

Linn-Benton
COMMUNITY COLLEGE

DISTRIBUTED EDUCATION
AND
INSTRUCTIONAL TECHNOLOGY



2005-2006
YEAR-END REPORT

The Distributed Education and Instructional Technology (DEIT) committee works to improve access, quality instruction, learning resources, services, and experiences, through a wide range of electronic formats and technologies.

There are many ways to understand this large and active committee.

One option is to review the 2005-2006 sub-committee year-end reports:

Technology Initiatives Subcommittee	page 2
Student Services Subcommittee	page 3
Web Presence Subcommittee	page 4
Technology Infrastructure Subcommittee	page 5

A condensed accounting of DEIT activities can found in the 2005-2006 DEIT committee meetings minutes.

DEIT Minutes from November	page 7
DEIT Minutes from March	page 8
DEIT Minutes from June	page 10

A third resource is to explore the DEIT website.

DEIT website	http://po.linnbenton.edu/deit/
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Finally, this report offers an interactive, real time, audible electronic resource for the Distributed Education and Instructional Technology (DEIT) committee.

Interactive DEIT Committee Resource	page 12
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Attachments:

LBCC E-Learning Plan	page 13
Standard 2.6 Accreditation (Draft copy)	page 33
Student Services 2005-06 DEIT Goals Chart	page 36

Supplemental materials related to this report are available at http://po.linnbenton.edu/deit/05_06

Technology Initiatives Subcommittee

Year-End Report

2005-2006

Chair: Alan Heywood, Members: Ann Adams, Beth Camp, Linda Carroll, Dael Dixon, Raza Khan, Rob Lewis, Marci Shanks, and Lori Rowton.

The committee met 5 times this year. While our initial focus was on the continuing effort to develop an e-learning strategic plan the committee also spent significant time providing input on the accreditation standard 2.6 report. The committee reviewed a report “Evidence of Quality in Distance Education Programs Drawn from Interviews with the Accreditation Community”, along with the Standard 2.6 report, and provided suggestions for the overall final report.

In addition several meetings were devoted to discussing the new appraisal instrument for on-line distance instructors. This was an item on our agenda from last year. A joint meeting was held with members of the Appraisal Committee to discuss concerns of several members of the Initiatives committee regarding the overall design and purpose of the appraisal instrument. The discussion resulted in a clearer understanding of the appraisal instrument.

One of the committees focuses was on assessment and quality of distance courses. The committee discussed a program called Quality Matters, a nationally recognized rubric system used for peer review of distance course design. Lane CC, Chemeketa and Umpqua community colleges recently received grants to implement this system at their respective schools. Our committee will be working to see if we can partner with one of these schools and develop a workshop for our faculty this next year.

Following up on last year’s efforts, an e-Learning planning document was developed that considered the current state of e-Learning at LBCC; Internal Trends; Current e-learning technologies; External Trends; Emerging Technologies; some Guiding Principles; Planning Assumptions, and the development of an Action Plan that focuses on providing greater access for students to online courses, programs, certificates, and degrees.

Submitted: 6/9/06

Attachments:

1. *E-Learning Plan* page 13
2. *Standard 2.6 Accreditation Standard reporting requirements.* page 33
3. *Quality Matters Rubric* http://po.linnbenton.edu/deit/05_06/quality_matters.pdf
4. *Evidence of Quality in Distance Education Programs Drawn from Interviews with the Accreditation Community.* http://po.linnbenton.edu/deit/05_06/quality_in_d_e.pdf

DEIT Student Services Committee – Highlights

Members: Alan Heywood, Ann Adams, Bob Schapper, Brenda Pace, Bruce Clemetsen, Chareane Wimbley-Gouveia, Dael Dixon, Diane Watson, Jan Konzack, Jim Huckstein, John Snyder, Kristen Jones, Lynn Bain, Lynne Cox, Tammi Paul, Virgil Agnew

The DEIT Student Services Committee spent the majority of the year redefining our mission and developing a new DEIT Student Services plan. Still there were some major accomplishments in development and refining of technology-based services. The following are examples of the accomplishments made during the 2005-06 academic year:

Enrollment Services has developed the capability to accept high school transcripts electronically through the EDI system which will help expedite processes. Current information on student financial funds is now available to bookstore personnel to help students acquire their textbooks in a timelier manner. The Bookstore has developed an online peer-to-peer textbook sale to help cut the cost of textbooks. In order to help students understand credit and lower the LBCC loan default rate, the Financial Aid office has worked with Nellie Mae to implement a Late State Delinquency Aversion program.

Disability Services streamlined processes through our partnership with OSU. OSU is giving Disability Services a new data base for student tracking, report generation and automatic notifications. Disability Services is also continuing to encourage students to get email accounts so that they can use this to broadcast reminders and other information.

Developmental Studies has developed an online class that will help the non-student population interested in refreshing basic writing skills. Developmental Studies has also requested and received three more Kurzweils for use in the writing lab to help promote student success. The Library has been working on developing new library web pages for distance learning students and implementation of Firefox search-plug-ins that allow users to search for material in a user friendly manner. Further, online research guides have been developed for equine science, nursing, nursing database and a tutorial for CINAHL

Student Life and Leadership has developed many more resources available for students such as a study abroad website with links to scholarship information, a coffee house site and a page of “what students have to say about the Student Life and Leadership programs.” The club handbook is now online.

Technical accomplishments include purchasing and development of FarCry. So far a standard page has been developed and there is progress being made on development of instructor pages. Student gathering areas have also been identified for thoughtful wireless implementation.

Attachment:

Student Services 2005-06 DEIT GoalsChart.doc page 36

Deit Web Presence Committee Year End 2205-06 Report

Committee Members: Marlene Propst, Ann Adams, Joe Sherlock, Kate Johnson, Alan Heywood, Vern Jackson, Michael Dowless, Jonathan Pedersen

One of the major goals was to continue work on improving the LBCC website. The following activities were accomplished this year:

Developed and tested a new navigation bar and compiled and distilled data to build a navigation tree. In preparation for FarCry, researched and used basic cascading style sheets on select areas of the LBCC site; contacted various faculty and staff to confirm that old files on main server could be cleared-off/moved.

Integrated LBCC data with the Farcry system. Includes backend database design and custom ColdFusion programming for the Farcry Admin interface. This allows Majors & Programs and Degrees & Certificates to display on custom Farcry web pages automatically.

Designed custom page templates for Farcry-based LBCC website based on CSS styles.

Coordinated efforts by Media and Marketing and Publications to convert existing web content to Farcry. Conversion of existing content can begin when new server has been set up with all software. Some content will be stored in a different database, and this can begin migration to the database starting June 21st.

Troubleshoot and correct problems with Farcry application, FriendlyURLs plugin, tinyMCE editor plugin.

Worked with Admissions to improve and streamline their website; cleaned-up and reformatted a number of problematic sites, including NSO. Currently working with Family Resources and will continue on with other departments to edit website text.

Other goals completed: update of on-line new student orientation to make it more user friendly - built SIS link so that student is offered the opportunity to do on-line orientation.

Technology Infrastructure Subcommittee

(Tech Fee)

Year-End Report

2005-2006

Chair: Alan Heywood, Members Ann Adams, Rich Bergeman, Linda Carroll, Jeff Crabill, Richard Gibbs, Rob Lewis, Ken Long, Carol Schaafsma, Ron Sharman, David Hoskins (student representative), and Lori Rowton.

The Tech Fee subcommittee met once each quarter to review the status of the budget, to prioritize and allocate instructional classroom and distributed resources funded by LBCC's technology fees.

This was a very busy year with several new installations as well as upgrades to classroom technologies. Initial efforts during the summer and fall terms were for the installation of 23 classroom multimedia stations including 13 in the North Santiam Hall. Multimedia stations were installed in IA-207, IA201A, BC104, BC105, BC206, BC234, BC244, LM 115, and LM116. During Winter/Spring terms the efforts of the Media department were focused on equipment replacement and upgrades to classroom technologies.

The Forum system equipment was installed and operational for Fall Term.

Wireless nodes continue to be upgraded and installed throughout the campus, providing access.

The committee received a total of 28 requests for funding, 3 for the current fiscal year and 25 for 2006-2007. One request for an IP system was tabled for further documentation, and one request was denied as not meeting the Tech Fee criteria.

The 2006-2007 proposals include multimedia installations or mobile carts for 6 classrooms, as well as replacements for 10 workstations, 8 laptops, and 20 video projectors as per our 4 year lifecycle replacement schedule. Approved projects included requests for new sound systems in the Commons and the Activity Center.

Also included is the continuation of the license for the Blackboard Course management system for online courses. There were 100 full online classes offered this year with an additional 70 courses currently using this system as supplemental to face-to-face classes. . More than 2500 students enrolled in online courses this year, with an untold number using Blackboard as supplementary to their face-to-face classes. The number of classes offered online and student enrollment continues to grow each year, with a new record number for 2005-2006.

