 21, 2012; Los Angeles Pierce College Council approved the document on June 28, 2012.

One a list of what was offered Spring 2011; the second a list of all courses approved for DE delivery.

The fully online courses that were offered in Spring 2011 are listed below followed by the hybrid courses. Many of these courses satisfy duplicate degree requirements and so fulfill only a small fraction of the associate degree requirements. (See attachment: Los Angeles Pierce College Spring 2011 Schedule of Classes)

Administration of Justice 1	Introduction to Administration of Justice I
Anthropology 101	Human Biological Evolution
Business 1	Introduction to Business
Chicano Studies 80	Chicano Politics
Child Development 1	Child Growth and Development
CAOT 87	Excel Concepts for Business Applications
Economics 1	Principles of Economics I
Geography 1	Physical Geography
Journalism 100	Social Values in Mass Communication
Library Science 102	Internet Research Methods
Personal Development 8	Career Planning and Development
Personal Development 20	Post Secondary Education: The Scope of Career Planning
Personal Development 40	College Success Seminar
Philosophy 1	Introduction to Philosophy
Philosophy 9	Symbolic Logic
Philosophy 20	Ethics
Political Science 1	The Government Of the United States
Psychology 1	General Psychology
Psychology 41	Life-span Psychology: From Infancy to Old Age
Sociology 1	Introduction to Sociology

Hybrid Courses

Art 103	Art Appreciation
CSIT 501	Introduction to Computers and their Uses
Economics 2	Principles of Economics II

English 101	College Reading and Composition I
English 102	College Reading and Composition II
English 103	Composition and Critical Thinking
History 11	Political and Social History of the United States I
Mathematics 115	Elementary Algebra
Mathematics 125	Intermediate Algebra
Mathematics 227	Statistics

However, we have many courses approved to be taught online. The following courses are approved to be taught online:

Accounting 1	Introduction to Accounting I
Accounting 2	Introduction to Accounting II
Admin of Justice 1	Introduction to Administration of Justice
Admin of Justice 174	Offender Profiling in Criminal Investigations
Animal Science 470	Introduction to Lab Animal Care
Animal Science 501	Principles of Animal Science
Animal Science 505	Animal Nutrition
Animal Science 515	Artificial Insemination
Anthropology 101	Human Biological Evolution
Anthropology 102	Human Ways of Life: Cultural Anthropology
Anthropology 121	Religion, Magic and Witchcraft
Anthropology 161	Introduction to Language and Linguistics
Art 103	Art Appreciation I
Art 501	Beginning Two-Dimensional Design
Biology 3	Introduction to Biology
Business I	Introduction to Business
Business 5	Business Law I
CAOT 1	Computer Keyboarding
CAOT 87	Excel Concepts for Business Applications
CAOT 120	Adobe Illustrator for Office and Web

Chicano Studies 80	Chicano Politics
Child Development I	Child Growth and Development
Chemistry 101	General Chemistry I
Cinema 107	Understanding Motion Pictures
Computer Science 501	Introduction to Computers and Their Uses
Computer Science 537	Routing Systems, Devices and Protocol
Computer Science 538	Implementing Wide Area & Wireless Networking
Computer Science 548	Web Development Using Flash and ActionScript
Computer Science 550	Website Development and Programming Using Dreamweaver and JavaScript
Computer Science 556	Advanced Dreamweaver: Dynamic Website Development
Computer Science 578	Routing Systems Design and Programming
Economics I	Principles of Economics I
Economics 2	Principles of Economics II
Economics 60	Economics and the Environment
English 101	College Reading and Composition I
English 102	College Reading and Composition II
Environmental Science 32	Survey of Environmental Regulations
Geography I	Physical Geography
Geography 2	Cultural Elements of Geography
Geography 15	Physical Geography Laboratory
Health 2	Health and Fitness
Health 11	Principles of Healthful Living
History 1	Introduction to Western Civilization I
History 2	Introduction to Western Civilization II
History 11	Political/Social History of the United States I
History 13	The United States in the Twentieth Century
History 41	African-American in the History of the US I
History 86	Introduction to World Civilization I
Humanities 31	People in Contemporary Society
Humanities 61	People and their World: Creative Process
Journalism 100	Social Values in Mass Communication

