DISTANCE LEARNING PLAN
MAY 1, 2008

Charge assigned by LBCC College Planning Committee

Develop a Distance Learning Master Plan for the next five years. Items to be included, but not limited to the following:
• Technology support
• Standards: access, legal compliance, accreditation, policies, etc
• Curriculum considerations
• Professional development needs
• Marketing within and outside the district
• Instructional design support for online delivery
• Student services support for online students
• Staffing and other resource considerations
• Scope issues to be identified
• Other

Task Force Members and Their Constituencies

Co-chairs: Amit Schitai (Administrator) and Kevin Ryan (Academic Senate)	
Gerry Jenkins	**Curriculum**
Ray Sumner	**Department Head**
Mike MacCallum	**Student Services**
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Distance Learning Plan

INTRODUCTION

Distance Learning (DL) at Long Beach City College provides students with alternative avenues to access their program of study and offers different opportunities to address their learning styles, personal schedules and locality. LBCC prides itself in the quality of its course offerings and the rigorous curriculum approval process that assures that online instruction is equivalent to on campus courses. The last ten years has seen unprecedented growth in student enrollment in distance learning classes and overall demand for e-learning environments that provide variety in course offerings, accessibility, options in scheduling, and access to resources and course information on the Web. Moreover, on-campus instruction has also contributed to growth in Web-enhanced classes and increased integration of instructional technology in on-campus class activities. A team approach to technology integration into the curriculum of DL and on-campus courses includes the instructor as the content expert and facilitator in the overall instructional development and delivery process. Ongoing training and support offers the faculty a best practices scenario to engage their students in online learning and promotes student success.

Aligned with the college's mission and vision, the goal of the LBCC DL program is threefold: (1) to increase access to LBCC programs and course offerings, (2) to provide students who otherwise could not attend on-campus courses with an opportunity to accomplish their educational goals, and (3) to accommodate different learning preferences of individual students for "anytime, anywhere, anyone" instruction. The primary population served includes students whose schedules, learning styles, abilities, or preferences lead them to seek technology-mediated courses to meet their objectives. Accessibility is a prime directive of all distance learning efforts at LBCC.

LBCC is committed to providing institutional support and a network of resources for this agenda, recognizing changes in the way that students avail themselves of education, the demographics of community college students and keeping abreast of changes in educational methodologies and delivery. In this regard, the institution has framed the vision and direction of this agenda within a statement of mission and guiding principles for its development.

MISSION

Aligned with the college mission, Distance Learning at LBCC is a comprehensive program of course offerings and support services that provides open and accessible online education that qualifies for associate degree and certificate programs, workforce preparation and opportunities for personal development and enrichment. The college's commitment to excellence in student learning incorporates online and on campus courses with e-learning features.

VISION

Long Beach City College prepares students to be successful in the world of the 21st century. Sitting at a global crossroads, the college constantly crafts its educational programs to meet the needs of students living in:

- A world of increased complexity and speed
- A world both global and remarkably accessible
- A world technologically advanced but intensely interdependent

Distance Learning is an expression of the college's commitment to provide students with the best in educational and technological advancements to help them succeed. The DL Program embraces student diversity by providing alternative ways to learn at LBCC.

STATE, ACCREDITATION, AND LOCAL STANDARDS

LBCC DL course offerings and development efforts are in compliance with guidelines and standards set by Title V, the CCC System Office, ACCJC, and the State Academic Senate. The following table provides a brief description of the standards as well as the way that they are met at LBCC:

State, Local & Accreditation Standards	Standard / Guidelines	LBCC
California Education Code 51865	The state should ensure that the same standards are applied to distance learning for course and program quality, course content, pupil achievement levels, and coherence of curriculum that are currently applied for those purposes to traditional classroom instruction at public educational institutions.	At LBCC, determinations and judgments about the quality of distance courses are made via standards set by the curriculum committee for course quality. All DL courses are approved through a separate approval curriculum to ensure that they are equivalent and comparable to their on-campus version.
Title V Section 55211	(a) All approved courses offered as distance education include *regular, effective contact* between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.	LBCC follows a transactional theory model (Moore & Kearsley) of DL that involves the prescription of dialogue and structure features along with the necessary interactions with the content, instructor and fellow students. Using this model, LBCC DL offerings ensure a pedagogical-sound e-learning environment and put the learner at the center of attention.
CCC System: Strategic Plan; Distance Education Regulations and Guidelines	Expand and sustain an appropriate range of delivery methods to enhance access while maintaining and promoting high standards of academic rigor and excellence. An appropriate range of delivery methods is needed to improve access while maintaining high academic standards. The use of technology can bridge gaps that may be caused by income or geographical disparities.	At LBCC, multiple delivery methods are observed in the variety of our DL course offerings (online, hybrid, teleweb). Course quality and rigor is ensured through the local curriculum process.
Accrediting Commission for Community and Junior Colleges (ACCJC)/ Distance Learning Manual	Accreditation concerns related to DL are specified in the Accreditation DL Manual (Aug 2007). They include matters related to institutional motivation; mission; educational programs and the curriculum; faculty; students; library and learning resources; Institutional effectiveness and student outcomes; organization, planning, human resources; facilities and equipment; catalogs and publications; and intellectual property rights.	All of ACCJC DL-related concerns are addressed in the college's current DL practices and/or in this five-year plan.
State Academic Senate for CCC (SACCC) / Guidelines for Good Practice: Technology Mediated Instruction	The SACCC has asserted that it has already been involved in many aspects of the successful introduction and implementation of technology in the learning process. Good practices for all types of technology mediated instruction, whether it occurs in the classroom on campus, or involves distance learning have been established.	At one of the recent plenary sessions, LBCC was recognized by SACCC for it excellent curriculum process and standards (see below).
Local Curriculum Standards	Local curriculum standards are set and continually maintained by the LBCC Curriculum Committee. The current standards as set forth in the Curriculum Committee are in-line with both Title V, State, and CCCCO standards and best practices. The standards ensure local definitions of course modalities, recommend methodologies for interaction and evaluation, and reiterate responsibilities in compliance with accessibility law. The guidelines are available at: http://de.lbcc.edu/dlguidelines	

FIVE-YEAR DL PLAN: THEMATIC AREAS

This five-year DL plan includes the following thematic areas:

► Courses

► Students

► Faculty Development and Training

► Governance and Institutionalization

► Marketing

Each of these areas consists of four sections:

►*Expected Standards* ►*Measurable Objectives* ►*Related Outcomes* ►*Essential Resources*

Following is an array of the standards and objectives that are included in each area in this plan:

DL PLAN THEMATIC AREAS

Expected Standards		Objectives
• General Course Standards • Course Quality Standards • Course Development and Delivery Standards • Course Compliance Standards	COURSES	C1. Course Growth C2. Strategic Course Offering Plan C3. Course Quality C4. Course e-Learning Environment C5. Course Modalities C6. Course Development and Delivery Support C7. Course Evaluation C8. e-Portfolios C9. Video Content
• General Students Standards • Student Preparation Standards • Student Services • Technical Standards • Student Evaluation Standards	STUDENTS	S1. Enrollment Growth Benchmarks S2. Diversity S3. Student Support S4. Inclusive Accessibility S5. Student Retention and Success S6. Student Surveys S7. Classified Staff Supporting Students
• Faculty Development and Training Standards	FACULTY DEVELOPMENT AND TRAINING	FD1. Formal Training FD2. Faculty Consultative Group and Faculty Mentors FD3. On-going Faculty Training
• Governance and Institutionalization Standards	GOVERNANCE AND INSTITUTIONALIZATION	GI. Organization of DL at LBCC GI2. Growth and Scope of DL Program GI3. Enrollment Management GI4. Strategic Course Offering Plan GI5. DSP&S and DL Collaboration GI6. Applicable College Policies and Regulations
• Marketing Standards	MARKETING	M1. Distance Learning Marketing Plan M2. Targeted Marketing M3. DL in College Catalogue and Schedule of Classes

COURSES

Expected Standards

General Course Standards
- Academic departments initiate the development of DL courses. DL courses are assigned to faculty in conjunction with a course offering plan and in accordance with LBCC's enrollment management plan.
- A reliable, accessible, educationally sound, user-friendly, and student-centered e-learning environment is available to *all* students and instructors 24/7 except during limited downtime for maintenance in slow times, during, and in-between semesters. The course environment (a) is secured; (b) allows access to registered distance learning students and their faculty only; (c) allows for implementation and inclusion of course qualities and compliance standards listed below; (d) follows universal design principles as defined by the Center for Universal Design (CUD) at North Carolina State University (see Appendix 9); and (e.) Any course specific environments used in LBCC DL classes must be accessed through a central and secured gateway.

Course Quality Standards
The following standards guide the design of all DL classes at LBCC:
- Instructional content design - clustered in comprehensible units; engaging; includes comprehension checks, reflection milestones, embedded communication, and meaningful self-assessment opportunities.
- Communication activities - reflection, discussion, collaboration activities are designed to ensure content-comprehension, content application, and the development of higher-order thinking skills.
- Practice activities - self-assessments for content comprehension with immediate, individualized, and meaningful feedback.
- Assessments - on-going; thematic chunks; encourage the production of tangibles or deliverables; avoid potential compromise in assessment integrity.
- Learner-centered instructional principles are implemented in all of the above.

Course Development and Delivery Standards
- DL courses are hosted on the instructional distance learning Web servers or through links to commercial content sites which meet the Course Quality and Course Compliance standards.
- DL courses use the lbcc.edu domain on the home page of the e-learning environment.
- DL course access requires a single sign-in authentication using real-time PeopleSoft (PS) data.
- Faculty members team up with the ITDC as content experts for course planning, development and delivery needs. The ITDC team provides the instructional design and technical expertise to develop e-learning material needed to support the students throughout their learning experience to accomplish the outcomes of the course and to complete the course successfully.

Course Compliance standards
1. Accessibility - compliance with Section 508 (1998 amendment), Access Board guidelines (2000) and CCCCO DL Access Guidelines (1999)
2. Copyright - compliance with the TEACH Act (2002)
3. Security - protecting content as well as student data and material
4. Privacy - following FERPA guidelines and protecting student privacy following general LBCC rules and regulations

Objectives Courses	Outcomes Courses
C1. COURSE GROWTH • In the next five years, increase DL course / class section in accordance with the enrollment management plan and the benchmarks for growth included in the Students area of this plan (see Students area below). Focus on DL growth in GE courses in all plans.	• Courses / Classes offered in DL modality match student demand in accordance with the college enrollment management plan.
C2. STRATEGIC COURSE OFFERING PLAN Develop a strategic plan for DL course offerings across LBCC schools to promote anticipated growth, and ensure student access to DL courses via a reliable and consistent schedule. • The plan will address the college mission and vision, GE and transfer requirements, community needs, department goals, and assignment needs. • Courses will be offered in response to the needs of: (a) working adults with time-compressed schedules or other reasons that prevent them from taking on-campus courses; and (b) learners locally, nationally and internationally to balance demands of work, professional and personal responsibilities. • The plan will rely on allocated resources to develop new courses as identified above. • The plan will consider needs for contracting part-time faculty when full-time assignment is insufficient for planned growth and offerings. • The plan will correspond to processes identified for DL offerings in the overall college's enrollment management plan.	• Departments, Instructional Deans, and the DL program collaborate to plan the strategic offerings of DL courses across the curriculum in accordance with institutional target enrollment growth for this area. • The college offers DL courses in response to students as determined through a variety of survey methods and instruments.

Objectives, cont'd Courses	Outcomes, cont'd Courses
• Work with Economic Development to identify alternative formats for DL course offerings to industry and companies in the college adjacent areas and beyond. • Facilitate discussion among college constituents and appropriate curriculum subcommittees to assess the need for sufficient online course offerings under GE Plan A, B and C to allow students to complete a 2-year degree fully online.	