Funds were also allocated to replace the aging media equipment inventory, as part of an obsolescence and depreciation program. Funding was also provided to continue with the wireless node project, as well as the renewal of the annual Oracle software license.

Budgeted expenditures approved for 2006-2007 are estimated at \$351,767.

From an infrastructure standpoint we gained control of the Public Access TV channel in Albany and began broadcasting LBCC information on Channel 28 24/7 in January, at no cost to the college.

Submitted: 6/9/06

Attachments available On-Line:

1. *Approved Tech Fee Funding Requests, 2005-2006*
http://po.linnbenton.edu/deit/05_06/techfee_05_06.pdf
2. *Tech Fee Funding Requests, 2006-2007*
http://po.linnbenton.edu/deit/05_06/techfee_06-07.pdf
3. *List of current classrooms supported with multimedia equipment*
http://po.linnbenton.edu/deit/05_06/media_rooms.pdf
4. *Distance Learning, enrollment statistics*
http://po.linnbenton.edu/deit/05_06/d_e_statistics.pdf

DISTRIBUTED EDUCATION & INSTRUCTIONAL TECHNOLOGY COMMITTEE

Minutes for Nov. 16, 2005 - Fireside Room

Present: Ann Adams, Lynn Bain, Phil Krolick, Lori Rowton, Diane Watson, Dael Dixon, Jerry Wille, Ed Watson, Chareane Wimbley-Gouveia, Lynne Cox, Jennifer Beudert, and David Hoskins (student representative).

Welcome and Introductions (Phil Krolick)

DEIT Subcommittee Reports:

Technology Initiatives Committee (Alan Heywood). Alan reports that this committee has met once this term, and they continue to review and define Learning Modalities and Trends; the 7 Big Picture Questions; Planning Assumptions; Faculty Surveys; Blackboard Orientation; and a new Faculty Appraisal Tool for AAOT Distance Course needs. The committee will also focus on reviewing specific accreditation standards, in preparation for the college-wide accreditation process. He noted that the committee plans to explore the self-support model of instruction since distance learning and faculty costs are currently on the backs of individual departments. This financial support could likely benefit the AAOT transfer program and other parts of the curriculum, by providing additional funding for core curriculum courses.

Training Subcommittee (Ann Adams). Ann noted that there was no specific training offered during fall inservice, due essentially to lack of time and opportunity. However, there continues to be a variety of MediaZone workshops and trainings offered throughout the year. Ann added that she plans to continue with the weekly tech tips, and that these tips will soon be posted on the web.

Web Presence In Marlene's absence, Ann summarized that this committee's biggest project is FARCRY, which is essentially the software conversion of all of the college's web pages. This will allow web content to be standardized, user-friendly, and provide editing capabilities at the department level. This project completion is scheduled for Summer 2006.

Student Services (Diane Watson). Diane reported that the Student Services Committee is working on a new 4 year plan. Future projects include developing a means to upload DPP Applications in Admissions; develop an online degree audit for Registration; provide a means for students to check information if online-funds are available to charge in the Bookstore; update ONSO (online new student orientation); and providing ongoing enhancements to the Career Center website.

Technology Infrastructure (Alan Heywood). Alan reports that approved 2005-2006 projects are on schedule, and near completion. He noted that the next phase of projects will focus on equipment replacement and upgrades, but this phase will be on hold until Media staff can equip the North Santiam Hall for winter term. Committee members reviewed 3 new requests, which included the purchase of 24 copies of Word 2003 for the computers in the new IB computer lab (IB-110A); one multimedia lectern (no Elmo) for the Culinary Arts Classroom; and a sound system for the Fitness Weight Room. He added that the committee approved all requests, and will continue to receive requests for the academic year throughout winter term.

NEXT MEETING: Next Meeting: Winter Term

DISTRIBUTED EDUCATION & INSTRUCTIONAL TECHNOLOGY COMMITTEE
Minutes for March 9, 2006 - Boardrooms

Present: Ann Adams, Phil Krolick, Lori Rowton, Diane Watson, Dael Dixon, Jerry Wille, Mike Holland, Lynne Cox, Jennifer Beudert, Alan Heywood, and Parker Swanson.

Welcome and Introductions (Phil Krolick) Phil opened the meeting by leading introductions of committee members, and asked if there were any questions before moving on to subcommittee reports. Mike Holland asked the committee for feedback on where DEIT is at regarding “strategic planning”, and where we are going in reference to Distance Education at LBCC. Ann commented that the Technology Initiative’s committee has been in place for almost two years now, and has been charged with an action plan for future growth and planning. She asked Alan Heywood to give the Technology Initiatives report, to have a better idea as to where things are at, and where the college is headed.

DEIT Subcommittee Reports:

Technology Initiatives Committee (Alan Heywood). Alan reports that the sub-committee has spent a good portion of the last two years, working on identifying modalities and trends; the 7 Big Picture Questions; Planning Assumptions; Faculty Surveys; Blackboard Orientation and the development of an Online Faculty Appraisal Tool for AAOT distance course needs. In addition, the committee is looking at some self-support models that might be adopted as a means to encourage greater faculty participation in distance learning. This would help provide the needed incentive and funding for offering more online courses, and an online general education transfer degree.

Alan further noted that the sub-committee has been reviewing the accreditation standard on distance delivery of courses, certificates and degree programs, to assist in the accreditation process. At their spring meeting, members will also review a new faculty appraisal tool called “Quality Matters”, which is an assessment tool that uses peer review in measuring the quality of our online classes.

Mike Holland encouraged Alan and the Tech Initiatives committee, to come up with some concrete recommendations for building the college’s Distance Education program, and present an “action plan” to management in the DEIT year-end report.

Training Subcommittee (Ann Adams). Ann reports that spring inservice will include three training sessions related to technology. Jonathan Pedersen will give a presentation on Introduction to Blackboard; John Griffith will do a Classroom Response System workshop; and Russ Rinker will do a session on Laptop/Wireless 101.

Student Services (Diane Watson). Diane gave a quick overview of the Student Services Committee's new 4 year action plan. In an effort to develop even more sophisticated on-line advising, admissions, financial aid, and assessment tools, the Student Services sub-committee has identified many new goals. Future goals include developing a means to automatically upload DPP Applications in Admissions; develop an on-line degree audit for Registration; provide a means for students to check information if online-funds are available to charge in the Bookstore; update ONSO (online new student orientation); and providing on-going enhancements to the Career Center website. (Handouts of this committee's detailed goals, are available upon request from Lori Rowton in Media Services).

Technology Infrastructure (Alan Heywood). Though the North Santiam Hall installations used a majority of staff time this year, Alan reports that the approved 2005-2006 projects are on schedule, with most near completion. At the committee's last meeting, the committee approved the only new equipment request for the remainder of this year.. Alan also noted that the subcommittee briefly reviewed eight new 2006-2007 decision packages that will be discussed at their spring meeting. The committee will decide at that time whether or not to approve the 2006-2007 proposals. On a final note, Alan said that the project focus for the remainder of this year will be on AV replacement and upgrades to multimedia classrooms.

NEXT MEETING: Next Meeting: Spring Term

DISTRIBUTED EDUCATION & INSTRUCTIONAL TECHNOLOGY COMMITTEE
Minutes for June 9, 2006 - Boardrooms

Present: Ann Adams, Lori Rowton, Diane Watson, Linda Carroll, Mike Holland,
Alan Heywood, Parker Swanson, Lynn Bain, Beth Camp, and Marcy Shanks.

Welcome and Introductions (Parker Swanson) Parker opened the meeting by leading introductions of committee members, and asked if there were any questions before moving on to subcommittee reports.

DEIT Subcommittee Reports:

□ **Technology Infrastructure (Tech Fee)** (Alan Heywood). Alan reports that the Tech Fee subcommittee met once each quarter to review the status of the budget, to prioritize and allocate instructional classroom and distributed resources funded by LBCC's technology fees. This was a very busy year with several new installations as well as upgrades to classroom technologies. Initial efforts during the summer and fall terms were for the installation of 23 classroom multimedia stations including 13 in the North Santiam Hall. Multimedia stations were installed in IA-207, IA201A, BC104, BC105, BC206, BC234, BC244, LM 115, and LM116. During Winter/Spring terms the efforts of the Media department were focused on equipment replacement and upgrades to classroom technologies. The Forum system equipment was installed and operational for Fall Term. He also noted that wireless nodes continue to be upgraded and installed throughout the campus, providing access.

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□ **Training Subcommittee** (Ann Adams). Ann reports that the training committee continues to institutionalize technical training this year through the Teaching and Learning Calendar (TLC) and the "Tech-Tips" email. The subcommittee did not try to do a special in-service technology day although several activities were offered during both fall and spring days.

