

Distance Education Online Program NIPR

LASSEN COMMUNITY COLLEGE

Distance Education Online Program
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Accepted by Cabinet: (09/08/21)
Accepted by Consultation Council: (9/13/21)
Accepted by Governing Board: (9/14/21)

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NIPR Template

SECTION 1: INSTITUTIONAL EFFECTIVENESS PLANNING

I Program Overview and Objectives

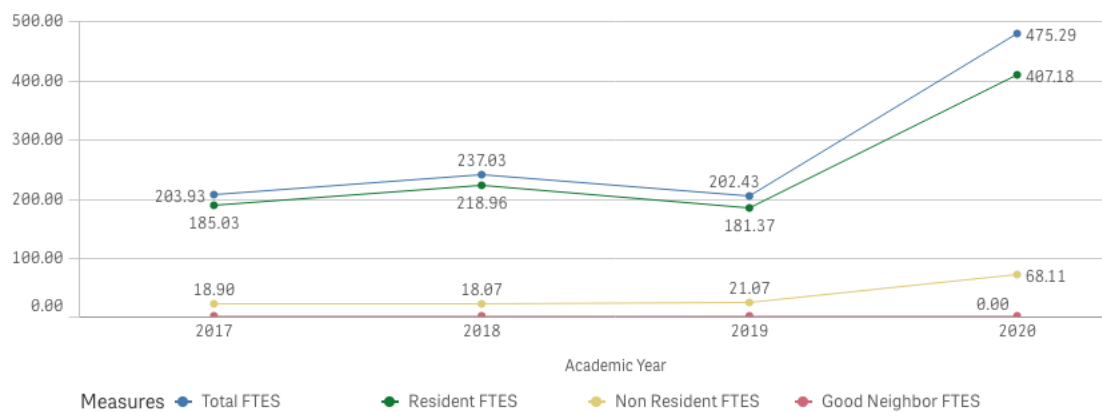
The Distance Education Online program continues to strengthen support services directly related to strategic goals. The Distance Education Online program offers coursework that contributes to the successful completion of either the CSU General Education Certificate of Achievement or the IGETC Certificate of Achievement. In addition, many academic degrees are available fully online. At this time, most vocational degree courses are not available fully online.

Though LCC has been building its online presence for over ten years, until recently this modality up until now has not been utilized to its full potential. However, in the past year due to the COVID-19 pandemic, all instructors at LCC had at least a portion of their classes offered in the online format. This unprecedented event forced LCC faculty to update course outlines to include online delivery. Being successful in these endeavors has allowed current and future students the opportunity to take more of their classes in the online format. With the addition of more online classes, this has allowed LCC to:

- a. Provide access to geographically constrained students and those unable to attend regularly scheduled hybrid and face-to-face courses.
- b. Provide core curriculum necessary to meet the needs of students planning to attain a degree at LCC or extend their studies at a four-year institution.

In 2020, the Distance Education Online program experienced a significant increase in FTE generation. *Please see the chart below:

FTES by Academic Year



From 2019 to 2020 FTEs generated by the Distance Education Online program

increased 135%. This massive increase can be explained by the modality shift in Spring 2020 due to COVID-19. In the past few years, generally there have been fewer online FTEs generated in the Fall semesters compared to the Spring semesters (Fall 2017 = 9 fewer, Fall 2018 = 1 fewer, Fall 2019 = 7 fewer). However, for the first time in four years in the Fall of 2020, the increase in FTE generation exceeded that of the Spring 2020 semester by 55. In the past year, since many students and instructors were experiencing the online format for the first time, it is unknown at this time if the online modality will become preferred over face-to-face and hybrid instruction. It is also unknown if this data trend is sustainable since many classes may return to pre-pandemic modalities.

One potential area of growth is incarcerated students. Beginning in the 2021-2022 academic school year, California Department of Corrections and Rehabilitation (CDCR) will be piloting online courses geared toward incarcerated students. The courses will need to be created and approved through CDCR prior to being available to students. If LCC is able to capitalize on this population, it will greatly increase our online platform. Most likely, this modality shift will not generate significant gains in increasing enrollment of new students, however, some current students enrolled in LCC's Correspondence program will be moved to the online courses. This will benefit the college by changing the way headcount is calculated. For example, now any student who takes one class in the correspondence format is counted as a correspondent student even if all of their other classes are in a different modality. For the majority of CDCR students, if we can change the learning modality from correspondence to online then LCC will increase its "on-campus" enrollment.