C3. COURSE QUALITY
  • Develop and implement course standards required for all DL courses offered at LBCC. By implementing the transactional distance theory model in the design of all LBCC DL courses, the standards will promote best practices to ensure course effectiveness and student success in all courses.
  • Course quality standards are addressed during training of new DL faculty through the Faculty Consultative Group and assigned mentors (See Faculty Development and Training Goals below).
	• Consistent, high quality courses offered meeting student expectations.
	
	• Increase in student retention/success in DL courses.

C4. COURSE E-LEARNING ENVIRONMENT
Work toward utilizing a cost-effective, open-source, scalable, accessible and reliable e-learning environment in all LBCC DL courses. The following are the facilitating objectives for this goal:
  • Identify minimal e-learning environment standards needed for effective faculty usage and student success. Include input from current DL faculty regarding their needs for management and instructional features in developing these standards. The environment will be capable of (a) providing student-centered features promoting interactivity, active engagement, and meaningful practice opportunities; and (b) providing user-friendly management features for faculty teaching the courses.
  • The e-learning environment will be accessible to all students following usability guidelines and in compliance with section 508 of the Rehabilitation act and the CCCCO Distance Education Access guidelines.
  • The e-learning environment will be reviewed during course review (see above goal)
	• All LBCC DL courses and their associated websites are accessible and in compliance with Section 508 and the CCCCO Distance Education Access Guidelines.

Objectives, cont'd Courses	Outcomes, cont'd Courses
• e-learning standards will be verified during the Faculty Consultative Group review as part of the new DL faculty training (See Faculty Development and Training Goals section). • A single sign-in entry point will be authenticated via PeopleSoft/Oracle real-time data allowing access to any e-learning environment that follows the standards. It is recommended that the college will consider a single sign-in entry point for all college online services. • Provide flexibility to faculty content developers and those teaching the courses to (a) use a locally standardized Web-editing tool; (b) use an open source system with built-in content management tools; (c) use commercial content available through textbook publishers and similar sources; or (d) any other environment that meets the standards is acceptable for delivery upon approved verification of standards. • Expand e-Zone gateway PS/Oracle database connection to allow access to data for Web-enhanced classes that will enable Web-enhanced instructors' direct use of features of the e-learning environment for on-campus courses.	
C5. COURSE MODALITIES • Work with Curriculum Committee and other related constituents to convert the old TV course modality ("telecourse") to an online course that use video content as the core curriculum. The new format will comply with all existing curriculum standards set for DL courses. • Work with Curriculum Committee on local definition of hybrid courses until further guidelines are provided by CCCCO.	• Online courses with video content are offered as part of the DL course offerings at LBCC. • Telecourses in current delivery format are no longer offered.
C6. COURSE DEVELOPMENT AND DELIVERY SUPPORT • Individual departments will develop a plan to ensure that their own content standards are met in DL courses offered. The plan follows the college-wide course quality and compliance standards. • Continue the DL Course Content Development project (stipends for faculty to provided online course content which is produced by ITDC professionals).	• Fully developed DL courses will be available for departmental assignment. • Faculty who are assigned to teach the course will use the packaged course as a basis and customize it to fit their needs.

Objectives, cont'd Courses	Outcomes, cont'd Courses
• Ensure support for new DL instructors in the development and implementation of their courses. • Provide sufficient technology and instructional support staff to provide training and technical support during the development of DL course material and throughout the semester when the course is delivered (see Faculty Development and Training area). • Addenda forms used by the Curriculum committee's DL course approval process will be available to faculty, department Chairs, and related administrators via an electronic and searchable database.	
C7. DL COURSE EVALUATION • Work with Academic Services to obtain data and monitor need, growth and effectiveness of DL courses. • Use a variety of meaningful evaluative measures based on recommendations from the office of Institutional Effectiveness.	• Institutional effectiveness measures with respect to DL course offerings and enrollment demographics serve to guide future DL program practices.
C8. e-PORTFOLIOS Implement e-portfolios and make them available for LBCC DL courses as following: • The portfolios will be used by instructors for student evaluation and assessment of SLOs and by students for reflection on their course activities and overall college experience. • Students will still be able to access the information in their portfolios when they complete their program or transfer to a university. • Faculty will be able to access the e-portfolios of continuing and returning students as necessary for assisting them in accomplishing their instructional goals. • e-Portfolios will become part of the e-Learning environment of all DL courses and use the same secured single sign-in entry point used to access the courses.	• A functional e-portfolio system is used by students for (a) meaningful review of academic progress; (b) usage upon transferring to four-year institutions; and (c) for employment prospects. • A functional e-portfolio system is used by (a) faculty, for meaningful review of academic progress; and (b) counselors, for effective academic advising purposes and promoting student success.

Objectives, cont'd Courses	Outcomes, cont'd Courses
C9. VIDEO CONTENT Establish institutional license access to Intelecom Resource Network for faculty integration of instructional video content in DL and Web-enhanced courses. All video material will be accessible to *all* students.	• Integration of quality video content enhances courses to facilitate student learning and promote student success.

Essential Resources	
Essential Resources Courses	
STAFF	• Departments have a sufficient pool of full- and part-time faculty, interested in and qualified to teach the departments' DL course offerings. • Technology and instructional support staff at the ITDC and DL program: Instructional designer, Web developers, Educational Technologists and HelpDesk Technologists sufficient to maintain current program levels and future growth. • Technology support at ACIT for PS needs related to DL courses (e.g. data integration needed for faculty and student features on courses' e-Learning environment).
EQUIPMENT	• Servers, virtual systems, and applications in support of e-learning environment and course Web hosting. • Storage and back-up systems (see Technical Infrastructure).
SOFTWARE / LICENSES	• Fee-based commercial content providers for course enhancement and/or to address specific instructional needs.
STIPENDS	• For faculty development and maintenance of online resources and DL preparation material (course/training).
SUPPLIES	• Develop budget for DL, ITDC, and FRC for development and ongoing support activities (paper, cartridges, peripherals etc.).

STUDENTS

Expected Standards

General Student Standards
All on-campus student standards at LBCC also apply to DL students. Several standards are specific to DL students as outlined below.

Student Preparation
Student preparation for DL courses include the following:
- All students at LBCC have "anytime, anywhere" access to tutorials on learning online that include the basics for communicating and studying online as well time management and technical skills required for success when learning in this modality. This resource is embedded in the course e-learning environment and is also included in the online orientation accompanying the class.
- Resources for student preparation for DL courses are provided free online and on-campus in forms of information material and training.
- Formal preparation is also available in a credit course offered through the LAR department.

Student Services
The following student services are available to all LBCC DL students:
- Online admission and registration through LBCC Online Experience (OLE)
- Online bookstore
- Online counseling
- Online financial aid
- Online and phone Helpdesk, including assistance and 24/7 access to Web-based assistance for accessing the LBCC single sign-in entry point to DL classes
- Online library
- Online tutoring (pilot in progress)

Technical Standards
- All students are required to have a valid e-mail address as well as consistent and reliable access to the Internet throughout the duration of the class.
- The student's valid e-mail address should be registered with PeopleSoft and all personal information should be kept current by the student. Using the *same* e-mail address during an academic term is highly recommended.
- If the student's e-mail address and/or name changes during the duration of the class, then it is the student's responsibility to communicate the change to the instructor and to PeopleSoft immediately.

- Technical HOW TO's are available to all LBCC students in S.I.D.E.Road. Students can access technical step-by-step instructions to technical tasks that are frequently and typically required in the DL courses.
- A single authenticated sign-in entry point grants registered students access to all LBCC DL courses.

Student Evaluation
- There are two types of student evaluations: (a) teacher evaluation required by the CCA contract (known as "Teacher Evaluation") and (b) student feedback for DL quality assurance purposes:
  - The Teacher Evaluation forms and the process in which they are administered are equivalent to the forms and the process used for on-campus students as outlined in the contract (Faculty Master Agreement). The form can be used "as is" or be customized by DL faculty as needed specifically to their classes.
  - Student evaluation forms (Web-based surveys) are available for faculty who wish to distribute to their students every semester.
- Instructors have direct access to the feedback received from their students' surveys; the survey data are also available with instructor's permission for various college evaluation teams as necessary.
- The DL program surveys all enrolled DL students regarding their DL experience at LBCC and the ways DL fits in their lives. It includes questions about student demographics as well the students' experience using LBCC instructional resources, tutorials program and support services. Additionally, the CCCCO survey is disseminated to all students for system-wide needs.
- Findings in students' class evaluation and college surveys are used as part of the decision-making process for modifications, future enhancements and upgrades of DL at the college.
- Survey tool used will be *accessible to all* students. (A standardized tool, SurveyGizmo, is currently used at LBCC.)

Objectives Students	Outcomes Students
S1. ENROLLMENT GROWTH BENCHMARK • LBCC will meet an anticipated growth in DL student enrollment on average of 20% per year over the next five years through shared governance practices proposed in this plan. This benchmark is informed by data included in **Appendix 2** of this plan and specifically the following:	• A total of 16,728 students attend DL courses in 2011-12 (post first census in each term). • A total of 5,072 unduplicated students attend DL courses in Spring 2012 at first census.

Objectives, cont'd Students	Outcomes, cont'd Students
▪ DL enrollment in higher education institutions in the United States (Sloan report): 20% ▪ Total student headcount annual growth in the CCC system between 1995 and 2006: 19.8% ▪ Enrollment growth in LBCC DL classes between 2004-2007: 18.4% ▪ LBCC DL FTES % of total college FTES (Spring 2007): 3.7% (Lower than in select colleges offering DL courses in the region.) ▪ Percent of total LBCC DL courses offered vs. total courses approved by the Curriculum Committee by 2006-07: 67% The benchmark above is also informed by potential bottlenecks in A&R practices and online services (see objective S5 below) and the need for a strategic DL course offering plan (see objective C2 above).	
S2. DIVERSITY • Ensure equal DL access to all LBCC students and encourage student diversity through marketing and outreach efforts (see Marketing goals below). • Students with disabilities (of all types) will access and participate fully in all DL courses offered by the college. • Support students who have economic barriers and address issues of digital divide by providing free access to technology resources needed for their DL courses, such as the computers and Internet access in the Open Access computer labs at all campuses.	• LBCC DL classes are accessible to *all* students. • Equal access rates in DL courses are comparable to on-campus course access rates. • Open access computer labs are available to all students on both campuses.
S3. STUDENT SUPPORT S3a. Current student support practices will be extended to include the following: • Extended HelpDesk hours (Phone / Web / IM) seven days a week including late evening hours. • In-person, walk-in support for DL students in Open Access computer labs, Success Centers, and other learning centers on all campuses.	• DL students are offered equivalent online services and support as on-campus students. Electronic library services are extended beyond the on-campus services available on-campus and include 24/7 online reference desk, resources, and electronic databases and catalog access.