□ **Web Presence** In Marlene's absence, Ann reported that there has been substantial progress with the outlining and developing of the framework for the Farcry Project. She noted that the whole idea of this project is to put "the management" of instructor pages content, back into the individual department's hands.

□ **Student Services** (Diane Watson). Diane gave a quick overview of the Student Services Committee's new 4 year action plan. She highlighted a couple of benchmarks they have been working on, including raising awareness to students about the consequences of defaulting on student loans. Because the default rate has been going up, the subcommittee worked to implement web based Debt Management, Default Prevention measures to assist students. She also noted that the revision of ODS (Office of Disability Services) forms by making them fillable and able to be submitted from the web, has now been integrated into a new ODS database. A full summary of this subcommittee report will be available in the paperless office.

□ **Technology Initiatives** (Alan Heywood). Alan reports that the committee met 5 times this year. While the initial focus was on the continuing effort to develop an e-learning strategic plan, the committee also spent significant time providing input on the accreditation standard 2.6 report. The committee reviewed a report, "Evidence of Quality in distance Education Programs Drawn from Interviews with the Accreditation Community", along with the Standard 2.6 report, and provided suggestions for the overall final report. In addition, several meetings were devoted to discussing the new appraisal instrument for online distance instructors; this was an item on their agenda from last year. A joint meeting was held with members of the Appraisal Committee to discuss concerns of several members of the Initiatives Committee regarding the overall design and purpose of the appraisal instrument. The discussion resulted in a clearer understanding of the appraisal instrument.

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Beth Camp asked if someone could get a report on what DEIT grants are being considered, and have been approved. Lori Rowton is going to follow-up with Vickie Keith to obtain this information. The meeting was adjourned after Parker Swanson accepted the position as chair of this committee for the next year.

NEXT MEETING: Next Meeting: Fall Term

Interactive Audible Electronic Resource 2005-2006 DEIT Committee

Training Subcommittee Chair	Ann Adams	917-4357
	Virgil Agnew	917-4693
	Lynn Bain	757-8944 x5107
	Rich Bergeman	917-4563
	Jennifer Beudert	917-4961
	Beth Camp	917-4556
	Linda Carroll	917-4263
	Bruce Clemetsen	917-4822
	Lynn Cox	917-4690
	Jeff Crabill	917-4627
	Dael Dixon	917-4780
	Michael Dowels	917-4650
	Richard Gibbs	917-4244
Technology Initiatives Committee Chair Technology Infrastructure Committee Chair	Alan Heywood	917-4640
	Mike Holland	917-4211
Student Representative	David Hoskins	917-4457
	Jim Huckstein	917-4331
	Vern Jackson	917-4444
	Kate Johnson	917-4656
	Kristen Jones	917-4572
	Raza Khan	917-4743
	Jan Konzack	917-4304
DEIT Committee Co-Chair	Phil Krolick	917-4602
	Rob Lewis	917-4759
	Ken Long	917-4671
	Brenda Pace	917-4953
	Tammi Paul	917-4457
	Jonathan Pederson	917-4647
Web Presence Subcommittee Chair	Marlene Propst	917-4784
	Lori Rowton	917-4643
	Carol Schaafsma	917-4201
	Bob Schapper	917-4655
	Marci Shanks	917-4518
	Ron Sharman	917-4628
	Joe Sherlock	917-4414
	John Snyder	917-4817
DEIT Committee Co-Chair	Parker Swanson	917-4274
Student Services Subcommittee Chair	Diane Watson	917-4806
	Jerry Wille	917-4268
	Chareane Wimbley-Gouveia	917-4691



E-Learning Plan
July 1, 2006-June 30, 2007

Distributed Education & Instructional Technology
Initiatives Subcommittee

Ann Adams
Beth Camp
Linda Carroll
Dael Dixon
Alan Heywood – Chair
Raza Khan
Rob Lewis
Lori Rowton
Marci Shanks

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Distributed Learning * **A Planning Process**

*Note for purpose of simplification the term e-learning is used to describe all distributed/distance operations and programs.

Current State of E-Learning at LBCC

LBCC, as a provider of e-learning in Oregon, ranks 7th out of 17 sister community colleges in terms of overall student enrollment. We rank 6th overall in the delivery of courses on-line, and 7th in the use of ITV courses, and 10th in telecourse distribution. Student enrollments have shown moderate growth each term and year reflective of the acceptance of this type of delivery to meet personal student learning needs.

Year	Distance classes	Students Enrolled	Online Class Average
2002-2003	89	1810	24
2003-2004	78	1902	28
2004-2005	92	2360	27
2005-2006	111	2487	25

Current trends indicate a continued growth in the use of Blackboard on-line courses.

Each term finds more classes being offered fully on line, as well as significant portions of on-campus, face-to-face courses utilizing this technology to share supplemental course information, as well as providing testing options.

Telecourse activity has dropped significantly during the past several years, with only one course currently being offered in Film Studies. No funding is available for licensing telecourses from distributors.

Degrees, programs and certificates

Currently LBCC does not offer any fully on-line academic or certificate or AA/AAS degree program.

- Portland Community College offers an AA/OT in addition a complete on-line program in A/V Technology, a Computer Information Systems E-Commerce Certificate, and a Computer Design & Development track. They also offer an AA-S in Computer Information Systems, and Management, Supervisory Development. In addition they offer an AA in General Studies.
- Chemeketa offerings include an AA/OT, an Associate in General Studies, an AAS in Hospitality & Tourism Management, an AAS in Fire Science in Fire Protection-Fire Prevention, an AAS in Fire Science in Fire Protection-Fire Suppression. Additional certificates can be earned on line in Business Software, and Computer-Assisted Drafting (CAD).
- Lane Community College offers an AA/OT.

- Southwestern Oregon Community College offers an AS degree in Childhood Education and Family Studies, along with one-year certificates in Childhood and Family Studies and Web Production Specialist.
- Columbia Gorge has in development plans to offer the AA/OT in partnership with PCC, fall 2006 term.

Internal Trends

E-learning courses continue to grow, albeit, at a slow rate. There exists a strong commitment from several program areas to provide full online courses in this format, specifically from Criminal Justice, Economics, Medical Assistants, and Writing. Other courses, including Nursing, are also being developed and many are provided as supplementary to their face-to-face classes. There are 254 Blackboard sites of which approximately 123 are designated as “on-campus” resources. Of the remaining sites, 57 are fully online, with the remaining 72 designated as resources and storage for other LBCC staff/faculty purposes.

There is no over-arching official college policy, or statement embracing e-learning as a strategy for delivering instruction. Several years ago, the DEIT committee was established to promote distance education and instructional technology use at LBCC. There is no long term vision of what form or forms e-learning should take at LBCC, although several initiatives have been developed through the DEIT committee. There is no specific budget earmarked to fund initiatives in distributed learning, other than DEIT development grants. There appears to be no specific strategy for funding faculty who teach at a distance.

There is no over-arching plan for developing specific disciplines or training areas as high potential marketing possibilities.

Description of current e-learning technologies:

- **ITV:** Synchronous instruction that allows for a two-way interaction or exchange of information utilizing ITFS (Instructional Television Fixed Services), satellite, or IPV (Internet Provider Video) technologies.
- **Online:** Instruction that utilizes the Internet for delivery, interaction, or facilitation. Interaction may be synchronous or asynchronous.
- **Telecourse:** Instruction utilizing pre-recorded video lectures that may be television cablecast or broadcast or viewed at a site-based location that serves students at a distance. Content is from licensed courses and/or locally produced or videotaped courses.
- **Hybrid (Multimode):** Any instruction which uses multiple forms of communication, such as audio, online and/or pre-recorded or live video for delivery, interaction, or facilitation. Instruction may be asynchronous or synchronous or a combination of both. Multimode combinations could include Online/Telecourse, Tele-Web, and IPV/Online. Hybrid usually requires half of the normal classroom attendance by combining two or more delivery styles.

* See Appendix A. (http://po.linnbenton.edu/deit/05_06/e_learning_plan.pdf) for details of current status of LBCC e-learning modalities.

External Trends

In a recent report sponsored by the Sloan Consortium, Growing by Degrees-Online Education in the United States, 2005, evidence from higher education's academic leaders suggests that there is a strong trend upwards in considering online education as part of a school's long-term strategy. The overall percent of schools identifying online education as a critical long-term strategy grew from 49% in 2003 to 56% in 2005. The largest increases were seen in Associates degree institutions where 72% now agree that it is part of their institutions long-term strategy, up from 58% in 2003. Growth of online students, nationally, has continued at a healthy rate. The increase in the overall number of online learners was the same this year as last (an increase of around 360,000 each year) for an overall enrollment growth rate of 18.2%. Overall online enrollment increased from 1.98 million in 2003 to 2.35 million in 2004. The online enrollment growth rate is over ten times that projected by the National Center for Education Statistics for the general postsecondary student population.

