March 3-5, 2013 a team representing our regional accreditation association, the Higher Learning Commission (HLC), visited the campus to conduct our ten-year re-accreditation review. The Team Chair also evaluated the teaching, learning, and administration of courses and degree programs offered via distance education, using a protocol for reviewing distance education.[1] Using the format of that review, this progress report has been updated for the review of the FY15 Technology Enhanced Learning Committee. The term "online education" is used to designate education delivered via the Web / Internet.

The HLC Team Lead focused her evaluation on this set of five core questions:
1. How does distance education align with the context, mission, programs, students; i.e. the institution as a whole?
2. How does the institution ensure quality for all its distance-delivered programs and courses?
3. How does the institution ensure effective teaching, learning, and learner support?
4. How does the institution determine and manage scope and scale of current and future distance education and the students served-ensure capacity to sustain quality?
5. How does the institution use assessment and evaluation processes to assure and improve student learning, student persistence and completion, and program quality?

This fall 2014 progress report discusses how our distance education programs / courses address these questions. The HLC uses the following definitions for the purpose of applying its policy on distance delivery to its accredited institutions:

- Distance-delivered **courses** are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.
- Distance-delivered **programs** are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered **courses**.

Lewis and Clark uses these definitions to calculate the number of "distance-delivered programs." If a required course within a degree program is offered online, the course is included in the total credit hour calculation for HLC distance education reporting. Example: Most degree programs include ENGL 131 as one of their written communications requirements. Since ENGL 131 offers online sections, this course is included in the HLC distance education calculation.

If all of the course options in a specific program requirement have online options, the credit hour requirement is included in the total credit hour calculation for HLC distance education reporting. Example: Many associate in applied science degree programs require a three-credit hour oral communications. Student may choose either SPCH 131 or SPCH 145. Both are three-credit hour courses. Since both courses may be taken online or face-to-face, three credit hours of oral communication are included in the HLC distance education calculation.

If the course options in a specific program requirement are a mix of online options and face-to-face only options, the credit hour requirement is included in the total credit hour calculation for HLC distance education reporting. Example: Automotive Technology students may select between PHYS 125 or PHYS 130 to meet the four-credit hour physical science requirement. PHYS 125 is only

offered face-to-face while PHYS 130 may be completed in an online hybrid (web-blended) format or face-to-face. Since a student has the option of choosing a course that is offered online, four credit hours of physical science are included in the HLC distance education calculation.

1. How does distance education align with the context, mission, programs, students; i.e. the institution as a whole?

a. Online learning at Lewis & Clark Community College (L&C) stems from our mission: "Empowering people by raising aspirations and fostering achievement through dynamic, compassionate and responsible learning experiences." Online delivery extends access to student learning opportunities beyond traditional classroom instruction, and thereby serves students who might not otherwise be able to pursue higher education.

b. Online learning at L&C is fully integrated with academic programs and curricula designed and monitored by faculty to meet existing and anticipated future education needs.

c. L&C began developing online and web-blended courses in 1999-2004 under a Title III *Strengthening Institutions* grant. An addendum governing the development and teaching of online courses was first included in the *Agreement between the Lewis & Clark Board of Trustees and Faculty Association, 2000-2005*. The *2014-2019 Agreement* includes language in the actual body of the *Agreement*.

d. *Agreement between the Board of Trustees of Lewis and Clark Community College and the Lewis and Clark Faculty Association, 2014-2019*: **Section 6.5. Office Hours**. "All faculty can serve two (2) of the mandatory ten (10) office hours online. Online office hours must be reported on the faculty schedule, allowing students to contact faculty. Faculty members must be on the College's main campus or an approved location at least four (4) days a week, each week of the semester.

> For each three (3) full semester hours of teaching distance learning, web-delivered, web-blended, or web-enhanced courses, faculty members may have an additional two (2) online office hours, up to a maximum of six (6) of the mandatory ten (10) office hours per week."

e. *Agreement between the Board of Trustees of Lewis and Clark Community College and the Lewis and Clark Faculty Association, 2014-2019*: **Section 6.7. Compensation for Course Development**. "Before new face to face course development or web-delivered course conversion or development begins, the faculty member will submit a proposal to his/her supervisor (Dean or Vice President of Academic Affairs) which will be submitted to the Academic Affairs Committee for approval. Once approved, compensation will be one (1) overload hour stipend for each credit hour paid upon the satisfactory completion of course development. Forty thousand dollars ($40,000) per year for each year of this agreement will be budgeted to compensate faculty for approved course development.

> The faculty developer shall have the right of first refusal to teach any or all sections of the new course for which the development compensation was granted for the first two (2) years of course instruction.

> The instructor shall have the right to choose the course platform (publisher platforms) excluding the learning management system in which an online course is designed and taught. The administration reserves the right to fund and technically support only one learning management system. The administration will provide licensed copies of software necessary to develop, maintain and teach courses for home use if permitted by the College's site license and there is no additional cost."