Objectives, cont'd Students	Outcomes, cont'd Students
• Dynamic knowledge-base system with FAQ and links to services. Evaluate existing systems available commercially and identify one that best suits LBCC students. • Online tutoring and SI will be integrated in the operation of the Learning and Academic Resources department. • Direct access to technical support resources from within the DL course environment. • Increase availability of instructors in the Open Access computer labs for DL student needs. • Increase Library, Student Success Centers and other learning centers to be open 7 days a week including late evening hours. • Maintain Open Access computer labs equipment to be no older than four years in accordance with Technology Plan recommendations. • Online supplemental learning activities will be integrated in the operation of the Success Centers. • Work with the LAR department to extend basic Internet and time management skill development training and resources through a variety of means. This will be provided in conjunction with the CPAS curriculum already offered at LAR. • Design and provide transfer assistance to meet the needs of DL students appropriately. • Provide information regarding proctoring in DL courses in the Distance Learning section of the college catalogue. • Assess the cost-effectiveness and feasibility of establishing a proctoring center for DL students who are required by departments to take exams on campus. • Work with A&R and the Registration Task Force to address current admission and registration matters that pose actual and potential barriers to DL students and ensure they are addressed in the task force deliverables.	• On-campus services and support on both campuses are available to DL students • An "Orientation to DL" tool is available to all students at LBCC in a print and electronic format. The electronic version is integrated in the e-learning environment of all DL classes. • Data from support services is gathered, tracked and analyzed for future improvement of the services.

Objectives, cont'd Students	Outcomes, cont'd Students
• Work with A&R and ACIT to provide alternative access to online student services via mobile devices. • Work with HR Professional Development area to develop Web-based documentation that enables staff in all student support areas on campus to respond to DL student needs. Conduct face-to-face training session for classified staff members to be aware of, and understand, the unique needs of DL students. • Work with Student Services to examine the possibility of providing online assessment for placement services online. S3b. Provide a program orientation tool for new students to assess their readiness for participating in DL courses successfully: • Students in need of skills for success in DL courses will be highly encouraged to take CPAS 805 course before registering and/or working with the variety of online training material available. • All students will have access to an orientation tool to understand the e-Learning environment used in their class as part of the initial faculty communication with students. S3c. Provide library services that meet the needs of DL students to include the following: • Continue to support access to a variety of electronic library resources, reference services, e-books, e-journals and information literacy instruction. • Continue to provide off-campus access to electronic research databases through student authentication from PeopleSoft database. • Maintain 24/7 library reference services through accessible instant messaging, real-time chat, email, or telephone.	

Objectives, cont'd Students	Outcomes, cont'd Students
• Offer information literacy tutorials and courses to instruct students on available resources within the DL environment. • Evaluate usage of electronic library resources of and ensure appropriate resources are available for all programs at LBCC.	
S4. INCLUSIVE ACCESSIBILITY Provide *all* students equal access to DL courses and websites. This includes: • Accessible courses to students with any type of disability. • Accessible instructional activities including content presentation, content processing, communication and assessment activities. • Accessible information and services Web sites associated with DL at LBCC.	• Students with disabilities of any type have full access to all LBCC DL course offerings and all LBCC websites that include information and services associated with DL at LBCC.
S5. STUDENT RETENTION AND SUCCESS • Work with A&R and the Registration Task Force to identify current 'bottlenecks' that impact DL students' registration process and streamline Web-based directions and navigation to take classes at LBCC, including those for online Admission, Assessment, Orientation, Counseling, Financial Aid, and Registration. • Design and offer faculty training on the class-level aspects of enrollment management and census reporting in DL courses (e.g. identify NS status) • Design and offer faculty training on administrative, communication, and instructional methodologies that promote increased retention and success in DL courses.	• A&R procedures are streamlined through a continuous process of review, feedback, and improvement to provide an easy to use and friendly enrollment experience. • Enrollment-related faculty training sessions are offered on an on-going basis at the FRC through a collaborative effort between ITDC, A&R and ACIT.
S6. STUDENT SURVEYS • Survey DL students regularly, in key milestones throughout the academic year, regarding their experience in DL courses and with the DL program at large. • Design survey questions that allow for both quantitative and qualitative analysis of data gathered.	• DL student input is included in decision-making process associated with improvement and changes of FL services and instruction at LBCC.

Objectives, cont'd Students	Outcomes, cont'd Students
• Assess student feedback and experience data and compare with the DL course quality standards and applicable DL practices and services at LBCC to inform needed improvement or changes.	
S7. CLASSIFIED STAFF SUPPORTING STUDENTS Recruit and sustain adequate staff support for students: • Assess the need for staff positions necessary to support the proposed growth benchmarks suggested in this plan; ensure that input from classified staff, DL faculty, DL program, ACIT, student services, and other applicable constituents on campus is included in this assessment. • Address current shortage in number of specialized development and technical staff members assigned for DL e-course development, support and delivery.	• Adequate number of staff positions assigned to support the development, maintenance and delivery on DL courses at LBCC.

Essential Resources Students	
STAFF	• Qualified staff, knowledgeable in DL needs in Open Access computer labs to support students • Qualified staff, knowledgeable in DL needs for training of student support staff • A library liaison for the distance learning program to ensure student DL needs are met • Online SI Leaders • Online Tutors • Technology and instructional support staff at the ITDC and DL program: Instructional designer, Web developers, Educational Technologists, and HelpDesk technologists
EQUIPMENT	• Servers, virtual systems, and applications in support of DL student services and resources • Storage and back-up systems
SOFTWARE / LICENSES	• Server software and OS updates • Web editing and development tools; digital media design and production software • Electronic library resources such as research databases, e-books, and e-journals • Licenses of course-specific applications needed in the various DL courses offered across disciplines • EzProxy license for remote authentication to electronic library resources • Knowledge-base system (e.g. Parature)
STIPENDS	• Faculty stipends for developing Orientation material for DL students
SUPPLIES	• As needed for DL support services and print-based Orientation material available on campus

FACULTY DEVELOPMENT AND TRAINING

Expected Standards
Faculty Development and Training Standards
• All DL faculty are formally trained in the technology and instructional design necessary to develop and facilitate an instructional e-learning environment. • Faculty training addresses instructional methodologies and best practices, assessment methods, administrative procedures used in the DL environment, accessibility and other compliance matters, student preparation and orientation, interactive communication methodologies, resources and support services available for students.

Objectives Faculty Development and Training	Outcomes Faculty Development and Training
FD1. FORMAL TRAINING Convert existing Teach Online workshops to a formal training seminar, offered in a hybrid format and required for all faculty assigned to teach DL courses at LBCC for the first time. • Train faculty on the development, design, evaluation, and on-going maintenance of new and existing quality distance learning courses and instructional activities. • Faculty attending the online workshops will develop a complete distance learning course that follows the LBCC course quality and delivery standards during a period of one semester. • Instructions for new DL faculty will be included along with the training's e-material.	• A web-based training seminar with authenticated attendance and verified performance data. • A Teach Online seminar Certification of Completion is awarded upon completion of the workshop. • A fully developed distance learning course is ready to be offered.

Objectives, cont. Faculty Development and Training	Outcomes, cont. Faculty Development and Training
FD2. FACULTY CONSULTATIVE GROUP AND FACULTY MENTORS A Faculty Consultative Group and existing DL faculty mentors will be incorporated into the Teach Online seminar activities: • The Faculty Consultative Group will review the instructional design of the learning environment used in the class that is being developed, as well as the instructional activities (not the content) designed to facilitate the implementation of the LBCC course quality, delivery and compliance standards before the end of the training. The group will suggest enhancements or modifications that would contribute to student performance, engagement, and success. • The Faculty Consultative Group membership will include departmental & inter-departmental representatives, and instructional consultants (e.g. instructional designer, DL Director). FLEX and College Service credit will be awarded to faculty serving on this group. • The Faculty Consultative Group will be available for permanent DL faculty who wish to receive the group's feedback on new DL classes that they develop. • A DL Faculty Mentoring program will be established in collaboration with the Faculty Professional Development office. New DL faculty will be assigned a mentor to help through their first semester of teaching online at LBCC.	• Instructional design sessions facilitated by the Faculty Consultative Group is offered to all new DL instructors as part of the Teach Online training. • Voluntary instructional design sessions facilitated by the Faculty Consultative Group is offered to all DL instructors at LBCC. • DL Faculty Mentoring program will be available to all new DL faculty as part of the Teach Online training, and to all other LBCC DL faculty on a voluntary basis.
FD3. ON-GOING FACULTY TRAINING • Continue to offer DL faculty training opportunities for implementing teaching and learning methodologies that contribute to increased student retention and success in all DL courses via FLEX sessions, ITDC workshops, LBCC professional development activities, and CCCCO training opportunities.	• A web-based forum will be available for DL faculty to exchange ideas and experiences for increased retention and success. • Peer-led faculty roundtable sessions will be conducted on an on-going basis on campus. • Newsletters and informational e-mails related to DL experiences will be disseminated to all LBCC faculty.

Objectives, cont. Faculty Development and Training	Outcomes, cont. Faculty Development and Training
• Develop and deliver additional training for *existing* DL faculty on: - Census reporting in online environment - Course activities - instructional, administrative and communication activities that increase retention and success	

Essential Resources Faculty Development and Training	
STAFF	• Faculty Consultative Group • Faculty mentors • Technology and instructional support staff at the ITDC and DL program: - Instructional Designers, knowledgeable about e-learning design theories and methodologies, sufficient to support DL students learning needs and faculty professional development needs. - Web developers, with skills affiliated with e-learning environment development and technologies, sufficient to support the growth and maintenance of the DL program and cater to students and faculty learning and administrative needs. - Educational Technologists, knowledgeable about recent instructional technology tools sufficient to support the growth and maintenance of the DL program, and to facilitate DL faculty training.
EQUIPMENT	• Training lab, equipped with computers for faculty to utilize to create course materials. • Training host server
SOFTWARE / LICENSES	• Up-to-date Web editing and development tools, graphic design software, and digital media editing tools available at the FRC and individual licenses to be shared with DL instructors as needed • Up-to-date Web editing and development tools, graphic design software, and digital media editing tools for ITDC and other offices involved in providing DL faculty development opportunities
STIPENDS / PROFESSIONAL DEVELOPMENT	• Faculty DL course development stipends • Professional development opportunities and conferences for staff members that train DL faculty
SUPPLIES	• Print training materials and duplication as needed for DL faculty training workshops and Faculty Consultative Group

GOVERNANCE AND INSTITUTIONALIZATION

Expected Standards
Governance and Institutionalization Standards • The DL program is organized and integrated in the college in a way that promotes direct communication and effective collaboration with all related college constituents, specifically, VP of Academic Affairs, Academic Senate, Instructional Deans, Department Chairs, Student Services, Academic Services, Institutional Effectiveness, DSP&S, ACIT and ASB. • College planning process includes considerations associated with DL aspects related to planned initiatives. • DL is recognized by the college as an alternative way for offering educational opportunities to the community and its targeted student populations. • LBCC constituents are aware of the importance of DL to the college community and the critical manner in which the DL modality responds to students' needs.

Objectives Governance and Institutionalization	Outcomes Governance and Institutionalization
GI1. ORGANIZATION OF DL AT LBCC DL at LBCC will maintain an open line of communication with Academic Affairs in order to: • Oversee and promote the vision for DL at LBCC at a level commensurate to its growth, its role and importance in the college • Assist in integrating DL into the overall college practices by providing an all-inclusive place of direction, protocols, measure, funding, standards application, student help, coordination of resources, and planning recommendations regarding DL. • Provide effective collaboration and communication with Instructional Dean and Student Services administrators to enable systematic implementation of all the objectives included in this plan. • Enable the development of informed and comprehensive budget as well as centralized funding for DL.	• The position that oversees DL is integrated and included in all applicable college practices to be effective in achieving the goals of this plan across campus. • LBCC organization reflects an administrative structure that is adaptable to future changes in learner needs, market demand, and new technologies.