Growing populations of non-traditional students and working adults in the 25-40 range present opportunities and challenges for providing distance learning. Changing demographics in the workplace also present opportunities for providing business and industry training programs. Today's students have greater access to the Internet and to technology. There is a statewide initiative to establish an Oregon virtual online school for K-12 students.

Rationale for embracing e-learning varies, but most often are a result of:

- Providing access to meet the education and training needs of state residents and companies and to serve under-served populations. To provide access to education not constrained by the demands of time and place.
- Changing academic trends: instruction is becoming more learner-centered, non-linear, and self-directed; Emphasis on academic accountability; A shift in emphasis from course-completion to competency.
- Leveraging classroom resources. As anticipated enrollments grow, classroom capacity will be exceeded. Within a decade there will be more students than facilities can accommodate.
- Capitalizing on emerging market opportunities. Lifelong learning is becoming a competitive necessity. Demands for higher education services among people outside the traditional 18-24 age range will provide opportunities for e-learning growth. Other growth or market potentials are working adults, underserved populations, and business and industry needs. The average age of part-time students is 30.
- The need to change in an increasingly competitive environment. Embracing an e-learning strategy can serve as a catalyst for institutional transformation.
- Technological devices are becoming more versatile and ubiquitous. By 2025, 95% of instruction will be digitally enhanced. Technological fluency is becoming a graduation requirement. There is a need to prepare graduates for real world experiences.

Emerging Technologies

Hand-held Personal Data Assistants
Steaming video-audio courses & class materials
Live Streaming programming
Video on demand
Wireless Cell phone technologies
Podcasting (Ipods)(Audio-Video)
Personal Student Response systems (clickers)
Media Object Repositories (servers)
Gaming technologies

Guiding Principles

- LBCC supports the concept of shared governance and utilizes ethical procedures in decision-making.
- The college meets the needs of all students regardless of barriers.
- LBCC is the pathway to higher education from the local K-12 system.
- LBCC supports both traditional and non-traditional methods of instruction.
- Learning is the focus of LBCC.
- The college culture is learner-centered and puts students first.
- The college believes in the potential of everyone.
- The working environment the college provides is both friendly and humanistic.
- The college provides an environment that encourages and supports the use of technology for all employees.
- The members of the College community value and respect one another and the College's communities.
- LBCC is a leader in the use of technology and innovative programs.
- At LBCC needs drive technology choices.
- The college serves the community with quality customer service and integrity.
- The college responds to the educational needs of industry and the community.
- Training and support in technology and multimedia is a priority.

Planning Assumptions

CATEGORY	ASSUMPTION
Institutional Infrastructure	<ul style="list-style-type: none"> • An institutional commitment to the concept of e-learning as a college-wide initiative in keeping with the college mission. • E-learning will be integrated into the strategic plans and directions of all academic and service departments of the college • E-learning will be funded, with a financial plan tied to the college strategic plan that will provide for growth in DE learning activities.
Rationale for E-Learning	<ul style="list-style-type: none"> • Providing access to meet the education and training needs of state residents and companies and to serve under-served populations. • Changing academic trends: instruction becoming more learner-centric, non-linear, and self directed. Emphasis on academic accountability. A shift in emphasis from course-completion to competency. • Leveraging classroom resources. • Capitalizing on emerging market opportunities. Lifelong learning is becoming a competitive necessity. • The need to change in an increasingly competitive environment. • Technological devices becoming more versatile and ubiquitous. By 2025, 95% of instruction will be digitally enhanced.
Target Audience	<p>Focus is both on currently enrolled LBCC students and new students, regionally. Intent is to provide options and access. Potential audience would include:</p> <ul style="list-style-type: none"> • High school students enrolled in college classes for dual credit. • Traditional transfer students. • Non-traditional students. • Returning Veterans. • Students seeking an AA/AS degree or certificate. • Displaced workers retraining for a new career. • Working parents who want to complete their college degree in a flexible format. <p>The principle reasons student take distance learning courses are:</p> <ul style="list-style-type: none"> ➤ To transfer to another college (4-year). ➤ To earn an Associate Degree. ➤ To prepare for a future job after attending. ➤ To earn a certificate.

CATEGORY	ASSUMPTION
Students	<p>The population of potential students will continue to grow. Students will have increased time constraints. Students will have better technology skills and preparation.</p> <ul style="list-style-type: none"> • Students expect to use the most current technology to achieve their educational goals. • All students do not learn in the same way. • Some students lack the basic English and Math skills required for success. • Students expect to succeed in the use of technology. • Some students expect to fill the gaps in their schedules with online classes. • A need to insure e-learning opportunities will be accessible for students with disabilities.
Curriculum Focus	<p>Individual courses and programs that are selected on the basis of:</p> <ul style="list-style-type: none"> • Courses where LBCC has had waiting lists or has had to turn students away because of closed classes. • Courses that are a part of a coherent curriculum rather than a collection of courses. • Strong program with potential for continued student growth. • Self-Support Models vs. Institutional funding. <p>Niche Programs:</p> <ul style="list-style-type: none"> • LBCC Certificate/degree programs that have regional/national appeal. • Workforce Training classes. <p>Degree/transfer programs based upon which of the required courses and appropriate electives could be successfully taught through distance learning:</p> <ul style="list-style-type: none"> • Courses that would comprise the AA-OT, and AAS program. • Courses in the one-year General Education Transfer Module.
Marketing	<p>General courses will be marketed through:</p> <ul style="list-style-type: none"> • The statewide catalogue. • OregonOne. • OCCDLA web site. • The LBCC class schedule. • A special distance learning brochure aimed at current and incoming LBCC students. • The LBCC Web Site. • LBCC Cable Channels. • Specific audiences would be targeted for niche programs.

CATEGORY	ASSUMPTION
Media Technologies	<p>Current technologies include:</p> <ul style="list-style-type: none"> • Cable broadcast telecourses. • Live ITV classes. • ITFS. • Online (Blackboard) asynchronous courses. • Hybrid courses. • Future trends may include IP streaming video media and other combinations of technologies. • Podcasting – Audio/Video.
Faculty Training & Support Services	<p>Faculty will receive pedagogical and technical training in the following:</p> <ul style="list-style-type: none"> • Training in course development the pedagogy of online teaching. • Facilitation of e-learning courses using web-based tools – Blackboard. • Development and delivery of video teleconferencing courses. <p>Faculty support will be provided for:</p> <ul style="list-style-type: none"> • Instructional design support. • Help desk for technical problems. • Assessment tools.
Faculty Compensation	<p>There should be appropriate compensation for the workload required to develop and teach online. Requires negotiations and financial institutional commitment.</p>
Class Size	<p>Class size for locally developed on-line courses and video teleconferencing courses may vary by discipline.</p>
Intellectual Property Rights	<p>There is a college policy regarding Intellectual Property Rights. Courses where development is funded by the college are owned by the college. Ownership of the locally developed courses where development is not funded by the college resides with the faculty member.</p>
Library Services	<p>Library services and resources are available on-line and provide access to:</p> <ul style="list-style-type: none"> • Electronic databases and other research tools necessary to support distance courses. • Orientation and tutorials using the Library.
Student Support Services	<p>Distance learners have access to online :</p> <ul style="list-style-type: none"> • admissions. • registration. • advising/counseling and other standard student support services. • tutorials and orientations and pre-testing to ensure appropriate skill levels of distance learners. • Business services for paying bills. • Bookstore for purchasing textbooks and other course materials. • Financial Aid applications.

CATEGORY	ASSUMPTION
Educational Effectiveness	<p>The college will evaluate the effectiveness of the e-Learning programs by assessments of:</p> <ul style="list-style-type: none"> • Faculty Appraisal. • Quality Matters. * • Student learning outcomes. • Student retention. • Student satisfaction.
Technology Infrastructure	<ul style="list-style-type: none"> • Infrastructure needs to grow based on number of courses and students. • An institutional commitment to e-learning that involves an ongoing update of the technological infrastructure.
Staffing	<p>Staffing increasing over the next four years will be required as new programs and services are introduced. Training, development and faculty/student support necessitate continued growth. There is a need for an Instructional Design support staff for developing appropriate pedagogy.</p>
Revenue Sources	<p>Tuition and Fees from LBCC students to general fund budget. Tech Fee supports Blackboard license and infrastructure. No specific resources to develop new courses or programs with the exception of DEIT grants. There is a need to explore self-support models for funding the e-learning program. A budget dedicated to supporting developing and operating the e-learning program should be created.</p>

* Quality Matters was awarded to MarylandOnline and is sponsored in part by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. The Quality Matters project has developed a replicable pathway for inter-institutional quality assurance and course improvements in online learning.