2. How does the institution ensure quality for all its distance-delivered programs and courses?

    a.   Applying the HLC definition of online programs – "if 50% or more of the classes can be taken online, identify the program as online," L&C has nineteen online programs.

- Nineteen of the 42 degrees offered (45.2%) are online-eligible. This includes all degree types: AAS, AA, AS, AFA, AES, and AGS.
    - Associate in General Studies
    - Associate in Arts
    - Associate in Science
    - Associate in Engineering Science
    - Accounting
    - Administrative Assistant
    - Biological Laboratory Technician
    - Child Development
    - Information Technology
    - Criminal Justice
    - Exercise Science
    - Industrial Technology – Customized Option
    - Industrial Technology – Management
    - Legal Office Assistant
    - Management
    - Medical Assisting
    - Medical Office Assistant
    - Nursing (Associate Degree Nursing)
    - Paralegal

- Eight of the 30 certificates of proficiency (COP) offered (26.7%) are online-eligible.
    - Accounting
    - Administrative Assistant
    - Child Development
    - Criminal Justice
    - Legal Office Assistant
    - Management
    - Medical Office Assistant
    - Paralegal

- Eleven of the 53 certificates of completion (COC) offered (20.8%) are online-eligible.
    - Accounting Clerk
    - Solar Design and Installation
    - Microsoft Office Tech
    - Management - Finance
    - Management – Human Resources
    - Management - Marketing
    - Management - Operations
    - Management – Small Business
    - Medical Transcription
    - Storm Water Management
    - Smart Grid Technology

A total 38 degrees and certificates of the 125 (30.4%) are online eligible.

As of Spring 2018, we offer 146 "distance-education" courses to students and six faculty-only courses. Applying the HLC definition of distance-education or distance-delivered courses (see footnote 1) – "those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication with the faculty and student physically separated from each other" – adds another 22 web-blended[2] courses to that total (135).

b. Every academic program and student service offered by L&C is reviewed at least every five years. General education assessment is integrated into program assessment. Online course sections are included in academic programs and assessed as part of the program reviews.
c. Every online course section is reviewed by the faculty member teaching the course using a standard checklist developed by the Technology Enhanced Learning Committee (TELC).
d. Once the teaching faculty member is satisfied that s/he has addressed the checklist, her/his course is reviewed by an experienced online instructor who is a member of the Technology Enhanced Learning Committee (TELC). The results are sent to the Director of Technology Enhanced Learning who also reviews the course, and then consults with the faculty member on the course.
e. Every online course is reviewed following that model on a rotating three-year schedule;
f. On this same rotating three-year schedule, every online instructor must complete a refresher workshop conveying updated online teaching best practices and changes to Blackboard.
g. The L&C Checklist for Instructor Review of Online and Hybrid Course Design was created to support the process of a self-review of an online or web-blended course in order to maintain continuous quality improvement, to enhance student learning, and to assure course standards contribute to the fulfillment of L&C's mission statement. Criteria included in the checklist were based on a 2010 literature review and were primarily adapted from the University of Maryland Online FIPSE Project: *Quality Matters* and the Illinois Online Network *Quality Online Course Initiative (QOCI)*. Elements of the checklist have changed over time as innovative practices have emerged and changes in Blackboard have been introduced.
h. Online instructors must satisfactorily complete EDTR 266, *Implementing Blackboard Learn*, a free, one-credit hour course before teaching online for the first time or if s/he has not taught online for two years or more.
i. Inexperienced online instructors and/or instructors teaching a new online course must adhere to the following timetable before a course can be placed into the schedule

If a class is to be taught in the	And because enrollment starts the previous	The course must be completed by the	Which allows the following months for reviews/revisions
Summer	March	End of previous Fall	Jan/Feb
Fall	March	End of previous Fall	Jan/Feb
Spring	November	July 30 of the previous year	Aug/Sept

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[2] An "online" course is one that is fully delivered over the web. There are no face-to-face (F2F) sessions. A "web-blended" course has most of its components delivered via the web, but with some F2F sessions. A speech class or a science lab class would be an example. Finally, a "web-enhanced" course involves a traditional F2F class with online components. For example, instructors may place their lecture notes, calendar and an email link in *Blackboard* or on a web page.

j.   Online learners must satisfactorily complete LCCC 202, a free, non-credit course that teaches students to connect to, communicate in, and navigate through *Blackboard*.

k.   Students must meet prerequisites to enroll in distance-delivered courses.

l.   A student is restricted from re-enrolling in the same online course if s/he receives a grade of D or F or withdraws from the course more than once.

m. Full-time faculty assess at least one course annually.   Within that course, sections taught face-to-face (F2F), online, web-blended and through the dual credit program are all assessed.

n.   Faculty are compensated for the development of new courses including those that are distance-delivered.

o.   Three technical support staff offer course design and technical support to faculty as well as support to students.

p.   All full-time and part-time online instructional faculty are invited to participate in regularly scheduled *Blackboard* user groups and are enrolled in an online User Group resource course. Workshops are regularly offered on new *Blackboard* features or specific strategies for online delivery. In academic year 2014-2015 online faculty completed training on making their courses ADA compliant and ADA compliance changes were incorporated in the checklist.