Journalism 101	Collecting and Writing News
Learning Skills 1	Reading
Learning Skills 2	English Fundamental
Learning Skills 3a	Vocabulary Development
Learning Skills 7	Basic Composition
Learning Skills 10	Mathematical Fundamentals
Library Science 102	Internet Research Methods
Linguistics 1	Introduction to Language and Linguistics
Math 110	Introduction to Algebraic Concepts
Math 112	Pre-Algebra
Math 115	Elementary Algebra
Math 125	Intermediate Algebra
Math 227	Statistics
Personal Development 8	Career Planning and Development
Personal Development 20	Post Secondary Ed: Scope of Career Planning
Personal Development 40	College Success Seminar
Philosophy 1	Introduction to Philosophy
Philosophy 5	Critical Thinking and Composition
Philosophy 6	Logic in Practice
Philosophy 20	Ethics
Philosophy 9	Symbolic Logic I
Political Science 1	Government of the United States
Psychology 1	General Psychology I
Psychology 41	Life Span Psychology: From Infancy to Old Age
Sociology 1	Introduction to Sociology
Sociology 2	American Social Problems
Sociology 3	Crime and Delinquency
Sociology 4	Sociological Analysis
Sociology 8	Sociology of Aging
Sociology 21	Human Sexuality
Sociology 28	The Family: A Sociological Approach
Sociology 43	Online Teaching and Learning for Educators

Speech 101	Oral Communication I
Speech 121	Oral Communication II

Appendices:

Appendix A: LACCD Distance Education Course Approval Form

Appendix B: Pierce College Educational Technology Committee Policy for Online Classes

Appendix C: Pierce College Instructor/Student Contact Policy for Distance Education Courses

Appendix D: AFT Guild/LACCD Student Evaluation of Online Instructor Form

Appendix E: AFT Guild Article 40: Distance Learning

LACCD DISTANCE EDUCATION COURSE APPROVAL FORM
Educational Services 08/1997

Title 5, Section 55378 requires that each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to a District's certified course approval process. The distance education course should be reviewed through the six-year cyclical review process of Program Review pursuant to Title 5, Section 55201.

Approval Process

- Courses are initiated by and approved at college level by faculty in the discipline and/or department/division/cluster.

- College Curriculum Committee review each proposed and existing course offered through distance education separately in accordance with the provision of Title 5, sections 55002, 55370, 55372, 55374 and 55376.

- The review and approval of distance education courses shall follow the curriculum approval procedures outlined in Administrative Regulation E-65 – Approval of Credit Courses: Standards and Procedures.

Certification

The college curriculum committee certifies that the following requirements have been met.

Subject Title _____ **Course Title** _____ **Course No.** _____

Course Quality Standards (Title 5, section 55372)

The same standard of course quality are applied to the distance education courses as are applied to traditional classroom courses.

Course Quality Determinations (Title 5, section 55374)

Determination and judgments about the quality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum approval procedures.

Instructor Contact (Title 5, section 55376)

Each section of the course which is delivered through distance education will include regular effective contact between instructor and students.

We certify that the information and answers above properly represent this course: Department Chair, Curriculum Chair, VP Academic Affairs, College President.

It is NOT required to obtain signatures. The ECD electronic approval process will track approvals. Complete the form and upload it back into Section VIII of the COR in ECD. For complete instructions on how to upload a document into ECD select Help from the ECD main menu, then Help Documents.

Pierce College Distance Education Course Approval Form

Subject Title and Number:
Effective Semester/Year:

Course Title:

- Proposing a *new course* taught through distance learning.
Include with this form: Course Outline of Record (Requisite Validation form and matrix if there is a prerequisite, corequisite, or recommended course), the District "Distance Education Course Approval Form", and a copy of the course syllabus which explains the instructor's and students' responsibilities for the distance learning format.

- Proposing distance learning sections of an *existing course*.
Include with this form: the District "Distance Education Course Approval Form" and a copy of a sample course syllabus which explains the instructor's and students' responsibilities for the distance learning format. Note if the Course Outline of Record is more than five years old, an updated COR (with Requisite Validation Form and Matrix if appropriate) should be submitted as well.

How does the distance presentation format:
serve the best interests of the students?
enhance student success?

Description of student-instructor contact. (Check and fill-in any/all of the following that apply)

On Campus Coursework	Hours/week	Description
Distance Coursework	Projected Hours/week	Description
Distance assignments	Projected Assignments	Description of assignment and student accountability

Type of Contact	Number of times during the course this contact occurs	Description
<input type="checkbox"/> group meetings		

- individual meetings
- orientation
- review sessions
- supplemental seminar
- study sessions
- field trips
- library workshops
- other in-person

Supplemental contact

- phone
- correspondence
- message board
- required chat room
- optional chat room
- teleconferencing

Evaluation Methods: Description: (also, please give a description of security measures for online testing/evaluation)

- Testing on campus
- Testing online
- Other

Is Adequate technology and support available? Describe.