Objectives, cont. Governance and Institutionalization	Outcomes, cont. Governance and Institutionalization
• Collaborate with the Associate Dean of Institutional Research, to provide on-going measure of DL effort and operation to assist in decision-making process regarding future enhancements and direction, especially in light of the rapid changes in technology expected in the next decade. Establish a connection and presence for Distance Learning on the Curriculum Committee to ensure a continuous exchange of information and input .	
GI2. GROWTH AND SCOPE OF DL PROGRAM • Define the desired growth scope for DL at LBCC according to growth benchmarks proposed in this plan and in accordance with the enrollment management plan (see Courses and Students areas). • Include student input from quantitative and qualitative portions of student surveys in the process of implementing and institutionalizing DL practices at LBCC.	• LBCC DL courses/classes, student enrollments, and FTES generated by DL offerings reflect growth in accordance with benchmarks proposed on this plan and in accordance with the enrollment management plan (See Courses and Students areas).
GI3. ENROLLMENT MANAGEMENT • Continue to integrate DL into the LBCC Enrollment Management plan. • Identify and set specific target enrollment goals in DL classes in accordance with growth benchmarks proposed in this plan and in accordance with the enrollment management plan (see Courses and Student areas).	• LBCC DL courses/classes, student enrollments, and FTES generated by DL offerings reflect growth in accordance with benchmarks suggested on this plan and in accordance with the enrollment management plan (See Courses and Students areas).
GI4. STRATEGIC COURSE OFFERING PLAN See description in Courses area, section C2.	

Objectives, cont. Governance and Institutionalization	Outcomes, cont. Governance and Institutionalization
GI5. DSP&S AND DL COLLABORATION • Establish clear guidelines for collaboration between DSP&S, the DL program and the ITDC, identifying realms of responsibility for each area as needed for the implementation of inclusive accessibility of DL and Web-enhanced courses and Websites • Establish budget items in all the above areas addressing fiscal needs for successful implementation of accessibility in each area, such as for: transcription services, captioning of digital audio/video material, associated equipment, accessibility testing, etc. • Continue to use resources made available by the CCC Systems Office in support of accessibility for students with disabilities.	• Guidelines for collaborative implementation of inclusive accessibility among related college offices are followed by all involved. • CCCCO resources for student support and student success enhance DL accessibility practices at LBCC
GI6. APPLICABLE COLLEGE POLICIES AND REGULATIONS • Revisit applicable college policies and regulations to ensure DL related matters are included in existing language.	• Applicable college policies and regulations include language encompassing DL-related matters.

Essential Resources Governance and Institutionalization	
STAFF	• Departments have a sufficient pool of full- and part-time faculty interested in, and qualified to teach the departments' DL course offerings • Research Analyst assigned to DL evaluation • ITDC/DSP&S staff members assigned accessibility responsibilities: transcribers, captioners, accessibility testers, and accessibility trainers
EQUIPMENT	• Captioning and transcription equipment
SOFTWARE / LICENSES	• Accessibility testing software • Electronic survey and evaluation tools
SUPPLIES	• As necessary for evaluation findings report and dissemination • As needed for accessibility related material

MARKETING

Expected Standards
Marketing Standards Distance Learning at LBCC is integrated to the overall college branding scheme, outreach and recruitment efforts, as well as college marketing initiatives and operational activities within the close community and beyond as applicable in accordance with the college mission, vision and planning process.

Objectives Marketing	Outcomes Marketing
M1. DISTANCE LEARNING MARKETING PLAN Develop a comprehensive marketing plan to advertise and promote LBCC DL course offerings in communities located near the college and beyond, attracting new markets and supporting expected growth (in coordination with the Strategic Course Offering plan). The plan will encompass the following: • Work with the office of CR&M and Institutional Effectiveness to research and identify specific departments/areas of market demand for distance learning courses at LBCC as addressed in the LBCC strategic course offering plan and in accordance with the growth benchmarks suggested in this plan (see Courses and Students). • Work with Economic Development and CR&M to: ▪ Pursue strategic partnerships with other organizations (academic, business, technical) to cater and disseminate LBCC DL course offerings according to the growth benchmarks suggested in this plan and the Strategic Course Offering plan. ▪ Streamline a process for development and offering of workplace related professional training via DL, independent of traditional school or departmental program planning processes with content collaboration with related academic departments.	• The college responds effectively to community and market demands. The response is manifested through systematic, planned DL course offerings, associated student services, and technologies used to deliver e-learning at the college. • Increased visibility of LBCC DL course offerings within the immediate community and beyond. • Increased student enrollment rates in DL courses in accordance with the plan growth benchmarks (see Courses and Students areas in this plan). • LBCC DL courses are recognized within the overall college branding scheme. • The college responds to the professional training needs of the local community and beyond via e-learning through Economic Development and academic departments. • The LBCC website includes direct access with clear instructions as applicable to e-Courses as well as related A&R and other college services.

Objectives, cont. Marketing	Outcomes, cont. Marketing
• Disseminate e-Course schedule to communities and organizations identified above. Investigate use of promotional marketing beyond the traditional paper schedule, including electronic advertisement. • Increase visibility of, and access to, DL course schedule on campus and online. • Continue to work with existing catalog providers (such as the CVC catalog, Sloan consortium, Peterson Distance Learning Survey) to update LBCC DL course offerings on their sites, as well participate in CCCCO collaborative efforts among the colleges in the system. • Develop a tracking system to assess the affect of marketing efforts on DL course enrollment growth. • Market surveys will be conducted locally in the community and among local employers to identify DL target market groups and their needs.	• A standing committee monitors the effectiveness of the marketing efforts of e-Learning.

M2. TARGETED MARKETING
The following markets will be targeted specifically as part of the overall DL marketing plan:
• Students Physically Located Within the LBCC Community:
   ▪ Continue to market DL Courses within the LBCC community, including current LBCC students.
   ▪ Respond to the needs of the residents of Santa Catalina Island to participate in LBCC courses by marketing DL courses on the Island in collaboration with the local school system.
• Students Physically Located Away from LBCC:
   ▪ Explore the feasibility of marketing online classes to out-of-community, out-of-state, and international markets with existing partnerships.
	• The college responds to the market demands and needs of targeted audience groups.

Objectives, cont. Marketing	Outcomes, cont. Marketing
■ Allow international students to complete at least one year of college through a DL modality prior to their physical move to the United States. - Students with Limited Access and Disabilities: ■ Advertise the inclusive nature of e-learning and its benefits for *all* students. - Industry Retraining in LBCC Vocational Programs: ■ Work with the Office of CR&M to assist specific vocational programs to reach projected target student populations. For example: market CBIS courses to IT professionals, ELECT courses to working electricians in need for a certificate, or MUSIC courses to working musicians/sound professionals, etc. - Home school Associations: ■ Work with home school associations locally and globally to market LBCC DL courses to their students.	
M3. DL IN COLLEGE CATALOGUE AND SCHEDULE OF CLASSES - Provide a detailed description of the DL program in the college catalog including: setting expectation for students regarding their DL courses, quality of DL courses and how it is ensured, transferability of DL courses, interactions in DL courses, learning outcomes, factors contributing to success, special requirements, course fees and other matters as referenced on the ACCJC DL manual (August 20). - The printed version of the Schedule of Classes will continue to have a separate section of "yellow pages" identifying and describing DL course offerings; these courses are cross-referenced in the subject listing in the body of the Schedule. - The DL section in the printed version of the Schedule of Classes will be placed in a way that allows students to physically remove it and use it independently of the overall schedule.	- The college catalog includes a full and detailed description of the DL program and its related practices. - A removable DL section is available in the Schedule of Classes. - An e-Course Schedule of Classes is available for exiting students and the community at large.

Objectives, cont. Marketing.	Outcomes, cont. Marketing
• The DL section in the printed version will also be available to the office of CR&M to use independently in their marketing and outreach efforts. • The electronic version of the DL Schedule ("e-Course Schedule") will continue to be published by the DL program. The e-Course Schedule will continue to be developed by the DL program through collaboration with Academic Services, CR&M, and ACIT (direct data feed from PeopleSoft).	

Essential Resources Marketing	
STAFF	• A CR&M staff member assigned for DL program marketing and outreach efforts.
SOFTWARE / LICENSES	• Graphics art and multimedia development and editing software tools as needed for marketing paraphernalia.
SUPPLIES	• Graphics art and multimedia materials as needed for marketing paraphernalia.

TECHNICAL INFRASTRUCTURE

The technical infrastructure needed to facilitate a successful Distance Learning program at LBCC is included in the LBCC Technology Plan submitted through the Technology Planning committee. It is recommended that this committee will engage in active and open dialogue with existing DL faculty, the DL program, Instructional Dean, and college constituents that provide student services associated with DL to ensure all technical infrastructure needs are met.

Some examples of such needs include:
1. Adequate network equipment and peripherals for secure and reliable e-learning.
2. Adequate hardware and software on campus (and outside the college as applicable) for faculty and development staff. Note: DL faculty have consistently expressed critical need for laptops to be able to teach their classes successfully and communicate with their students efficiently.
3. Adequate technical support staff for DL faculty and students in all areas associated with DL on campus.
4. Replacement cycles of equipment in open access labs, faculty offices, as well as support and development staff offices.

CONTRACTUAL AGENDA FOR DISCUSSION

Following general discussion and specific input provided by the faculty CCA representative on this task force, the DL Plan Task Force has compiled a list of contractual-related issues for referral to the collective bargaining process for contractual language appropriate to the issues raised.

1. DL course load
    a. Percentage of load to be taught online
    b. Assignment to adjunct instructors
    c. Limitations on overload
    d. Professional Obligations
    e. Office Hours
    f. Class size

2. Enrollment caps in DL and Class size issues
    a. Current local Curriculum standards require DL class size to be the same as their on-campus version
    b. Re-assess offering of TV modality and its expanded class size and offer these classes as online courses with video content, adhering to same Curriculum class size standards as online courses.

3. DL instructor evaluation
    a. Observation in the DL environment
    b. Evaluation process for faculty to be evaluated by their administrator and/or peers
    c. Authorized Course Entry standards for evaluation purposes

4. Faculty assignments to DL courses - process and standards
    a. To ensure that students receive instruction only from qualified instructors, it is critical that faculty who teach online be chosen through the same rigorous processes with which face-to-face instructors are selected in addition to meeting the minimum qualifications for the discipline the course is to be taught in. This is clearly supported by Title V, section 55215.
    b. Professional Obligations: Full-time teachers in distance education courses should have the same professional obligations as face-to-face teachers in terms of committee work and other duties outside of the classroom.
    c. Formal training standards and objectives listed in this plan (See Faculty Development and Training area above.)

5. Compensation for teaching DL course and training
    a. Instructors of distance education classes must be paid according to the same scale as negotiated for instructor's face-to-face classes of the same unit value.
    b. Additional compensation for faculty members who are offered new technologies to enhance their classroom or replace them.
    c. Stipends for Development – Because distance education instructors who develop online courses may have to learn a new presentation platform as well as write the curriculum, the development of an online class can require more time than is required for the development of a traditional face-to-face class.

6. Office hours in DL courses
    a. When full time faculty members are teaching some classes in a distance education format, they should have an equivalent number of office hours in a virtual format for their distance

education classes. For example, if they teach 40% of their load online, then 40% of their office hours should also be online.
  b. Consider creating a local definitions of "office hours" online

7. Intellectual property / ownership of DL courses
  a. Ensure existing language in LBCC regulations protects faculty members' intellectual property rights so that development compensation is not construed as "work for hire."
  b. Consider adding existing language that gives Intellectual Property Rights to the faculty creating the course with the use of district property to the contract.

8. TV course modality
  Work with Curriculum committee to assess the need for continuing the offering format of TV course (6 meetings on campus and increased class size) and replacing it with Online course format with video content, adhering to all standards required by online courses.

9. Consider a student evaluation form that works with distance learning
  a. Student Surveys
  b. Student Comments

10. Responsibility for Accessibility Requirements –
  District holds the responsibility for assuring accessibility to all distance education technology (e.g. ADA compliance) which would require adequate and on-going training as well as cooperation from the course management systems used.