Since the last NIPR (Spring 2015), LCC has greatly increased student support services. Part of this is a result of the California Community College adoption of the CANVAS online platform. Though initially there was a learning curve for faculty and students, this online platform is more intuitive and provides more services to both students and faculty. Some of the built-in CANVAS tools commonly used are:

- CANVAS Tutorials – CANVAS provides numerous tutorials for both students and faculty. These cover topics such as a course introduction to students as well as in-depth course building tutorials for faculty.
- ConferZoom – A link where faculty can hold virtual online office hours or schedule a video conference with a student. ConferZoom can also be used to provide synchronous class lectures so there is a face-to-face component to an otherwise fully online course. This tool was utilized in the Fall 2020 39% and in the Spring 2021 15% of all online classes were held in the synchronous format. This tool is under faculty control and students cannot schedule their own Zoom sessions.
- Help Desk – CANVAS supports a 24/7 help desk for both students and faculty. Response time is usually less than five minutes.
- Net Tutor - A drop box where students can receive feedback on their written assignments and research papers.

- Proctorio – Quiz software that monitors students while entering and taking an exam. This allows the faculty member to ensure that the correct student is taking the exam. In addition, while taking the exam faculty can make sure the student does not access any outside resources. LCC initially received a free trial through the Chancellor’s Office, and if the college intends to continue the subscription, beginning in 2021-2022 the college will need to purchase a license.
- Studio – This allows students and faculty to create videos, voice to text closed captions, and to easily upload the videos to assignments or course content.

The CANVAS tools listed above are just the tip of the iceberg. Not only does CANVAS have nearly unlimited tools, the platform creators keep innovating and developing more resources for students and faculty. Since the last NIPR in the Spring 2015, LCC has not relied solely on CANVAS tutorials for training. The college has been committed to training faculty and staff on best practices for online instruction. Workshops focusing on online instruction and online tools / APPs have been held during Flex trainings.

LCC understands many students struggle to acquire the resources needed for courses. In face-to-face courses, students can get by with a textbook, paper, and pencil. However, in online instruction, there is a greater student investment because the necessary tools and supplies to participate in the online format are expensive. For example, at a minimum, students must have a textbook, access to reliable internet, and a cell phone. But more likely students need a Chromebook or a computer with the necessary programs such as Word, PowerPoint, and Excel. As one can imagine, just purchasing the necessary resources for an online course can be cost prohibitive. LCC understands these student challenges and has been proactive in providing resources for students. For example, the LCC Library houses the following items and loans them to students free of charge.

- Textbooks: The LCC Library has a textbook loan program for many of our classes that are taught online. In the hands-on career and technical areas which likely will not be taught online, fewer textbooks are available. Textbooks are lacking in the areas of Fire Science, Gunsmithing, and Welding. In the areas of Gunsmithing and Welding, this isn’t really a problem since gunsmith classes often use trade manuals for their text and in welding, the same text is used for multiple classes. However, when it comes to textbooks in classes likely to be held online, the [LCC Library has at least one textbook to loan for 85% \(248 courses = yes; 37 courses =no\) of the classes.](#) As one can see, this service provided textbooks for the vast majority of LCC online classes. Students do not need to live in the Susanville area as the library staff will mail textbooks to the student. In addition to the textbook loan option, nine full-time faculty members and some part-time faculty members have adopted [Online Educational Resource \(OER\) textbooks](#) for their classes. These OER textbooks are free for students and faculty to download, save, and print if they so desire. Many faculty members have been reluctant to change from a traditional textbook to an OER textbook because the OER publishers do not offer instructional resources such as PowerPoints, Instructor Handbooks, and Test

Banks.

- Chromebooks: Prior to March 2020, the LCC Library had 45 [Chromebooks](#) to loan students. However, after March 2020 when nearly every LCC class was switched to the online format, LCC realized that the student need for Chromebooks far exceeded the library's resources. As a result, the LCC Library immediately purchased an additional 75 Chromebooks. In June of 2021, the LCC Library had 120 Chromebooks available to loan students.
- WiFi Hotspots: Prior to March 2020, the LCC Library had zero [WiFi hotspots](#) to loan students. However, after March 2020 when nearly every LCC class was switched to the online format, LCC realized that the student need for WiFi hotspots far exceeded the library's resources. As a result, the LCC Library immediately purchased an additional 100 WiFi hotspots. In June of 2021, the LCC Library had 100 WiFi hotspots available to loan students.
- Microsoft Computer Programs: Word, Excel, PowerPoint, One Note, and Bookings are all computer programs used for academic success. Once a student logs into their LCC Portal through their email link, they gain access to these computer programs. In addition to the cloud programs, students who are currently registered for classes may download the Microsoft programs directly to their computer. The download expires after one year but if the student is still enrolled they can extend the download for another year.