Action Plans

Action plans have developed based on the *Guiding Principles* and the *Planning Assumptions*. In several areas, assumptions have already been implemented or are in place therefore not requiring an action plan item or strategy. For example, The *Rationale for e-Learning* is clearly articulated as providing access to meet the education and training needs of state residents, along with the need to meet changing academic trends, as well as leveraging classroom resources. The identification of the *Target Audience* has been addressed, and clearly identified, as regional and representing a range of population demographics. *Student* expectations as well as barriers have been identified. The most pressing over-arching issue is the need to expand the e-Learning *curriculum* to provide students with broadened learning options, and to help them meet their educational needs, be they an individual course, or a complete transfer degree or certificate. Assumptions such as *Class Size* are determined by department policies and *Intellectual Property Rights* is covered through the current college policy.

Institutional Infrastructure

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #1: Formalize an institutional commitment acknowledging E-Learning as a strategy the college embraces for providing access to learning opportunities.	1.1. Seek administrative approval/endorsement of distance plan.	1.1.1 Integrate e-Learning into the strategic plans of all academic and support services.	Ongoing.	President, Vice-President of Academic Affairs, Deans.
		1.1.2. Develop and formalize a funding plan for e-learning	Ongoing.	Vice-Presidents, Director-Information Services.

Curriculum Focus

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #2. Continue to diversify student access and learning opportunities.	2.1. Increase e-Learning course options, class scheduling, flexible enrollment.	21.1. Determine the feasibility of offering full credit degree courses, programs and certificates at a distance.	Ongoing.	VP Academic Affairs, Deans, Department Faculty, Media Manager.
		2.1.2. Identify the AAOT/AAS courses necessary to complete degree on line, including Math, Science and Speech courses.	Fall 2006.	Deans, Department Faculty, Media Manager.
		2.1.3. Identify Programs with strong potential and appeal to be offered as e-Learning.	Fall 2006.	Department Faculty, Media staff.
		2.1.4. Identify certificate-Professional/Technical programs for distributed learning.	Winter 2007.	Deans, Department Faculty, Media Manager.
		2.1.5. Review potential Host-Provider programs offered through other Oregon Community Colleges as alternatives to developing in-house courses, as well as expanding the courses LBCC provides to the Host-Provider program.	Winter 2007.	Deans, Department Faculty, Media Manager.
		2.1.6. Develop yearly production/project plan and produce courses as recommended.	Ongoing.	Department Faculty, Media Manager, Media Staff.

Marketing

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #3. Increase student awareness, of e-Learning courses, programs, and degrees available .	3.1. Market information through a range of media.	3.1.1. Continue to develop information for distribution through the Statewide OCCDLA Host-Provider catalog.	Ongoing.	Media Services.
		3.1.2. Post information to the <i>OregonOne</i> web site.	Ongoing.	Media Services.
		3.1.3. Include in the LBCC class schedule.	Ongoing.	Media Services.
		3.1.4. Advertise on he LBCC Cable channels.	Ongoing.	Media Services.
		3.1.5. Advertise on the LBCC Distance Education Web Site.	Ongoing.	Media Services DEIT Web Presence Committee.
		3.1.6. Develop a special e-Learning brochure aimed at current and incoming LBCC students.	Fall 2007.	Media Services, Marketing & Publications.

Media Technologies

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #4. To continue to diversify media resources and provide learning options at a distance.	4.1 Encourage awareness and adoption of current trends and innovations in learning and instructional delivery.	4.1.1. Explore emerging technologies, such as media object repositories, podcasting, live streaming technologies, hand-held wireless devices, video on demand.	Ongoing.	Media Manager, Media Services Staff.
	4.2. Improve the capabilities of the Blackboard LMS.	4.2.1. Review current capabilities, cost and ROI.	Ongoing.	Information Services – Manager, Media Manager, Multimedia/Web Developer/Blackboard.

Faculty Training & Support Services

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #5 Enable faculty to integrate resources for distributed learning into their curricula and across their programs.	5.1. Intensify development of online competency through training in course development and learner directed pedagogy.	5.1.1. Hire an Instructional Designer/Technologist, to work with faculty on learner directed pedagogy issues, and course design.	Fall – 2006. Winter – 2007.	Director- Information Services, Director- Center for Teaching and Learning Excellence, Manager – Media Services.
Strategy #6. Support e-Learning course development and delivery.	6.1. Support development of a range of distance resources for instruction to complement traditional methodology.	6.1.1. Provide Instructional Design support, Help desk for technical problems, and appropriate assessment tools.	Ongoing.	Media Services, Multimedia/Web Developer.

Faculty Compensation

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #7. Encourage broader faculty participation in e-Learning.	7.1. Provide appropriate compensation as per contractual obligations.	7.1.1. Review current compensation, teaching load policies and practices.	2007.	Vice Presidents – Academic, and Administration, Faculty Representatives, Division Deans.
		7.1.2. Review self support models for distance learning.	2007.	Administration, Media Manager. DEIT Initiatives Committee
		7.1.3. Create incentives for faculty developing and teaching distance courses.	2007.	Administration.
		7.1.4. Initiate new models for compensation as recommended.	2007-2008.	Vice President's-Academic and Administration, Faculty Representatives, Division Deans.
		7.1.5. Identify grant opportunities for faculty.	2007.	Administration, Media Manager
		7.1.6. Develop a funding model and infrastructure to promote efficient use of technology for teaching at a distance.	2007-2008.	Administration, Division Deans.

Library Services

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy: #8. Provide enhanced library services for the E-Learning Environment.	8.1. Expand availability and use of customized information portals that provide library information, resources, services and support for disciplines, programs, degrees, academics and students.	8.1.1. Evaluate current capabilities, and services.	Ongoing.	Library Staff.
		8.1.2. Identify the necessary on-line on-demand services to support research and learning needs of students and faculty.	Ongoing.	Library Staff.
		8.1.3. Identify training needs.	Ongoing.	Library Staff.

Student Support Services

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #9. Provide access to a full range of convenient services for distance students that are comparable/equivalent to the same range of services as on-campus students.	9.1. Continue to build on and improve services provided to distant learners.	9.1.1 Research current services.	Fall 2006.	Dean of Student Services, DEIT Student Services Committee.
		9.1.2 Recommend appropriate improvements or services not currently available.	Ongoing.	Dean of Student Services, DEIT Student Services Committee.

		9.1.3 Link student services web pages to Blackboard from LBCC homepage	Fall 2006	Information Services Media Services
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Educational Effectiveness

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #10. To conduct a process of continual self-evaluation of the e-Learning program directed toward program improvement.	10.1. Evaluate the educational effectiveness of the distance education programs.	10.1.1. Pilot online student-faculty appraisal instrument.	Spring 2006.	Appraisal Committee (in progress).
		10.1.2. Adopt, and apply <i>Quality Matters</i> rubric, a continuous improvement model for assuring the quality of online courses through a faculty peer review process, and to assure appropriate learning outcomes.	2007.	DEIT Tech. Initiatives Committee, Media Services, Multimedia/Web Developer, Instructional Designer.
		10.1.3. Review post online course surveys to assess levels of student satisfaction.	Ongoing.	Media Manager, Faculty.
		10.1.4. Review levels of student retention in distance courses.	Ongoing.	Media Manager Faculty.

Technology Infrastructure

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #11. Continually improve the technology infrastructure.	11.1. Support the development and improvement of a range of resources for the delivery of instruction at a distance.	11.1.1 Improve the technology bandwidth infrastructure.	Ongoing.	Director Information Services.
		11.1.2 Explore opportunities for Mobile Learning.	Ongoing.	Information Services, Media Services.
		11.1.3. Replace and upgrade infrastructure in a timely manner.	Ongoing.	Information Services.
		11.1.4. Review emerging technologies and their potential for delivery of course materials.	Ongoing.	Information Services, Media Services.

Staffing

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #12. Develop professional staff competencies by providing appropriate levels of support.	12.1. Increase professional staff support to enable faculty to integrate resources for e-learning into their curricula and across their programs.	12.1.1. Hire an Instructional Designer to work with faculty and develop appropriate androgogy for online courses.	Fall-2006. Winter – 2007.	Director Information Services, Director – Center for teaching and Learning Excellence, Media Manager.
		12.1.2 Hire an additional Multimedia Designer/technician to support Blackboard operations.	Fall – 2009.	Director-Information Services, Media Manager.

Revenue Sources

Strategy	Action Plan	Action Steps	Target Date	Responsible Individual
Strategy #13. Explore creative ways to fund e-Learning opportunities.	13.1 Develop a stable source of funding to support e-Learning initiatives.	13.1.1. Formalize a funding plan for e-Learning.	Fall 2006.	Vice Presidents, Director Information Services, Media Manger.
		13.1.2. Review existing revenue sources.	Fall 2006.	Vice Presidents, Director Information Services, Director-Center for Teaching and Learning Excellence, Media Manager.
		13.1.3. Develop specific budget for E-Learning initiatives, including incentives for developing, or converting courses to online.	Winter 2007.	Vice Presidents, Director Information Services, Director-Center for Teaching and Learning Excellence, Media Manager.
		13.1.4. Develop specific operating budget for E-Learning, including resources for Marketing, Operations and upgrades to Blackboard LMS.	Winter 2007.	Vice Presidents, Director Information Services, Media Manager.