11. Hiring Priority
  Consideration should be given to protect full-time faculty positions and not create an unwarranted reduction in force.

12. Course Assignment
  Consider language protecting faculty from being compelled to teach in the online modality.

13. Work Environment
  Consider evaluating the appropriate equipment (e.g laptops) needed for DL instructors to be able to teach their courses successfully and communicate with their students efficiently.

SUMMARY

This DL Plan offers a strategic, systemic approach to the continuous offering of Distance Learning as an integral part of the instructional landscape at LBCC. The plan reaffirms the institutional commitment to meet the naturally evolving demand for DL evidenced in the growth of student enrollment in DL courses and in student feedback included in the qualitative portion of the DL student surveys. As the program has served the institution's planning goals, priorities and mission over the years, the DL Plan offers a strategic, systemic approach to continue DL as an integral part of the instructional landscape at LBCC. Among the stated objective are review of institutional practices for course offerings and faculty involvement, revisiting support mechanisms and resources, and establishment of enrollment goals in this area as an institutional initiative.

Through distance learning, the college nurtures a vibrant online environment that cultivates the college's commitment to develop a passion for learning in our students, which continues throughout life. The Distance Learning Plan ensures that LBCC will: offer pertinent and rigorous courses/programs to meet the academic needs of all students; provide access for all students, including students with disabilities, through accessible design and implementation; be recognized as among the top public distance programs in the United States; be creative in instructional techniques and incorporate interactive multimedia in its various forms within all appropriate classes; emphasize student participation in the learning process through a student-centered e-learning environment; encourage faculty to express their creative abilities in a variety of ways and stay active within their fields; reflect the changing times in education and trends in our society; work with Student Services, A&R, ACIT, and Learning Resources areas on campus to help design and provide a myriad of online student services to meet the needs of students in distance learning courses; provide educational opportunities for an ever-changing global economy; develop public/private partnerships that support and enhance distance learning education, the college mission and its vision for the future.

APPENDICES

Appendix 1 - Abbreviations and Acronyms

ACRONYM	MEANING
A&	Admissions and Records
ACCJC	Accrediting Commission for Community and Junior Colleges
ACES	Automatic Communication for Educational Success
ACIT	Academic Computing and Information Technology
ADA	Americans with Disabilities Act
ASB	Associated Student Body
CCA	Community College Association
CCC	California Community College
CCCCO	California Community Colleges Chancellor's Office (System Office)
CPAS	Computer Proficiency for Academic Success
CR&M	Community Relations and Marketing
CVC	California Virtual Campus
DE	Distance Education
DL	Distance Learning
DSP&S	Disabled Students Programs and Services
FAQ	Frequently Asked Questions
FERPA	Family Educational Rights and Privacy Act
FPD	Faculty Professional Development
FRC	Faculty Resource Center
FTES	Full Time Equivalent Students
HR	Human Resources
IM	Instant Message
IPC	Instructional Planning Committee
ITDC	Instructional Technology Development Center
LAR	Learning and Academic Resources
LRTT	Learning Resources, Teaching & Technologies
OLE	On-Line Experience
OS	Operating System
PS	PeopleSoft
S.I.D.E.Road	Success in Distance Education
SACCC	State Academic Senate for CCC
SARS	Scheduling Appointment and Recording System
SI	Supplemental Instruction
SLOs	Student Learning Outcomes
TEACH Act	Technology, Education and Copyright Harmonization Act

Appendix 2 - Data Informing Suggested Growth Benchmark

LBCC DL STUDENT ENROLLMENT DATA

Enrolled students (duplicated)			Average students growth per year
2004-05	2005-06	2006-07	2004-2007
5,973 Growth of 0.9% from 2003-04	7,327 Growth of 22.7% from 2004-05	8,364 Growth of 14.2% from 2005-06	18.4%

Unduplicated enrolled students		
Spring 2005	Spring 2006	Spring 2007
2,139	2,429 13.6% growth from 2004-05	2,536 4.4% growth from 2004-05

LBCC DL COURSE AND CLASS (SECTION) DATA

DL course offerings			Average growth per year
2004-05	2005-06	2006-07*	2004-2007
91 Growth of 3.4% from 2003-04	104 Growth of 14.3% from 2004-05	93 Decline of 10.6% from 2005-06	1.9%

DL class offerings			Average growth per year
2004-05	2005-06	2006-07*	2004-2007
244 Growth of 7.5% from 2003-04	267 Growth of 9.4% from 2004-05	266 Decline of 0.4% from 2005-06	4.5%

* In 2007-08 (in progress), significant course and class growth was shown

% of DL courses in total college offerings Spring 2007	% of DL classes in total college offerings Spring 2007
7.9% (84 / 1,068)	3.2% (122 / 3,842)

DL courses in GE Plan A 2006-07	DL courses in GE Plan B 2006-07	DL courses in GE Plan C 2006-07
31 / 302 (10% DL)	28 / 257 (11% DL)	21 / 192 (11% DL)

DL courses approved by Curriculum Committee 2006-07	DL courses offered 2006-07
181	122

LOCAL AND REGIONAL FTES DATA**

College	DL FTES in 2006-07	% DL of College Total FTES in 2006-07
Cerritos College	1,146.18	6.3% (18,054.11)
Coastline College	3,633.06	68.5% (5,301.45)
El Camino College	1,025.63	6.6% (15,615.75)
Golden West College	1,101.91	10.1% (10,941.89)
Long Beach City College	**785.57**	**3.7% (21,226)***
Rio Hondo College	1,819.12	13.8% (13,207.94)
Saddleback College	1,948.55	14.0% (13,936.64)

** Data source: CCCCO Data Mart. The selection of the regional colleges for this list is based on:
a. CVC catalogue data
b. Geographical location (in LBCC regional area)
c. College offers similar number of DL courses as LBCC.
*** Data Source: LBCC Office of Institutional Effectiveness

LBCC DL COURSES REVENUE DATA

Year	2004-2005	2005-2006	2006-2007
Net Income	$ 820,881.49 Growth of 19.1% from 2003-04	$ 922,342.45 Growth of 12.4% from 2004-05	$ 1,288,804.59 Growth of 39.7% from 2005-06

CCCCO DL DATA

FY2005/06: DE student headcount represented **11.81%** of total headcount

FY2005/06: DE FTES was **58,135.26** or **5.18%** of total FTES

Total student headcount has grown at a rate of **19%** annually from 1995 to 2006

Online enrollment makes **19.8 %** of the total enrollment in U.S. higher-education institutions.
Sloan National Report, Fall 2006
(http://www.sloan-c.org/publications/survey/pdf/online_nation.pdf)

The sample for this analysis is composed of all active, degree-granting institutions of higher education in the United States that are open to the public.

Appendix 3 - Current DL program Description

A full DL program report was submitted the college Instructional Planning Committee (IPC) in May 2007. The report can be obtained from the Institutional Effectiveness office or directly from the DL program. Below are program descriptive highlights from this report.

The Distance Learning (DL) program at Long Beach City College (http://de.lbcc.edu) provides the institution with new markets for enrollment growth and pedagogically sound online offerings that contribute to student success and advance the college's cutting edge image as an institution of higher learning. The DL program delivers a comprehensive institutional and programmatic framework to support academic departments and faculty seeking alternative methodologies for teaching aimed at students who wish to explore learner-centered courses at a distance.

The Distance Learning Program at LBCC has grown to over 8,000 students enrolled in DL courses in 2006-07. Over 120 DL classes were offered in Spring 2007, involving more than 75 instructors in 40 disciplines. In 2006-07, 3.7% of total FTES for LBCC were generated by DL courses and the total net income from DL courses was $1,288,804.59.

A team approach to technology integration into the curriculum brings the instructor, as the content expert, into the development process for online classes. Ongoing training and support offers the faculty a best practices scenario to engage their students in online learning and promote student success.

LBCC advocates a pedagogically sound teaching and learning environment that is interactive, and grounded in critical thinking principles with pervasive communication and feedback in every aspect of the learning experience. Using e-ZLRN, as an internally developed instructional engine, students and faculty enjoy a customized virtual environment uniquely suited to student and faculty needs.

LBCC is committed to provide institutional support and a network of resources for this agenda recognizing changes in the way that students avail themselves of education, the demographics of community college students and keeping abreast of changes in educational methodologies and delivery. In this regard, the institution has framed the vision and direction of this agenda within a statement of mission and guiding principles for its development.

Program Goals

Aligned with the college's mission and vision, the goal of the LBCC DL program is threefold: (1) to increase access to LBCC programs and course offerings, (2) to provide students who otherwise could not attend courses on-campus with an opportunity to accomplish their educational goals, and (3) to accommodate different learning preferences of individual students for "anytime, anywhere, anyone" instruction. The primary population served includes students whose schedules, learning styles, abilities, or preferences lead them to rely on technology-mediated courses to meet their objectives. Accessibility is a prime directive of all distance learning efforts at LBCC.

Distance Learning Protocol

ALL DL courses AT LBCC:
• follow the same rigorous curriculum approval process as traditional courses.
• are equivalent and comparable to its on-campus version in all but the delivery modality.
• are viewed as an alternative instructional methodology only. Therefore, the existing expectations and parameters specified in LBCC course outlines establish the requirements of the course quality for this proposal.
• follow separate curriculum approval for any portion of a class that is offered in a distance.

• follow the same standards of course quality as are applied to traditional classroom courses.
• Contribute to the LBCC Enrollment Management Plan which identifies DL as one of its strategies to assist the college in its enrollment efforts.
• Provide alternative venues to ease facility challenges and overhead costs on campus.

DL Program needs and operational parameters are represented in the LBCC Technology Plan (2007) and identified in many of the tracks within the LBCC Technology Model that inform the overarching technology initiatives campus wide. The Distance Learning Program is recognized as part of the Instructional Web Domain in the broader Web applications at LBCC.

Distance Learning Program Features

The DL Program incorporates several features that contribute to a dynamic, comprehensive and educationally sound instructional delivery system that is student centered in its design for student success. The six programmatic elements as well as full description of activities in the current DL program are included in Appendix 3.

The DL Program incorporates several features that contribute to a dynamic, comprehensive and educationally sound instructional delivery system that is student centered in its design for student success. The six programmatic elements are as follows:

1. e-Learning Infrastructure
e-Learning Environment
eZteach / eZLRN was created by the DL program as the standard infrastructure environment for learning and teaching in DL and Web-enhanced courses. This e-learning environment embeds the instructional principles adopted for the design of all DL courses at LBCC

Team Approach for Technology Integration into the Curriculum and Services
The key feature of the team approach to technology integration into the curriculum and services is that faculty join the team as content experts. The ITDC team produces, tests and integrates the activities in the course Web site

Instructional e-Zone
The LBCC instructional e-Zone is a portal for enrolled students and their instructors of record to access their DL courses. Through a data transfer system connecting PeopleSoft with e-ZLRN, the e-Zone provides a "tabs and channel" system for faculty and students to manage their course sessions, track specific activities and update their profiles.

2.   DL Courses Development, Design And Delivery
Course Design Model
All DL courses at LBCC share instructional design principles that ensure a pedagogical-sound e-learning environment and put the learner at the center of attention. This model involves the prescription of both dialogue and structure features along with the necessary interactions with the content, instructor and fellow students as mandated by Title V guidelines (section 55211.) Numerous key androgogical considerations are included in the DL course design

On an on-going basis, the ITDC develops and designs instructional Web activity templates ("engines") that are used by faculty of any discipline to customize for their courses. Content processing activities created using the engines are hosted on the ITDC Content Processors Repository (CPS) website. This allows multiple links from various courses taught by different

instructors to use the same instructional activities and increase the number of students who can use and benefit from the instructional activity.