In the previous NIPR (Spring 2015), it was recommended that LCC hire an Instructional and Curriculum Specialist. Though this was challenging, LCC was able to hire a part-time Instructional Designer in Fall 2016 and then hired a full-time Instructional Designer in Fall 2019. Since the Instructional Designer has been employed, LCC has been consistently improving the quality of online offerings. In addition to help from the Instructional Designer, some faculty and staff have completed Peer Online Course Review (POCR) training and in 2020, the Academic Senate worked on updating the Online Faculty Handbook. At this time, the Online Faculty Handbook has not been completed. Finally, in November 2020 the Academic Senate adopted the [POCR Rubric](#) to evaluate online courses.

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].
- b. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Located on the LCC Website is the link to LCC's mission statement and strategic goals. <http://www.lassencollege.edu/about/planning/Documents/2020%20-%202025%20Strategic%20Plan.pdf>

They are also included below:

["Mission](#)

[Lassen Community College provides educational programs for all pursuing higher education](#)

goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.”

The Distance Education Online program services LCC’s mission by providing classes applicable to general education and core classes. Classes are offered in both academic and career and technical fields. Pre-collegiate level classes and some disabled student classes are available online as well.

Strategic Goals

“1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.

2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.”

The Distance Education Online program supports Strategic Goal #2 in that the program is based on online instruction. This modality allows a student anywhere in the world the opportunity to participate in our classes. This was especially important during the Spring 2020 semester when due to the COVID-19 pandemic, many international students returned to their home country and were still able to continue their education with LCC.

“3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.”

As discussed in the previous NIPR (Spring 2015), a full-time Instructional Designer was needed. By hiring an Instructional Designer, LCC has supported the faculty needs and this position has helped improve the quality of LCC’s online instruction.

“4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.”

Many of the barriers to taking online classes have been eliminated. For example, LCC has been able to provide many services to LCC online students including the availability to lend students textbooks, WiFi hotspots, and Chromebooks. In order to complete school assignments, students have the ability to download Microsoft

programs. Online tutoring services and the CANVAS online help desk have improved the student experience.

At this time, the Distance Education Online program has improved significantly since the last NIPR in Spring 2015. LCC has changed to the CANVAS platform, increased the course offerings, supplied students with necessary resources, and provided faculty training opportunities.

Since the last NIPR in Spring 2015, no annual updates have been completed.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action.

Since the last NIPR in Spring 2015, the Distance Education Online program has made significant improvements and the ability to offer online courses especially during the COVID-19 pandemic has been instrumental to student access. An area to improve is faculty training. Though most faculty members are competent at a fundamental level, many faculty members still need intermediate and advanced training sessions to improve their ability to offer engaging online learning experiences.

II Administrative Unit and/or Student Learning Outcomes Assessment

Student Learning Outcome Assessment

AUO and SLO assessment is important to maintain and improve institutional effectiveness and provide an effective learning experience for LCC students. Departments are expected to measure AUO and/or SLO annually; these records are maintained in WEAVE and are available for review at any time.

Description/Evaluation:

1. Identify and evaluate Administrative Unit and/or Student Learning Outcomes including the relationship to strategic goals for AUOs and institutional student learning outcomes for SLOs utilizing information from WEAVE.
2. Attach an AUO and/or SLO assessment summary as provided by Office of Institutional Effectiveness.
3. Provide an analysis of findings of the assessment results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

The previous Distance Education NIPR combined the Correspondence and Online modalities. By reviewing the previous AUOs listed below, one can see that they predominately focused on the Correspondence modality.