Summary

The development of e-learning/distributed/distance education at LBCC has occurred through the efforts of many individuals and departments. The Media Services department has managed the overall growth and development since 1997. More than 732 courses have been offered, during this period, using a range of technologies, including ITV, telecourses on cable, ITFS, online web, and Blackboard Learning Management systems. During this period of growth, more than 14,000 students were enrolled in these courses. The technologies to offer these courses and programs have matured and changed over time. From a planning standpoint, the distance program grew from the interest of the faculty, and with no specific strategic plan. As the program continues to mature and grow a more strategic planning effort needs to be undertaken to move the program forward. Toward that goal, it seems appropriate that there should be a formal administrative commitment acknowledging e-learning as one important strategy for providing access for students, and providing the impetus for departments to consider offering more options for students. E-learning programs continue to grow nationally, in particular in community colleges.

The college has in place the majority of the systems and services necessary to support a comprehensive e-learning program student services, library, bookstore etc. The ability to offer an AAOT/AAS or other programs and certificates would not only provide students with more educational options, but also help to keep LBCC competitive with our sister institutions who are moving aggressively in this direction.

Ensuring the high quality of e-learning courses necessitates the adoption of strong educational effectiveness instruments, including a Quality Matters rubric. Additional training and assistance in the development of appropriate learner directed pedagogy, and quality courses would be a necessary next step in the maturation process for e-learning at LBCC.

Many students arrive at LBCC with technical skills more advanced than some of our faculty, and with high expectations for using technology and in particular e-learning to advance their college careers. The statewide initiative for a virtual school for K-12 will increase the potential population of students interested in taking classes online or at a distance. Post course surveys indicate a vast majority of our current distance students work full to part time and prefer to have the options to adjust their educational schedules in an asynchronous pattern that fits their life styles.

E-learning has become an important part of the fabric of LBCC for many of our students and now it is time for the college to take the next steps in providing degrees, full programs and certificates at a distance to meet the educational needs of those students.

Works Cited

Allen, Elaine I. and Jeff Seaman. “Growing by Degrees, Online Education in the United States, 2005.” Alfred P. Sloan Foundation, Needham, MA. 2005.

Standard 2:

Policy 2.6
Distance Delivery of Courses, Certificate, and Degree Programs
Draft Copy... Work in Progress

Requirements

Approval and Purpose

- a. The institution's distance delivery programs have a clearly defined purpose congruent with the institutional mission and purposes.
- b. Each program has been approved through established institutional program approval mechanisms.

Curriculum and Instruction

- c. Programs provide for timely and appropriate interaction between students and faculty, and among students.
- d. The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction.
- e. The institution ensures that the technology used is appropriate to the nature and objectives of the programs
- f. The institution ensures the currency of materials, programs and courses.
- g. The institution's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses or other media products.
- h. The institution provides appropriate faculty support services specifically related to distance education.
- i. The institution provides appropriate training for faculty who teach in distance education programs.

Library and Information Resources

- j. The institution ensures that students have access to and can effectively use appropriate library resources.
- k. The institution monitors whether students make appropriate use of learning resources.
- l. The institution provides laboratories, facilities, and equipment appropriate to the courses or programs.

Faculty Support

- m. Training is provided for faculty who teach via electronic delivery.
- n. The institution has faculty support services specifically related to teaching via electronic delivery.

Student Services

- o. The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.
- p. The institution provides an adequate means for resolving student complaints.
- q. The institution provides to students advertising, recruiting and admissions information that adequately and accurately represents the programs, requirements, and services available
- r. The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.

Facilities and Finances

- s. The institution possesses the equipment and technical expertise required for distance education
- t. The institution's long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education programs.

Commitment to Support

- u. The institution offering the program demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable enrolled students to complete the degree or certificate.

Evaluation and Assessment

- v. The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruitment policies and decisions
- w. The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.
- x. The institution ensures the integrity of student work and the credibility of the degrees and credits it awards.

DEIT STUDENT SERVICES SUBCOMMITTEE

Mission: In regard to student support systems, special attention must be paid to developing even more sophisticated on-line advising, admissions, financial aid, and assessment tools. Student Success, student recruitment, and student retention must remain paramount goals in our quest to develop better student support system for students on campus and at a distance.

Area	Benchmarks	Action Steps	Progress
<u>ENROLLMENT SERVICES</u>			
<i>Admissions</i>	a) Develop means to upload DPP Applications	(a.1) Add LBCC Major code option to OSU applications. (a.2) Map OSU files to LBCC Banner fields. (a.3) Build collector table/investigate existing Banner tables. (a.4) Establish data validation process. (a.5) Create Push process to move data. (a.6) Create error report. (a.7) Rewrite application creation procedures.	
	b) ONSO - review to include ongoing orientation information	(b.1) Implement SIS login system. (b.2) Update content. (b.3) Add new content components. (b.4) Insert content into SIS. (b.5) Revise Administrative features for easier updating.	<i>Tested Spring 2006</i>
	c) Rewrite website and edit	(c.1) Review content of all pages. (c.2) review links of all pages. (c.3) Conduct website search for various types of information after Raisers Edge implementation.	

DEIT STUDENT SERVICES SUBCOMMITTEE

Area	Benchmarks	Action Steps	Progress
		(c.4) Rewrite text for web users (may require staff training).	
		(c.5) Learn how to update by department.	
	d) Put FERPA information on website		
	e) International student website		
	f) Online Catalog Functionality	(f.1) Review possible formats from other sites.	
		(f.2) Buy appropriate Adobe software.	
		(f.3) Revise web posting process.	
		(f.4) Train staff and faculty.	
	g) Extended Online Orientation	(g.1) Assess PCC model	
		(g.2) Develop content with departments	
		(g.3) Build in counters by content.	
		(g.4) Train content managers	
Registration	a) Develop online degree audit - CAPP	(a.1) Review workload requirements	
		(a.2) Review activation requirements	
		(a.3) Test with and without evaluated credits	
		(a.4) Review other CC instructions and features	
		(a.5) Develop and test instructions	
	b) Develop and implement early warning system-through WEB Board	(b.1) Review DeAnza system	

DEIT STUDENT SERVICES SUBCOMMITTEE

Area	Benchmarks	Action Steps	Progress
		(b.2) Investigate code sharing	
		(b.3) Build forms	
		(b.4) Create Banner extracts	
		(b.5) Pilot test with select faculty and student population	
		(b.6) Train all faculty	
	c) Participate in the development of ATLAS Statewide Project-Degree Audit System	(c.1) Obtain specifications from ATLAS advisory group	
		(c.2) Articulate general education courses for OUS.	
		(c.3) Articulate general education for CCs.	
		(c.4) Input articulations into Banner	
		(c.5) Purchase and build ATLAS interface software	
		(c.6) Develop on-going articulation procedures	
		(c.7) Develop on-going LBCC course addition procedures	
		(c.8) Articulate non-general education courses and add to system	
		(c.9) Implement maintenance procedures	
	d) Develop K-12 data exchange portfolios and transcripts.		
	e) College Now - Mini SIS (Patsy & Rich)	(e.1) State Grant	
		(e.2) Build course database	
		(e.3) Attach to PIN notification process	

DEIT STUDENT SERVICES SUBCOMMITTEE

Area	Benchmarks	Action Steps	Progress
		(e.4) Establish overnight PIN mailer process	
		(e.5) Rewrite and train staff on PIN reset procedures	
		(e.6) Create “reminder” mailer procedure	
	f) Develop on-line GPA calculator for students.	(f.1) Determine location on website	
		(f.2) Borrow code from another school	
		(f.3) Build web page with grading explanations	
	g) DPP Student Info Blackboard	(g.1) Assess student info needed to better navigate DPP program	
		(g.2) Write directions for various DPP components	
		(g.3) Upload to OSU DPP Blackboard site	
	h) FERPA info and test	(h.1) Review existing FERPA info and training websites	
		(h.2) Assess program compatibility	
		(h.3) Make requests for existing programming	
		(h.4) LBCC employee, student, parent, public versions of information	
		(h.5) Determine LBCC website location and links	
		(h.6) Develop methods for LBCC employees to routinely access the information	
	i) E-Signature Leading to Online transcript orders	(i.1) Meet with LCC, PCC, COCC	
		(i.2) Review Banner PIN creation processes	
		(i.3) Establish overnight PIN mailer process	