Overarching Team Approach
DL faculty team up with professionals on the DL program and ITDC team for their course planning, development and delivery needs. The DL/ITDC team provides faculty with instructional design, technical, and administrative support during the process of developing online courses

Course Delivery
Upon completion of the course development process, instructors who are assigned to teach the course are trained in accessing, delivering, and updating their online course. They access their course through an individual authentication system that allows them direct access to their course folder on the instructional server. This setup grants instructors complete freedom to update existing, or add new, learning material needed for their students throughout the course. Instructors also have administrator access to all communication tools used for interactions throughout the course. This allows faculty to manage the content added to the course discussion as needed throughout the course. While updating their course material, faculty must comply with all Web standards set by LBCC (e.g. copyright and accessibility to students with disabilities.)

Student Access
Only registered students can access DL courses at LBCC. All courses are password protected. Students receive the password from the instructor of record upon registration in the course. An authentication system tied to the students' PeopleSoft IDs is currently in development.

3. Curriculum Support Practices
The DL program supports the college curriculum practices in several ways, among them:

• Providing consultation during Curriculum Approval and Course Evaluation reviews of newly proposed DL courses.
• Providing consultation for Routine Course Review process (annual requirement by accreditation.)
• Providing consultation to Course Evaluation sub-committee and faculty author when a new peer review changes to DL courses require.
• Overseeing the DL Guidelines Website.
• Providing assistance for updating LBCC Curriculum Guidelines as necessary and in alignment with the CCC Chancellor's Office and the State Academic Senate guidelines.
• Acting as a liaison with the CCC Chancellor's Office Distance Education Academic Planning and Development and other DL coordinators through out the CCC system for review and implementation of curriculum practices
• Providing consultation during Curriculum Approval and Course Evaluation reviews of newly proposed DL courses.
• Providing consultation for Routine Course Review process
• Providing consultation to Course Evaluation sub-committee and faculty
• Overseeing the DL Guidelines Website.
• Providing assistance for updating LBCC Curriculum Guidelines as necessary
• Acting as a liaison with the CCC Chancellor's Office Distance Education
 system-wide.

4. Student Support Practices

Student Services

A full range of student support services is available for DL students at LBCC. This includes online orientation; online application and registration, online Counseling, helpdesk for technical support; library services (including online catalog, electronic databases, and reference assistance and services (24/7); limited on-campus proctoring; online bookstore; and online financial aid resources.

Academic Support

Numerous academic support activities are available for LBCC students:
• S.I.D.E.Road (http://de.lbcc.edu/sideroad). S.I.D.E. Road is a web-based courseware that assists students in preparing and developing strategies to succeed in distance learning.
• Library e-resources and tools are available through collaborative effort of the Library and the DL program. Academic support items available through the Library website (http://lib.lbcc.edu) include various tutorials on how to use the library tools, and a variety of communication tools for one-on-one academic support related to library activities. Library e-resources also incorporate a • 24/7 virtual reference desk.
• Online Supplemental Instruction (SI) service is currently being piloted through Title V grants.
• Online SI sessions are available for Reading, Stats and History courses.
• Online Tutoring service is currently being offered through a Title V grant pilot project.
• CPAS 805 course is offered through the LAR department to support students and ensure their success throughout their DL experience. Students can take this course before, or while they are enrolled in a DL course at LBCC.

Technical Support

HelpDesk technical support is available to LBCC DL students through phone (currently mainly during business hours up to 7 p.m.) and through the HelpDesk Web-site (http://de.lbcc.edu/helpdesk). Face-to-face technical support is provided through the Open Access computer labs on both LAC and PCC campuses.

5. Faculty Support Practices

Instructional Technology Development Center (ITDC)

Professionals at the ITDC team up with DL faculty, to produce learning and communication instructional activities for their DL courses. This includes the development of interactive multimedia courseware, a variety of content processors for content demonstrations, vocabulary practices, self-assessment providing students with practice opportunities for content mastery and critical thinking, as well as communication activities involving students' engagement in discussion forums, blogs, interactive articles, and other collaborative instructional activities.

ITDC Faculty Workshops

Professionals at the ITDC team up with DL faculty, to produce learning and communication instructional activities for their DL courses. This includes the development of interactive multimedia courseware, a variety of content processors for content demonstrations, vocabulary practices, self-assessment providing students with practice opportunities for content mastery and critical thinking, as well as communication activities involving students' engagement in discussion forums, blogs, interactive articles, and other collaborative instructional activities.

Faculty Resource Center (FRC)

The FRC is available for faculty walk-in based support. Faculty can work independently or in groups and obtain support for various DL needs while working at the center

FLEX Day Professional Development Activities
Distance learning roundtable and training sessions are also offered regularly through LBCC FLEX Days through collaboration between the DL program, ITDC and the Faculty Professional Development office at LBCC.

Helpdesk for Faculty
Phone, walk-in, and Web support for faculty is available through the HelpDesk until 7 p.m during weekdays. The faculty HelpDesk Web-site is available at http://itdc.lbcc.edu/fachelpdesk

DL Course Development Stipends
Faculty may apply for District and/or categorically-funded stipends when budget is available. In 2006-07, 14 new DL courses were developed through ITDC partnerships funded by the District.

DL Program Website
Many resources for DL instructors are available on the DL program Web-site including the Distance Learning Curriculum Guidelines; access to tools available on the ITDC instructional e-zone; information and practices for new DL instructors; sample Online Course with Tips for Instructors; guidelines and training for accessibility to students with disabilities; and e-Course schedule and syllaweb submission.

6. Academic Services, Community Relations & Marketing
Academic Services and Community Relations & Marketing support
The DL program works with the office of Institutional Research and Academic Services, as well as the office of Community Relations & Marketing to publish the DL course offerings in the Schedule of Classes and on the e-Courses Directory on the LBCC Website. The DL program works closely with the Director of Community Relations and Marketing to promote DL courses in the community. The DL program has recently been the beneficiary of a targeted DL campaign that has likely contributed to the increase in DL enrollments over the past year.

Administrative Support
The DL programs works collaboratively with ACIT and A&R to provide PeopleSoft support for faculty and students. Online PeopleSoft training for faculty and students is designed and updated when new updates and changes are incorporated system-wide. Faculty workshops on the use of applicable PeopleSoft features are offered through the FRC and online as e-training.

Before the beginning of each semester, the DL program contacts all registered students, reminding them to update their electronic contact information on their PeopleSoft account so that information can be sent to them, providing access information and other college and course specific information. Student surveys are sent before the end of each semester gathering data with student feedback regarding their DL experience at LBCC. Student input is included in an annual DL report and released to the college stakeholders and constituents once a year.

Appendix 4 - Distance Learning Reports

Beginning in 2003-04 academic year a comprehensive reporting method has been implemented to disseminate DL related data to the LBCC community. The reports include data regarding courses, students, faculty, fiscal information, and annual goals. Prior to 2003, data was not reported systematically. In 2000, DL data was presented to the Board in a collaborative effort of the LRTT/ITDC and the Academic Senate.

The DL reports mentioned above are available at http://de.lbcc.edu/reports/ . Direct link to individual reports is available at the following links:

- 2000 - http://de.lbcc.edu/reports/2000/data/data.html (Regions data - http://de.lbcc.edu/reports/2000/regions/regions.html)
- 2003-04 - http://de.lbcc.edu/reports/2003-04/
- 2004-05 - http://de.lbcc.edu/reports/2004-05/
- 2005-06 - http://de.lbcc.edu/reports/2005-06/
- 2006-07 - http://de.lbcc.edu/reports/2006-07/

Appendix 5 - DL Addendum to an Existing Class

LONG BEACH COMMUNITY COLLEGE DISTRICT
DISTANCE LEARNING ADDENDUM TO AN EXISTING CLASS
Last Updated: March 2008

CURRENTLY APPROVED:

(complete all fields)

SUBJECT						**CATALOG NO.**					

(5 alpha limit)

FULL DESCRIPTIVE TITLE		**UNITS**	

(40 character limit)

NUMBER OF HOURS:	**LECTURE**		**LABORATORY**		**TEACHING UNITS**	

(per week, based on a term of 18 weeks)

MATERIALS FEE		**CLASS SIZE**	

PREREQUISITE(S):

COREQUISITE(S):

RECOMMENDED PREPARATION:

DISTANCE LEARNING COURSE/SECTION REQUEST

Any course that has a distance education learning experience component **must be separately reviewed and approved by the Curriculum Committee.** Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology.

In addition to a course outline of record, pre or corequisite documents, and other course approval supporting documents normally required for the review of a new course, the Title 5 regulations require that the Curriculum Committee solicits the following information and considers it in approving a course to be offered as a distance learning experience. The department must provide complete, detailed, and numbered answers with specific illustrations to the questions located on the following pages.

_____   _____
DEPARTMENT HEAD   DATE   SCHOOL DEAN   DATE

_____   _____
DIRECTOR, INST. TECH & DL   DATE   FACULTY MEMBER   DATE
(Technical advice re 508 compliance provided)

_____
FOR OFFICE USE ONLY:

Effective Date _____

INFORMATION REQUIREMENTS
FOR DISTANCE LEARNING ADDENDUM

   The local curriculum review process for distance learning course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline is the basis for the distance learning proposal. **This Distance Learning course is required to be equivalent and comparable to its on-campus version in all but the delivery modality.** (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.) Separate approval is required for each type of a Distance Learning course (online, hybrid, or TV.) Use this form to describe all Distance Learning types of the course proposed here.

   The following questions (along with suggested format and answers) are to assist the course originator in demonstrating that the distance learning interactions are appropriate and equivalent to the traditional course format, as effective as the existing course expectations, and to document this process.

Distance Learning Addendum to an Existing Class
[Course name. subject and catalog number]
[Date]

1. DL Course Types: Identify one or more DL course types that will be appropriate for this course. If any on-campus instructional hours are required, specify how many and for what purpose.

This course is submitted for review to fit the following delivery formats: [choose any that apply, delete others. If you select more than one mode, be sure to answer ALL the following questions on this addendum for EACH MODE]

a. Online course- The entire course will be taught through distance learning, online using the Internet. Online courses may include video content (streaming video or cable broadcast) in which case they may be referred to as *teleWeb* as well. There will be **no** on-campus meetings.

b. **Online** course with some on-campus / face-to-face meeting - The on-campus portion of this course will include [add number] formally scheduled meetings throughout the semester, and will amount to less than 50% of the total course hours. Specify the rationale / purpose of these on-campus / face-to-face meetings below (guidance and help is provided in the DL Guidelines (http://de.lbcc.edu/dlguidelines/):

    ❏ Factual / Objective tests (proctoring option is mandatory)
    ❏ Field trip / visit / event
    ❏ Hands-on labs
    ❏ Participant observation
    ❏ Other (specify): _____

c. Hybrid course –on-campus courses with an online component - This is a combination of face to face and online course. The on-campus component includes formally scheduled weekly meetings throughout the semester. The online portion cannot exceed 50% of the total course contact hours.

d. Televised course (Web-supported) - There will be six campus meetings, including orientation meeting and exams.

2. Class Size: Is the class size maximum for this course the same as for comparable on-campus classes? If not, what is the difference, and why is this difference being requested? (Note: changes from the normal class size maximum for comparable courses should be addressed in the contract since they affect workload issues. You will have to formalize this prior to acceptance of this proposal.)

Same as the existing face-to-face **[course name]** class.