ISLO	AUO	ASSESSMENT MEASURE /TARGET
1	Provide instruction packets in a timely manner.	Measure: Survey Target: 90% positive agreement with receiving correspondence packets in a timely matter
2, 3	Ensure preregistration and continuing registration processes and paperwork for incarcerated students is completed to enable their registration in classes.	Measure: Tracking Activity Volume Target: 90% of all registration paperwork will be turned around within 24 hours.
1	Provide accurate and prompt responses to inquiries received.	Measure: Activity Volume Target: 100% of inquiries answered within 3 to 5 business days

As a result, while evaluating data for this NIPR, it became apparent that it was necessary to create new AUOs that relate directly to the online modality. Below, please find the new AUOs created in Fall 2022. These AUOs will be evaluated as part of the next NIPR cycle.

ISLO	Strat Goal	AUO	ASSESSMENT MEASURE /TARGET
1	4	Faculty will respond to student inquires (emails predominately) within 72 hours.	Measure: During normal faculty evaluations, determine response time to student inquires. Response times may be verified in a variety of ways such as listed on the course syllabus, explained in a self-evaluation, or discussed during a faculty evaluation session. Target: 70%
1	2, 3	Increase number of faculty members trained as Peer Online Course Review (PORC) process developed by California Virtual College – Online Education Institute (CVC-OEI).	Measure: Faculty complete POCR training. Target: Additional 4four faculty have completed the POCR training per NIPR cycle.

Planning Agenda:

List recommendations and actions by the above evaluation of AUO and/or SLO results. Complete Institutional Effectiveness Planning, Student Services Planning and/or Academic Planning tables at the end of the section for any recommendations requiring institutional

action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

These new AUOs were not evaluated as part of this NIPR. AUO data will need to be collected for inclusion in the next NIPR.

■ Equipment:

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule.
2. Identify any existing equipment maintenance/service agreements.
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
4. Evaluate the effectiveness of and need for additional maintenance /service agreements.
5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

After 2015 when the last NIPR was approved, LCC switched its online platform from Moodle to CANVAS. This switch to CANVAS was recommended in the past NIPR. Thus far, CANVAS has proven to be more user friendly and more accessible than the previous Moodle platform. In addition, as discussed earlier the LCC Library has purchased many resources for the student loan program. Currently the LCC Library has free, loanable textbooks for 248 different classes, 120 of Chromebooks, and 100 WiFi Hotspots. As the Distance Education Online program expands, there may be a need for greater numbers and varied types of technology resources. However, this is not an immediate concern since at this time, due to the prolonged COVID-19 pandemic, the vast majority of LCC classes are currently offered online. It can be assumed that as the pandemic de-escalates there will be fewer online course offerings, not more.

One area that LCC will need to evaluate and possibly purchase licensing for is the exam monitoring software Procorio. The free subscription expired in Summer 2021 and LCC will need to decide whether the expenditure for this software is worth the implementation.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning table at the end of the section for any recommendations requiring institutional action.

As they relate to online courses, continually evaluate the student and staff resources necessary to improve and grow the program. At this time, there isn't a pressing need for large expenditures in this area. As software and APPs related to CANVAS become available, it may be worth evaluating these individually.

M. Outside Compliance Issues (if appropriate for program)_

Description:

If appropriate, describe the role of outside compliance issues on the program.

As part of the last Accreditation visit, [LCC received one recommendation related to this NIPR](#) (p. 58). Specifically, there recommendation stated, "Requirement 7: In order to meet the standard, the team recommends the College assure the feasibility and effectiveness of its physical resources by evaluating its facilities and equipment regularly to determine if physical resources support institutional programs and services. (III.B.3) (TR-33, 34)"

As a response to this recommendation, LCC is developing a "form to assess instructional and IT-related equipment in instructional areas as a future measure of facility evaluation." This relates more to face-to-face classes. However, when this assessment is completed, hopefully the LCC IT Department will have further information regarding which faculty and staff computers need to be updated to keep in touch with changing industry standards. This information may directly impact online teaching faculty who have an LCC assigned computer.

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the program.

When it comes to online instruction, at this time LCC is in compliance with ACCJC. In order to be more effective, the College needs to evaluate and monitor IT related equipment used for all types of instruction. For online instruction, this basically relates to faculty laptops. As part of the form to assess instructional and IT related equipment, the data can be collected when the entire college facilities and IT equipment have been listed and cataloged.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Since the instructional and IT equipment data has not yet been collected and

assessed, there is nothing to add to the planning agenda.