3. How does the institution ensure effective teaching, learning, and learner support?

a.   Once a student registers for an online/web-blended course, s/he receives an automated email containing instructions for when and how to log into Blackboard and access a course.

b.   The day before the semester begins, students receive an automated phone call reminding them to log into their online/web-blended courses on the first day of the semester.

c.   Mary Lou Watson, Annette Ingram and Sarah Ditterline provide troubleshooting support for student learners; and course design, instruction, and troubleshooting support for faculty.

d.   The Blackboard Student Success lab, supported by Sarah Ditterline and student workers, is dedicated to providing a quiet place for working in Bb for both faculty and students.

e.   Students have access to a Policies and Resources tab when they log into Blackboard. This lists policies pertinent to academic success and links valuable resources necessary for Bb.

f.   All registered students are enrolled in the Blackboard Student Resource Course.

g.   Library services from L&C reference librarians and research materials are accessible online.

h.   Writing support is offered online through the Writing Desk.

i.   Many online courses require proctored tests, which may be provided on the campuses of L&C through the Assessment Centers. Tests can also be arranged at a distance. In those cases, acceptable proctors for testing include:
   - high school principals or counselors;
   - directors of educational services at community colleges, universities, correctional institutions, or the armed services;
   - certified librarians in supervisory positions;
   - designated officials at a community college or university testing center.

j.   Students who have difficulty arranging a proctored site at a distance may email the College's Assessment Center for assistance at testingcenter@lc.edu.

k.   Online access is provided to the College Catalog, Student Handbook, admission, registration, complaint processes, financial aid information, and career development services.

l.   Mary Lou Watson teaches LCCC 202, EDTR 266 and conducts User Groups and best practices workshops.

m. The Assessment Center accepts emailed tests from distance education faculty with an attached Proctored Test Instruction Form at testingcenter@lc.edu and proctors the exam for students. Tests are returned via interdepartmental mail or can be picked up.

n. The Center for Excellence in Teaching and Learning offers EDTR 252 *Intro to Online Teaching & Learning*, EDTR 253 *Online Teaching: Issues & Strategies*, EDTR 254 *Online Course Development* and EDTR 255 *Instructional Design: Online Courses* to all full- and part-time faculty.

o. The TELC offers individual support to online faculty and conducts the ongoing review of online course sections.

p. Institutional Research (IR), using *Blackboard Analytics*, collects and analyzes data on student completion (A, B, C grades) of online course sections, comparing that to F2F course sections. Data are shared with faculty, trends are monitored, and efforts to improve student learning are piloted and tracked. Success rates in L&C online and f2f course sections are nearly the same at approximately 76% for both delivery methods.

q. Student end-of-course evaluations are administered online. A link in Blackboard courses and reminders to complete the evaluation make it easy for students to access. Faculty and the respective dean have access to the evaluation data. These data influence course improvements.

r. L&C meets federal requirements for authenticating the identity of online students with the use of a student login system in *Blackboard*. Passwords are authenticated by central, encrypted systems that only the student or authorized staff can change but not "lookup".

s. Some distance education courses require students to take their exams in a classroom with the faculty member proctoring, most use the Assessment Center where every student must show a College picture ID.

t. Faculty use SafeAssign to identify and document plagiarism or to investigate writing not consistent with previous student performance.

u. *Blackboard* allows faculty to set standard restrictions (time limits, internet protocol [IP] restrictions, etc.) and to disable certain user settings on quizzes to reduce cheating.

4. How does the institution determine and manage scope and scale of current and future distance education and the students served - ensure capacity to sustain quality?

a. Budgeting and long-range planning for distance education is subsumed under academic program planning and included in the College's institutional planning processes, including the *Enrollment Management and Development Plan*. Expansion of offerings is aligned with allocation of resources, faculty priorities, and student demand.

b. There is a five-year plan for Information Services. This plan includes the *Blackboard* contract, including updates, bandwidth increases for internet access, and *Blackboard* add-ons.

c. For the past several years there has been very little growth in online courses. The approval of new online courses appears to be in relative balance with the decommissioning of existing online courses. As faculty retire, there are often lapses in the instruction of online course sections, requiring new development when another faculty member expresses interest in teaching an online course section.

d. If institutional researchers identified that student demand for distance education was not being met, the College would develop a plan for growth which would require faculty development as well as course development.

5. How does the institution use assessment and evaluation processes to assure and improve student learning, student persistence and completion, and program quality?

a. Distance delivered course sections are included in course-level assessment, general education learning assessment, and program assessment.

b. Using *Blackboard Analytics*, institutional research tracks online course completions and withdrawals and course grade point averages each semester. These data are housed in *SharePoint*, an intranet that faculty and staff use to share documents.
c. The TELC uses these data to recommend changes to improve student learning, persistence, and retention.
d. Online learning is one of the active and ongoing Student Success initiatives monitored by the Student Success team and within the context of a strategic project, *Student Success*, initiated in 2012.