3. Interactions: Describe the nature and frequency of instructor-student, student-student, and student-content interactions and provide examples of course components taught using distance learning techniques (e.g. number of on-campus meetings if any, testing, or other evaluation procedures, and approximate breakdown of time to be spent by students per week, % of course time spent on-line, doing individual work, interacting with other students, communicating with the instructor, etc.)

To meet Title V's regulation (55211), which mandates "regular and effective" contact with the students, this course will include the following interaction:

a. Instructor-student Interaction There are multiple communication exchanges between the instructor and each student every week via individual e-mail, or the course's communication/collaboration features such as discussion forums, blogs, or chats. The instructor initiates communication with the students, and responds to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, content processors, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback on grade sheets, comments, recommendations, suggestions, etc., through use of email, as well as asynchronous communication features (such as forums, blogs, or wikis). **(If necessary add: and synchronous – if you use synchronous, please give example/s)** The instructor informs the students of the frequency and times that s/he expects to conduct any type of communication with the students every week. **[Add course specific instructor-student interaction]**

b. Student-student Interaction: Students are required to interact throughout the course and communicate regarding its material and homework experience. Typically, students use asynchronous discussion forum and email for communication and collaboration activities. **[Synchronous communication, such as live online meetings will be used for…. Complete if applicable]**
[add course specific steps you will take to ensure community of learners and that student- student interaction indeed occurs]

c. Student-content Interaction: Students interact with the material provided by the course creators and distributed through **[add content source, e.g. Text book]. [add course specific content source, e.g. study guides not in the book, video tapes (in TeleWeb), etc.]** Additionally, to ensure a student-centered e-learning environment, a variety of content processors are provided. Content processors and practice activities are designed for each content module so that students could assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material is easily accessible by all students and requires constant (several times each week minimally) interaction for instructional purposes as described below.

4. **Instruction:** Describe how course objectives and content will be delivered (e.g. what are the methods of instruction being used, approximate time schedule, necessary instructional materials.)

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules that coincide directly with those concepts described on the course outline. A typical instructional module includes (1) textbook page / CD references; (2) study guides; (3) content processors (instructional activities and practices); (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through **[add means. e.g. study guides, textbook, video content, instructional articles, narrated presentations, web-links to instructional material, content processors]** Content processing activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. These exercises provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

5. **Assignments/Evaluations:** Describe how assignments and methods of evaluation are used so that comparable instructor-student contact is maintained: interactions to assure students' participation, evaluations that are verifiable, equivalent and appropriate. List criteria to substantiate the student learning, explain how these interactions will be measured.

 [Select the course type from the following; delete others]
• **Online with NO on-campus meetings**
All graded assignments / exams are taken online. Assessments of various forms are conducted on a weekly basis. All graded assignments are evaluated on a point system. The instructor updates grades on a weekly basis and after each assignment is due; students are able to see their individual current grade at any time during the course. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' gradual assignment portfolios, essays and projects e-mailed to the instructor. Auto-graded objective tests (factual tests) will not exceed 25% of the total grade. A portion of the grade is based on at least one weekly student interaction with the instructor and other students as necessary.
[add course specific information. Ensure most of the grade is not based on factual assessment activities, e.g. MC quizzes or tests]

• **Online WITH some on-campus / face to face meetings**
Same as above, except that students take the objective exams (factual tests) on-campus, or in a proctored environment, at the scheduled exams dates (see section 1, Types & Meetings).
[add course specific information]

• **Hybrid Courses**
Same as above, except that students take the objective exams (factual tests) on-campus at the scheduled weekly meeting dates (see section 1, Types & Meetings).
[add course specific information]

• **Televised courses (Web-supported)**
Same as above, except that students take the exams during the scheduled class meetings.
[add course specific information]

6. INSTRUCTOR REQUIREMENTS and TECHNOLOGICAL SUPPORT: Describe the instructor qualifications and the support necessary for this course to be delivered at a distance (e.g. the college's existing technology, instructor training, support personnel, materials and resources, technical support, etc. necessary for faculty and students in this course.)

Technical and instructional support is provided by the Instructional Technology Development Center (ITDC) (itdc@lbcc.edu), the Distance Learning Program (de@lbcc.edu) and through the HelpDesk (helpdesk@lbcc.edu, or by phone at ext. #4511). The Faculty Resource Center is available for all faculty that teach a Distance Learning course for research & development support as well as equipment use.
The Department Head will ensure that all instructors assigned to teach this course in any Distance Learning type are currently enrolled / have completed the ITDC "Teach Online" seminar or attended an equivalently qualified Distance Learning instructor training program [specify titles and sources], to maintain requisite skills necessary to instruct such courses proficiently and effectively.

7. STUDENT SUPPORT SERVICES: Describe any additional student support services that are necessary (e.g. counseling, financial aid, bookstore, library, learning centers, etc.)

All students have access to S.I.D.E Road: Success in Distance Education project and its various online resources. Students may also attend CPAS805, Strategies for Success in Distance Learning course, which uses S.I.D.E. Road as its core curriculum. Other resources available to students include • Online application and registration • Online financial aid • Online orientation • Online counseling • Online tutoring • Online library services (catalog, databases, and resources) • Online bookstore • Online and phone HelpDesk support • Administrative support – DL program office.
Additionally, technical support for distance learning students is available through the helpdesk by phone (562) 938-4818 and on the Web. (helpdesk@lbcc.edu). [add course specifics]

8. COURSE EFFECTIVENESS: Describe the criteria that will be used to evaluate the effectiveness of this course including student access, student satisfaction, student achievement, retention rate, student training needs, costs, etc.

The effectiveness of this course will be evaluated primarily by the enrollment, student performance and student evaluation. The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes. The course is listed on the college's e-course schedule and on the printed LBCC Schedule of Classes; the listing includes the instructor's e-mail address for direct communication with prospective students. Course technical and time management requirements are listed on the S.I.D.E Road project; resources and tools to meet these requirements are provided. Another method to assess the course effectiveness is through the use of online student evaluation forms. A sample form is available through the Distance Learning program. **[add course specifics]**

9. ACCESSIBILITY: Describe how the design of the course will insure access for students with disabilities including compliance with Level One priorities as defined in the Web Content Accessibility Guides (http://itdc.lbcc.edu), which is required by Section 508 of the Rehabilitation Act.

The Department Head has ensured that all instructors assigned to teach and / or update the Web components of this course follow the accessibility guidelines provided by ITDC. The instructors of this course have taken the ITDC Web accessibility training. The instructors of the course verified that the e-learning environment they use for this course and all content and activities included in the course are accessible to students with disabilities and in compliance with the CCCCO Access Guidelines and Section 508 of the Rehabilitation Act.

Appendix 6 - A Systematic and Comprehensive Strategic Distance Learning Course Offerings Plan: Rationale (April, 2006)

BRIEF

Identify, develop and deliver DL versions of department courses, as needed, for students who cannot attend courses on campus. Ensure a steady and reliable schedule of offerings for these courses. Employ collaborative development strategy between academic departments (content providers) and ITDC professionals (online developers) with the goal of having available optional, fully developed, and educationally sound courses for department heads to assign if and when needed. Training for new instructors assigned to teach the fully developed courses is provided by ITDC. (Current DL information, including course offerings and students data, at http://de.lbcc.edu/reports/2004-05)

BENEFITS - AN ALL-ENCOMPASSING APPROACH
- Students who otherwise cannot attend courses on campus are able to achieve their academic goals online. All DL courses offered at LBCC are comparable and equivalent to their on-campus versions (including their content, activities, assessment, learning outcomes, quality, and integrity.)
- Students can include DL courses in their Ed Plans and rely on the courses to be offered regularly.
- Course selection for a DL modality offering is based on students' needs for transfer, AA degree, or certificates.
- Sufficient course sections are offered in response to student demand and needs.
- Courses identified by the department for inclusion in its DL course offering plan will be fully developed and available for department heads to provide to the instructor assigned to teach the courses if necessary, anytime they are needed.
- The optional packaged courses will be developed through a collaborative effort to ensure they are educationally sound as well as comparable and equivalent to their on-campus version: department faculty will provide the content and instructional activities, and ITDC professionals will design the Web pages (information, learning and communication) as provided by the faculty content provider.
- Department heads will be able to accommodate short assignment windows and last-minute assignments if necessary.
- Instructors assigned to teach the course will not need to invest time and effort developing the course, as they will have the option of customizing the packaged course to fit their instructional needs. Notice, instructors who wish to develop their own version of the course will still be able to do so and retain their intellectual property rights.
- The more courses are added and scheduled regularly, the higher is the need for hiring additional full-time faculty to teach the courses.
- As more courses are offered regularly, LBCC would show increased number of FTESs and minimized facility and overhead costs.

RISK MITIGATION
- With the ease of a mouse-click, students can enroll in other institutions that offer DL courses that LBCC currently does not (e.g. see the California Virtual Campus course catalog at http://www.cvc.edu/catalog). Ensure LBCC stays competitive in our DL course offerings.
- Avoid situations in which DL versions of courses are not offered in certain semesters due to DL faculty availability status at the time.
- Prevent rushed DL course development process, resulting in a lack of student-centered design and fewer essential learning activities.
- Prevent burdening part-time faculty with extensive course development tasks when they are assigned to teach the DL course on a temporary basis.

WHAT IS NEEDED
- Identifying the courses that current and projected students need most and would take online in order to achieve their academic goals. Include the rationale for selecting these courses (e.g. GE transfer level courses, or high-demand courses, etc.).
- Planning a reliable schedule for developing and offering existing DL courses in the academic departments.
- Working with the Director of Instructional Technology and Distance Learning to prepare for the Curriculum Committee process of approving the DL modality of the identified courses if they are not approved already.
- Recruiting faculty content experts to provide the course content. For the first time, in 2006-07, the DL program was able to secure the budget allowing granting faculty stipends to develop course content. Faculty providers of content must be approved by the department; they do not have to teach the course that they develop, unless they want to.
- Allocating ITDC team time for course development and packaging; coordinating the teaming up of assigned faculty content providers with ITDC professionals to develop and package the courses.

QUESTIONS / COMMENTS
- Address to: Amit Schitai, Director, Instructional Technology and Distance Learning, samits@lbcc.edu, Ext. #4626

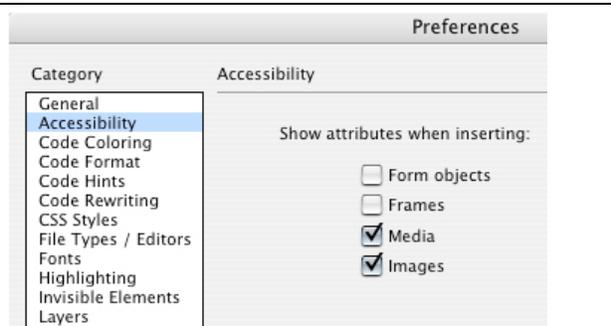*Appendix 7 - Legal Compliance: Web-site Accessibility Guidelines*
Long Beach City College ● Instructional Technology Development Center

These guidelines are for you to implement in your course Website in order to ensure that it is accessible to students with disabilities and in compliance with section 508 of the U.S. Rehabilitation Act and the CCC Access Guidelines.
Please follow the steps below as necessary for your course.

1. **DreamWeaver Preferences**

Before creating Web pages in DreamWeaver, you must choose the correct Accessibility option (s) in DreamWeaver's **Preferences** (Edit>Preferences). Choose **Accessibility** and then make sure the Media and Images options are checked.	Preferences Category — Accessibility General Accessibility Code Coloring — Show attributes when inserting: Code Format Code Hints — ☐ Form objects Code Rewriting — ☐ Frames CSS Styles File Types / Editors — ☑ Media Fonts — ☑ Images Highlighting Invisible Elements Layers

2. **Phrasing of Links : Quality Link Text**
• Label links to describe where the link leads. Links should refer to their destination. • Will the link make sense out of context?
• Avoid duplicate adjacent links in same sentence or paragraph.
• Links that are long should not be included as the text of the link.
• Refrain from using phrases like: "Click here," or "More," or "Read more"; include these phrases in relation to the context they refer to.
• Identify links to downloadable files (text files, pdfs, etc).