DEIT STUDENT SERVICES SUBCOMMITTEE

Area	Benchmarks	Action Steps	Progress
<i>Student Assessment</i>	a) Offsite Testing Website	(i.4) Rewrite and train staff on PIN reset procedures	
		(i.5) Create “reminder” mailer procedure	
	b) Pre-test of Basic Skills Online courses	(a.1) Online Student Assessment Forms built into .pdfs	
		(a.2) Post guide for proctors	
		(a.3) Develop list of test sites and fees	
		(a.4) Place links on related college web pages	
	c) CPT interpretation Web page (with Counseling)	(c.1) Create .pdfs of score sheets	
		(c.2) Directory of what is on the CPT printout	
		(c.3) Steps to interpret	
		(c.4) Link with HS Connections/Mini-SIS	
		(c.5) Link with appropriate LBCC web pages	
	d) Effectively Linked with LBCC web pages	(d.1) Counseling	
		(d.2) CLEP Score page	
		(d.3) Admissions	
		(d.4) DPP	
		(d.5) Link to GED Testing Accommodations forms	

DEIT STUDENT SERVICES SUBCOMMITTEE

Area	Benchmarks	Action Steps	Progress
	e) Spanish GED Website in Spanish	(e.1) Develop content (e.2) Hire interpreter to translate (e.3) Link from various LBCC web pages	
<i>Financial Aid</i>	a) Provide means for students to check information if online-funds are available to charge in Bookstore.	(a.1) Identify information currently available on LBCC form TWIBSFR to display for students.	<i>Completed Spring 2006</i>
		(a.2) Work with IT Department to develop a form or field in SIS to display student's eligibility to charge.	<i>In Progress</i>
	b) Develop a work study module for Banner joint endeavor with Human Resources.	(b.1) Review Banner work study module with HT (IT?) to determine compatibility with current practices.	
		(b.2) Determine implementation timeline with Financial Aid Office, Humane Resources and IT Department.	
		(b.3) Assign work to be done with Financial Aid Office and Human Resources.	
		(b.4) Implement module and test.	
		(b.5) Put work study module into production.	
		(b.6) Train Work Study Supervisors in use of reports.	
	c) Provide SAP status on web for students.	(c.1) Identify info from Banner form RYASPR to display for students in SIS.	<i>In Progress</i>
		(c.2) Work with IT Department to develop a SAP form in SIS to display SAP status in real time to students.	<i>In Progress</i>

DEIT STUDENT SERVICES SUBCOMMITTEE

Area	Benchmarks	Action Steps	Progress
	d) Provide web based Debt Management, Default Prevention measures for students.	(d.1) Work with guarantee association, NELA, to install and be trained to use their Late State Delinquency Aversion program.	<i>Completed Spring 2006</i>
		(d.2) Produce LBCC letters to targeted groups of students at strategic delinquency periods to encourage repayment of student loans.	<i>Completed Spring 2006</i>
		(d.3) Work with lender, Nellie Mae, to install and be trained in use of their Debt Manager EDvisor Program and customize with LBCC logo and budget information.	<i>Completed Spring 2006</i>
		(d.4) Evaluate use of EDvisor as part of entrance interview process and integrate with existing entrance interview as appropriate.	<i>Ongoing</i>
	e) Debt Management Info and Tools and Resources	(e.1) Review materials from lenders	
		(e.2) Build website with educational calculators	
		(e.3) Develop alert process to LBCC students who have loans	

STUDENT RETENTION/STUDENT SUCCESS

<i>Advising Counseling/Career Center</i>	a) Update ONSO - Online new student orientation		
	b) Develop website for International students.	(b.1) Identify information pertinent to LBCC International Students	<i>In Progress</i>
		(b.2) Review existing website content for F/M visas.	
		(b.3) Develop list of important resource links.	
		(b.4) Post directions for benefits procedures.	
		(b.5) Build website so DSOs can edit content.	

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Area	Benchmarks	Action Steps	Progress
	c) Develop work study process online	(c.1) Post open positions (c.2) Match students to jobs (in lieu of work study fair)	
	d) Incorporate additional CIS components	(d.1) Ongoing training of CES in latest components (group logons, course planner, etc.) (d.2) Marketing and accessibility for students of latest components.	
	e) Continuing support of, and enhancements to, Careers with a Conscience website.	(e.1) Develop ways to advertise Careers w/a Conscience - bulletin boards, newspaper articles, flyers, ads in Gazette Times and Albany.	
	f) Career Planning Online - continuing support for colleges, high schools and agencies with CPO license.	(f.1) Continuing Blackboard training (f.2) Marketing CPO through mailings and conferences. (f.3) Open CPO to licensees in other states and countries. (f.4) Develop variable credit and zero credit CPO modules for use in Career Center	
	g) Computer lab for Career Center use.	(g.1) NSO's, CES workshops; student employment activities; assist students with SIS, CIS, etc.	
	h) Provide ongoing enhancements to Career Center Website		
Disability Services	(a) Revise ODS forms and make forms fillable and able to be submitted from the web, integrating into a new ODS database.	(a.1) Complete site visits to other colleges to explore forms, web systems, and database options (a.2) Select software and forms/database system design, with consultant Donna James.	<i>Completed Spring 2006</i> <i>Completed Spring 2006</i>

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Area	Benchmarks	Action Steps	Progress
		(a.3) Revise and update all forms to comply with ODS move of the Support Lab and new staffing to include Intake Form, Consent to Share, Release of Information, Request for Accommodations and Alternative Form Request Form.	<i>Completed Spring 2006</i>
		(a.4) Post forms to web in fillable formats and with ability to submit from web database for approval.	
		(a.5) Integrate submission of forms into Accommodation Planning and approval process.	
		(a.6) Create letter generation system into database, with appropriate instructions for faculty and students.	
		(a.7) Integrate forms into automatic letter generation and determine letter delivery system for student-faculty accommodations request discussion	
		(a.8) Create disability tracing system and use for data reporting.	
		(b.1) Place ODS Intake information and checklists for intake and each term accommodations to the ODS website.	
		(b.2) Take photos of all ODS staff/team members and post to the ODS website, with a little personal biographical information to create a friendly, welcoming environment and reduce barriers.	
	b) Upgrade ODS website to include “welcoming” and Intake information	(b.3) Post ODS Intake workshops to Event schedule on paperless office.	
		(b.4) Explore using the web as a sign-up gateway for Intake workshops.	

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Area	Benchmarks	Action Steps	Progress
		(b.5) Explore video or PowerPoint of ODS Intake workshop to be available from ODS website.	
		(b.6) Revise ODS Student Handbook or Policy Manual and make available from the ODS website.	<i>In Progress</i>
c)	Create a faculty/staff disability reference page and use it to train new faculty and to offer tips for accommodating and referring disabled students.	(c.1) Create faculty section to ODS web for professional development.	<i>In Progress</i>
		(c.2) Link to helpful information for faculty from other campuses or websites, like University of Washington.	
		(c.3) Post a least six new articles re: teaching and supporting disabled students during 2005-2006, including emergency planning and evacuation.	
		(c.4) Email faculty “tips” once every 1-2 months, and archive tips to ODS faculty reference page.	<i>Ongoing</i>
		(c.5) Use this page in faculty training in 2006-2007.	<i>Workshop Spring 2006</i>
		(c.6) Universal design.	<i>In Progress</i>
d)	Continue to convert students using ODS services to email: 90% by Spring 2006	(d.1) Train new staff in how to help students set up email accounts.	<i>Completed Spring 2006</i>
		(d.2) Establish “routine” of requiring email accounts; students to check email twice per week as minimum.	<i>Completed Spring 2006</i>
		(d.3) Each term create a new “email group” of students who are current with ODS. Announce action times and use to broadcast reminders for accessing disability accommodations.	<i>Completed Spring 2006 & Ongoing</i>

DEIT STUDENT SERVICES SUBCOMMITTEE

Area	Benchmarks	Action Steps	Progress
<i>Bookstore</i>	a) Create on-line textbook buyback for students.	(a.1) Set up module and implement.	<i>On Hold</i>
		(a.2) Test system	<i>On Hold</i>
	b) Create on-line Peer-to-Peer textbook sale.	(b.1) Establish	<i>Completed Spring 2006</i>
		(b.2) Promote and advertise	<i>In Progress</i>
	c) Allowing Financial Aid and Agency students to purchase books from Website	(c.1) Develop Website	<i>In Progress</i>

INSTRUCTION AND INSTRUCTIONAL SUPPORTS

<i>Developmental Studies</i>	a) Develop an online class that could reach out to a non-student population interested in refreshing its basic writing skills.	(a.1) Marketing	<i>Completed Spring 2006 & Ongoing</i>
	b) Increasing student success by finding ways to increase our department's web presence, including finding ways to improve our on-campus classes using online technologies.	(b.1) Working with library faculty and staff to enhance web.	<i>Ongoing</i>
	c) Increasing student success in our writing classes by making new technologies more accessible in the Learning Center.	(c.1) Acquire more Kurzweils for use in our labs.	<i>Completed Spring 2006 (3 more)</i>
	d) Improved web presence that increases student opportunities to succeed in our on-campus classes.	(d.1) Identify goals for our web pages	
(d.2) Research faculty web pages that reflect our goals for enhancing student success in on-campus classes.			
(d.3) Find faculty web pages that have been identified as enhancing student success.			