Is the course accessible to all students (including disabled students)? Explain.

The following college personnel certify that the information and answers above represent this course:
Department Chairperson, Curriculum Chair, Curriculum Dean

It is NOT required to obtain signatures. The ECD electronic approval process will track approvals. Complete the form and upload it back into Section VIII of the COR in ECD. For complete instructions on how to upload a document into ECD select Help from the ECD main menu, then Help Documents.

Some Title 5 Regulations for reference

CCR T.5 §55370 Distance Education

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is independent study and subject to the general requirements of Article 1 as well as the specific requirements of this Article (Article 2). Provided however, that fully interactive distance education courses, as defined in guidelines adopted by the Chancellor, shall not be considered independent study for purposes of calculating state apportionment pursuant to Section 58003.1. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. Sec. 12100 et. seq).

CCR T.5 §55372 Course Quality Standards

The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process.

CCR T.5 §55374 Course Quality Determinations

Determinations and judgments about the quality of distance education, under the course quality standards referred to in Section 55372, shall be made with the full involvement of faculty in accordance with the provision of Subchapter 2 (commencing with Section 53200) of Chapter 2 of Division 4 of this Part.

CCR T.5 §55376 Instructor Contact

In addition to the requirements of Section 55002 and any locally-established requirements applicable to all courses, district governing boards shall ensure that:

- (a) Each section of a credit transferable course which is delivered as distance education shall include regular personal contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, or other in-person activities. Personal contact may be supplemented by telephone contact and correspondence.
- (b) All other approved courses offered by distance education shall include regular contact between instructors and students consistent with guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors.



Educational Technology Committee

Passed in committee on Feb 9, 2011

Policy for Online Classes

The following policies govern the scheduling of classes which have hours listed as being completed online. This includes classes which are scheduled to be taught with 100% of the hours online or any portion of the hours online (hybrid).

- 1. No class can be scheduled as being online or hybrid until the class has been approved by the college curriculum committee as an online course.*
- 2. No class with online hours can be scheduled with STAFF as the instructor in the published schedule.*
- 3. No class with online hours can be scheduled with an instructor who has not been approved to teach online at Pierce*.*
- 4. Classes that do not appear in the printed schedule of classes are required to be advertised for 30 days prior to the start of the class.*
- 5. All classes which are scheduled for online hours need to be reported to the Distance Education Coordinator (DE) during the schedule prep period so as to be properly included in the web schedule. The department chair will determine if the instructor is qualified to teach online based on the guidelines below and will report this along with the scheduling information to the DE Coordinator. The DE Coordinator will verify the qualifications and report any problems back to the Department Chair who will be responsible for ensuring the guidelines are met.*

**The following guidelines govern qualifications for teaching online:*

Prior to teaching online, all new online instructors shall attend and complete six hours of online pedagogy training and six hours of Moodle tools training which can be accomplished through:

- the PierceOnLine Boot Camp*
- three online pedagogy and three Moodle tools workshops offered through Pierce Professional Development*
- @ONE online training*
- Etudes CTI plus three Moodle tools workshops*
- a course/conference otherwise approved by the Educational Technology Committee.*
- A degree or certificate from accredited institution in educational technology, online curriculum*

Moodle is the only course/learning management system supported by Pierce College.

Pierce College Instructor/Student Contact Policy for Distance Education Courses

Ensuring regular effective contact in hybrid or online courses guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. The distance education guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each distance education course/section or session".

Pierce College Policy:

All distance education courses at Pierce College, whether hybrid or fully online will include weekly effective contact as described below:

1. **Initiated interaction and frequency of contact:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course. At **the very least**, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.
2. **Type of Contact:** Weekly contact with students through **some combination** of the following options:
 11. Course announcements
 12. Participation in a threaded discussion board
 13. Participation in an open-ended discussion board
 14. Opportunity for questions and answers in a chat room
 15. Email contact
 16. Participation in online group collaboration projects
 17. Face-to-face informal meetings (e.g. review sessions)
 18. Face-to-face formal meetings (e.g. regular, scheduled class sessions)
 19. Teacher response to student work in progress
 20. Timely feedback for student work.
 21. Regular podcasts
 22. Voice enabled messages (e.g. Voice Boards or voice email)
 23. Synchronous virtual meetings