Examples for **correct link phrases**:
LBCC Home page (http://www.lbcc.edu)
LBCC Home page
Course syllabus (PDF file)
Click here to access LBCC homepage
Click here to purchase your textbook (http://www.amazon.com/s/ref=nb_ss_gw/104-950027)

Example of **incorrect link phrases**:
Click here
http://www.amazon.com/s/ref=nb_ss_gw/104-950031127

3. Image Description
Use ALT TAGS (Alternative Labels) to entitle any images used on your site.
In Dreamweaver, open the Properties window from the Window/ Properties pull down menu on top and add a short description of the image in the Alt field. (e.g.: Image of Instructor, Professor Smith). If you checked Media and Images in your Accessibility Preferences (see item #1 above) you will receive a reminder to put the Alt text in.

4. Image Long Description
For an image that presents important information (i.e. analysis of a chart, table or diagram) it is necessary to provide a detailed description of the image's content to supplement its alternative text (described in #2 above). This description is placed in a separate Web page for this purpose and referenced by the "longdesc" attribute of the IMG element.
For example:
<IMG SRC="chart.gif" ALT="Chart of cash flow for each month"
LONGDESC="http://de.lbcc.edu/chart/chartanalysis.html">

5. Movies / Audio Files
When using Audio files, provide a text transcription. When using Movies provide synchronized captions. Place "Text Version" link to a text-based page next to the movie. Contact the ITDC Web Coordinator for audio / movie inclusive production assistance.

6. Hot Spots
When using "hot spots" on a graphic as triggers linking to different locations, provide a menu of text-based triggers below the image.

7. Interactive Content Processors
When using plug-ins for content processing activities (e.g. practices or self assessment like Authorware drag & drop) provide alternative text-based version with a separate link placed next to the practice link. For example; Add links to separate pages with a summary of correct performance next to each content processing activity.

8. Frame Labeling
If you are using frames, label each frame. e -Zteach frames are already labeled. If you need to create additional frames, please contact the ITDC for specific directions.
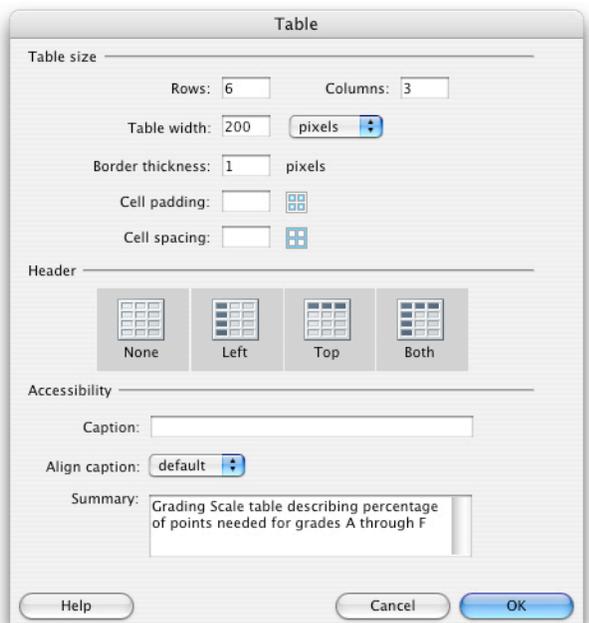
9.   **Tables**

Use Dreamweaver accessibility features on the table tool to ensure the correct coding for screen reader. Set headers to the appropriate option (Left, Top, Both) based on where you set your table headers. If you want, add a caption (or add the caption separately on the page). Each time you create a new table, the Tables Accessibility dialog box will automatically pop up.

Assistive technology reads tables from the upper left hand corner to the lower right hand corner. Keep the simplest table structure possible — think about the information you are presenting and offer it in the cleanest way.

Also, if you phrase the content in your table cells in a meaningful manner each cell can be read independently, and as much as possible, without relying on the headers in each cell.

Data Tables: tables used to organize information.
When creating a new data table in Dreamweaver, using the Table dialog box, select the box with the type of heading information that is appropriate for your data. You should choose a header type for the row, column or both.

	Enter a brief description in the Summary field. You do not have to enter information in the Caption field, however, it is important to enter a summary of the information contained within the data table. The Summary is read aloud to users with visual disabilities when they first encounter the table.

Tables from Word

When modifying existing tables on your page, highlight the row or column that you designate as a header, and then check the Header box on the Property Inspector.

Grading Scale		
A	90 - 100%	Outstanding work
B	80 - 89%	Above average work
C	75 - 79%	Average work (meets minimum class requirements)
D	60 - 74%	Below Average work (Does not meet the minimum class requirement)
F	Below 60%	Does not meet the class requirements
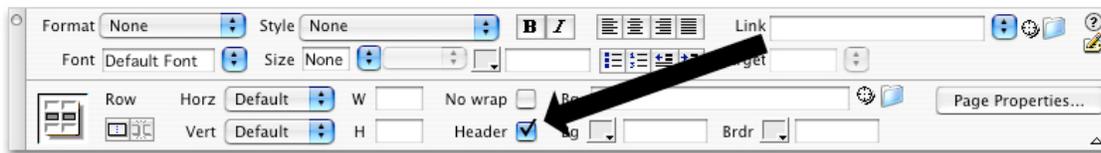
Accessible Layout Tables

Layout tables are used for presentation purposes only, for page layout.
In practice, layout tables are perhaps most commonly used for page layout. Keep layout tables SIMPLE. You do not need to use the Summary function for layout tables, unless a description will help users with disabilities understand a concept.

10.   Before you publish

Check your site's accessibility status. Use one of the following options: (both tools are available at the FRC)

- A-Prompt: http://aprompt.snow.utoronto.ca/ (PC platform only).
- Bobby: http://www.cast.org/bobby

11.   Browser

Ask your students to use current versions of Microsoft Internet Explorer, Mozilla Firefox or Safari when accessing the site. Ensure that they are not using Netscape Communicator, which may not provide accessible content. Place a disclaimer to that regard in a central place on your Course Information page.

Please contact an ITDC Team member if you have any questions.
Faculty HelpLine: 562-938-4511.
Carmen Chestnut   cchestnut@lbcc.edu
Leslie Heber   lheber@lbcc.edu
C.C. Sadler   csadler@lbcc.edu

All instructional materials– whether for distance, hybrid, or onsite courses – are required to meet state and federal accessibility laws. Designing and using materials that meet those standards helps many students; a lot of people have small deficits in vision (such as color-blindness), hearing (such as limited tonal ranges), or cognition (such as a need for visual *and* aural representation for adequate learning). Designing for accessibility is designing for everyone.

The following key features are required to meet accessibility standards. For a full description, refer to (1) CCC Distance Education Access Guidelines (http://www.htctu.fhda.edu/publications/guidelines/distance_ed/disted.htm); and (2) CCC Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities (http://www.htctu.fhda.edu/publications/guidelines/altmedia/altmedia.htm)

Appendix 8 - Legal Compliance: Copyright

COPYRIGHT INFORMATION FOR INSTRUCTORS OF DISTANCE LEARNING AND WEB-ENHANCED COURSES
ITDC
Updated, May 2005

Copyright law provides educators with a **separate set of rights in addition to fair use, to display (show) and perform (show or play) others' works *in the classroom***. These rights are in Section 110(1) of the Copyright Act and **apply to any work,** regardless of the medium.

What is copyright?
In the United States, copyright is a form of protection provided by the government to the authors of "original works of authorship, including literary, dramatic, musical, artistic, and certain other intellectual works." This protection is available to both published and unpublished works, regardless of the nationality or domicile of the author. It is unlawful for anyone to violate any of the rights provided by copyright law to the owner of the copyright.
http://www.copyright.com/ccc/do/viewPage?pageCode=cr10-n

When in doubt, contact the copyright owner to verify that you can use the material as a learning tool on your educational Web site.

Resources for Copyright Issues - Distance Learning Section
The Southeastern Wisconsin Information Technology Exchange (**SWITCH**) is a consortium of seven academic libraries in the Milwaukee area sharing a single unified database called **TOPCAT**.
http://caspian.switchinc.org/~distlearn/resources/copyright.html

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The TEACH Act (became law in late 2002.)
The TEACH Act expands the scope of educators' rights to perform and display works and to make the copies integral to such performances and displays for digital distance education, making the rights closer to those we have in face-to-face teaching. But there is still a considerable gap between what the statute authorizes for face-to-face teaching and for distance education. For example, as indicated above, **an educator may show or perform any work related to the curriculum, regardless of the medium, face-to-face in the classroom** - still images, music of every kind, even movies. There are no limits and no permission required. **Under 110(2)**, however, even as revised and expanded, **the same educator would have to pare down some of those materials to show them to distant students**. The **audiovisual works and dramatic musical works may only be shown as clips** -- "reasonable and limited portions," the Act says.
http://www.utsystem.edu/ogc/intellectualproperty/teachact.htm

● The TEACH Act - Copyright crash course
The University of Texas
http://www.utsystem.edu/ogc/IntellectualProperty/cprtindx.htm

● TEACH Act Checklist
NC State University Libraries
http://www.lib.ncsu.edu/scc/legislative/teachkit/checklist.html

National Education Association - TEACH Act Highlights and Resources
by Janis H. Bruwelheide, Ed.D.*
http://www2.nea.org/he/abouthe/teachact.html
President Bush signed into law the TEACH Act which enacts many of the recommendations from the study conducted by the Copyright Office published in 1999 primarily the repeal of the former 110(2) which applied mostly to closed circuit television environments and did not fit the present distance learning technologies.

Educators should be reminded that there are still options to be explored outside of the TEACH act which might apply to situations not covered. These are: fair use, permissions, and creative use of library resources.

FAIR USE OF COPYRIGHTED MATERIALS
University of Texas System
The fair use statute does not give educators a blanket exemption from copyright law. Educators, like everyone else, must keep their uses of others' works within certain bounds. Each item to be included should be evaluated separately, except where there are many items from the same source. In that case, the items from the same source should be evaluated together as to the amount that will be used.
http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm

● FAIR USE OF COPYRIGHTED MATERIALS
> ● Copyright tutorial - University of Texas System
> http://www.lib.utsystem.edu/copyright/index.html

Appendix 9 - Universal Design Principles

Defined by the Center for Universal Design (CUD) at North Carolina State University

- Equitable Use. The design is useful and marketable to people with diverse abilities. For example, a website that is designed to be accessible to everyone, including people who are blind, employs this principle.
- Flexibility in Use. The design accommodates a wide range of individual preferences and abilities. An example is a museum that allows visitors to choose to read or listen to the description of the contents of a display case.
- Simple and Intuitive. Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Science lab equipment with clear and intuitive control buttons is an example of an application of this principle.
- Perceptible Information. The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. An example of this principle is captioned television programming projected in noisy restaurants.
- Tolerance for Error. The design minimizes hazards and the adverse consequences of accidental or unintended actions. An example of a product applying this principle is software applications that provide guidance when the user makes an inappropriate selection.
- Low Physical Effort. The design can be used efficiently, comfortably, and with a minimum of fatigue. Doors that open automatically for people with a wide variety of physical characteristics demonstrate the application of this principle.
- Size and Space for Approach and Use. Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility. A flexible work area designed for use by employees with a variety of physical characteristics and abilities is an example of applying this principle.