DEIT STUDENT SERVICES SUBCOMMITTEE

Area	Benchmarks	Action Steps	Progress
<i>ABE/GED</i>	a) Update Department Web Page	(d.4) Evaluate those web pages to determine what characteristics would be suitable/applicable to developmental studies. (d.5) Estimate time required, the implementation person or team, and the cost for implementing ideas. (d.6) Find a funding source to pay for cost if needed. (d.7) Create and implement changes. (d.8) Offer several training sessions to faculty on how to use the new web pages/tools.	
<i>ESOL</i>	a) Update Department Web Page	a.1) Meet with Joe Sherlock to determine if web address can be changed so that it is easier for people to locate (linnbenton.edu/ged) a.2) Replace flyers that are published each term with information on the web including specific information about classes and orientations at each location. Include specific steps students need to take to get registered for classes at each site. a.3) Develop a format that can be easily updated by support staff each term. a.4) Link to Student Assessment. a.5) Complete improvements by Fall 2006. <u>Phase I</u> a.1) Have discussions with faculty from other departments about what they would find helpful to have included on web page. a.2) Meet with Joe Sherlock to get input on appearance of web page. a.3) Assign faculty to work on web page (Jon Myers)	

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Area	Benchmarks	Action Steps	Progress
		a.4) Develop draft of changes	
		a.5) Review by department faculty and make changes.	
		a.6) Input from faculty and staff across campus.	
		2.7) Complete improvements by Spring term 2006	
		<u>Phase II</u>	
		a.1) Translate into Spanish and Russian	
		a.2) Add audio component for those students who don't read.	
	b) Accommodations forms > links		
<i>Learning Center</i>	a) Establish rubrics for website	(a.1) Mission Statement on WEB site	
	b) Link Learning Center WEB pages Main Campus to Centers WEB pages.		<i>In Progress</i>
<i>Library</i>	<u>2005-2006</u>		
	a) To ensure access to appropriate and equivalent library resources for distance education students.	(a.1) Determine the content of the new library web pages.	<i>Completed Spring 2006</i>
		(a.2) Create the new library web pages for distance education students.	<i>Completed Spring 2006</i>
		(a.3) Ask selected distance education instructors and students to evaluate the new web pages.	
		(a.4) Make necessary and appropriate modifications and additions.	
	b) To improve the usefulness of the library's online subject/research guides and tutorials.	(b.1) Contact Nursing, Education, and Technical Writing faculty to establish a working relationship similar to that created with the Equine Science Subject Guides.	<i>In Progress</i>

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Area	Benchmarks	Action Steps	Progress
		(b.2) Create subject guide for Nursing	<i>Completed Spring 2006</i>
		(b.3) Create a tutorial for using the CINAHL nursing database	<i>Completed Spring 2006</i>
		(b.4) Create a Critical Thinking subject guide	<i>In Progress</i>
		(b.5) Change existing subject guide(s) to meet the standard set by the Equine Science Subject Guide.	<i>In Progress</i>
		(b.6) Have the instructor(s) validate and the students test the modified subject guide(s).	
		(b.7) Finalize the subject guide(s) by making changes recommended by the testing performed in step 6	
	c) To make the library resources easier to use.	(c.1) Create Firefox search-plugins that allow users to search for books in our collection, articles in our online databases, and library-created web pages just as easily as searching the internet using Google.	<i>Completed Spring 2006</i>
		(c.2) Add Firefox-type search capabilities (details in #1) to library portal web page.	<i>Completed Spring 2006</i>
		(c.3) Add Firefox-type search capabilities to all library web pages.	<i>In Progress</i>
	d) To attract more users to the library web pages	(d.1) Add an RSS news feed capability to the library portal web page	<i>Completed Spring 2006</i>
		(d.2) Add a web page devoted to RSS feeds (including education feeds)	<i>Completed Spring 2006</i>
		(d.3) Advertise the new RSS features	<i>In Progress</i>
	e) On-line tutorial for Test Anxiety		

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Area	Benchmarks	Action Steps	Progress
<i>Library</i>	<u>2006-2007</u>		
	a) To make existing library web pages more useful for distance education students.	(a.1) Encourage distance education faculty to use the library button available using the Blackboard templates. (a.2) Determine through feedback from distance education instructors and students the appropriate location(s) for links to the new page or existing library web pages. (a.3) Add needed links to library web pages. (a.4) Negotiate needed links on other campus web pages. (a.5) Survey distance education students to see if they <i>have access to and can effectively use appropriate library resources</i> (wording comes from accreditation standard policy 2.6)	
	b) To improve the usefulness of the library's online subject/research guides and tutorials.	(b.1) Add a subject guide for Writing 95 (b.2) Add an EBSCOhost tutorial	
	c) To make the library resources easier to use.	(c.1) Investigate the ability to track progress made on tutorials.	
<i>Student Life & Leadership</i>	a) Provide study abroad website with scholarship information and disability language.	(a.1) Research applicable scholarships and links. (a.2) Link appropriate sites (a.3) Upload disability accommodation language. (a.4) Link to funding sources for disability accommodations	<i>Completed Spring 2006</i> <i>Completed Spring 2006</i> <i>Completed Spring 2006</i> <i>Completed Spring 2006</i>
	b) Create a coffee house site.	(b.1) Write text and gather photos (b.2) Design site and connect to SL&L main page	<i>Completed Spring 2006</i> <i>Completed Spring 2006</i>

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Area	Benchmarks	Action Steps	Progress
	c) Create mini slide shows of different programs and activities.	(c.1) Locate photos and secure authorizations (c.2) Design slide shows in power point (c.3) Upload slide shows as a link to specific content pages	<i>In Progress</i>
	d) Develop a page of “What students have to say about SL&L programs” to include quotes from students using services.	(d.1) Design and distribute survey to students using services (d.2) Synthesize information gathered and choose appropriate quotes to be attached to web pages. (d.3) Incorporate quotes into web pages.	<i>Completed Spring 2006</i> <i>Completed Spring 2006</i> <i>Completed Spring 2006</i>
	e) Develop a FAQ page of questions that come through the Student Ambassador Contact Center.	(e.1) Track frequently asked questions received through contact center (e.2) Research appropriate answers to questions and verify with college personnel (e.3) Identify questions/answers to be listed on a web page attached to TSAP site. (e.4) Design site with questions/answers and make hard copies available for distribution.	<i>In Progress</i>
	f) Continue to get club handbook online	(f.1) Contact MAP to determine if the manual will be able to be uploaded by Winter term 2006 (f.2) If MAP is unable to upload manual, then we will look into the possibility of hiring a student to put the manual on line.	<i>Completed Spring 2006</i> <i>Completed Spring 2006</i>
	g) Begin a multi-year process of translating all pages into Spanish and then into Russian.	(g.1) Prioritize pages to be translated into Spanish (g.2) Prioritize pages to be translated into Russian (g.3) Identify students who can translate into the above languages	<i>In Progress</i>

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Area	Benchmarks	Action Steps	Progress
<u>TECHNICAL</u>	a) Implement FarCry	(g.4) Begin to translate high priority pages	
		(g.5) Have pages reviewed prior to uploading to site	
		(g.6) Upload pages to site	
		(a.1) Purchase software	<i>Completed Spring 2006</i>
		(a.2) Organize Tree	<i>Completed Spring 2006</i>
		(a.3) Develop standard page	<i>In Progress</i>
		(a.4) Instructor pages	<i>Completed Spring 2006</i>
		(a.5) Purchase server	<i>In Progress</i>
		(a.6) Set up server	<i>Timeline dependant on server acquisition</i>
	(a.7) Plan migration of content	<i>In Progress</i>	
	(a.8) Migrate	<i>Timeline dependant on server acquisition</i>	
	(a.9) Train users	<i>In Planning</i>	
	b) Provide thoughtful wireless implementation	(b.1) Identify student gathering areas	<i>Completed Spring 2006</i>
		(b.2) Purchase and install equipment	
	c) Explore universal student email	(c.1) Determine needs/uses	
(c.2) Determine cost/support and policy issues			
(c.3) Purchase system and assign addresses			

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Area	Benchmarks	Action Steps	Progress
	d) Explore PT faculty email	(f.1) Supervisor Issue	<i>Ed decreed deans to require PT faculty to have. Completed Spring 2006</i>
<i>Business</i>	a) Be invisible		