VI. Prioritized Recommendations

A Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

B Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Distance Education Online Program – Spring 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
N/A	N/A	N/A	N/A	N/A

Prioritized Recommendation for Inclusion in Student Services Master Plan

Distance Education Online Program – Spring 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
N/A	N/A	N/A	N/A	N/A

Prioritized Recommendations for Inclusion in Educational Master Plan
 Distance Education Online Program– Spring 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 4	Intermediate and advanced level training for faculty specifically addressing online student engagement	Academic Years 2021-2024	\$0 additional cost: Instructional Designer and Flex Coordinator are already paid by the District	Flex Training: At least one course related to online student engagement will be presented each academic year.

Section Two: Human Resource Planning

I Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: managers, faculty positions, and classified staff.

In the last NIPR (Spring 2015), the College recognized the need for an Instructional / Curriculum Designer for the Distance Education Online Program. LCC struggled to find qualified candidates and though the Human Resources Department advertised for a faculty Instructional Designer, it took years to fill the position. This position was filled by a part-time instructor from Fall 2016 through Fall 2019 when a full-time instructor was hired. Since Fall 2019, a full-time Instructional Designer has been employed. At this time, there is only one person whose position is fully assigned to online instruction:

Thomas Robb – FT Faculty – Instructional Designer

At this time, there are no classified staff or managers who are fully, or even partially assigned to online instruction. Many online instructors work both full-time and part-time for LCC.

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Work-study student needs may be included.

Though the online shift in Spring 2020 due to the COVID-19 pandemic initially greatly impacted the Instructional Designer, as more instructors became competent in the online format, the Instructional Designer's workload now is reasonable. Based on a continued level of online instruction, an Instructional Support Specialist is a desired addition. The Instructional Support Specialist could help instructors with the non-instructional portion of their courses such

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Currently, many of the Instructional Designer's tasks are not directly related to designing courses and training faculty. Many of the time-consuming tasks are not instruction related and instead an Instructional Support Specialist (ISS) would be qualified to take these over. Examples of these tasks are verifying that everything in the course content is accessible, creating html pages, creating graphics, developing icons, and correcting closed captioning on instructor made videos. Depending on Online enrollment trends over the next few

semesters, there may be a need to assess hiring an ISS during an Annual Review Update.

I Professional Development_

Description/Evaluation:

1. Describe the professional development and professional activities of the program staff relevant to program improvements that has occurred during the period under review. (workshops, conferences, staff development, work experiences, etc.)

Since the last NIPR in Spring 2015, there have been many opportunities for faculty in-depth training specifically related to online instruction. Below is a list of Flex Trainings that dealt specifically with online course development and training. From the Fall 2015 through the Spring 2021, LCC provided 39 of training sessions specifically related to online instruction. When looking at the Flex training opportunities, one can see a drastic increase in trainings specially tailored to online instructors. The first is in the academic year 2016-2017 when LCC adopted the CANVAS online teaching platform. During this year, 10 of the 26 (38%) Flex workshops related to online instruction. The second time that there was a drastic increase in online training opportunities was in the academic year 2020-2021 when nearly all LCC faculty were working remotely due to the COVID pandemic. During this year, 15 of the 33 (45%) Flex workshops related to online instruction. [FLEX offerings Fall 2015-Spring 2021](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

Continue offering faculty training opportunities related to improving online instruction.

II Administrative Unit and/or Student Learning Outcome Assessments_

Description/Evaluation:

1. Describe any results from assessment of administrative units and/or student learning outcomes that affect human resource planning

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

N/A

M. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

N/A

Prioritized Recommendations for Inclusion in Human Recourse Master Plan

Distance Education Online Program – Spring 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
N/A	N/A	N/A	N/A	N/A

Section Three: Facilities Planning

I Facilities_

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

There are no LCC facilities assigned to the Distance Education Online program.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

There are no additional facilities utilized off-campus assigned to the Distance Education Online program.

3. Describe any facilities needs identified by assessments of administrative unit and/or student learning outcomes

At this time, there are no facilities needs for the Distance Education Online program.

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Institutional Effectiveness, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

N/A

I Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

N/A

Prioritized Recommendations for Inclusion in the Facilities Master Plan

Distance Education Online Program – Spring 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
N/A	N/A	N/A	N/A	N/A

Section Four: Technology Planning

I Institutional Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

Full-time faculty members and some adjunct faculty members are assigned laptop computers. Though some of these are over five-years old, in the Fall of 2021, many instructors will exchange their current laptop computers for new ones. The LCC IT Department also has supported some faculty with headphone / microphone combinations as well as cameras. These resources have helped faculty members when they are recording videos.

The Instructional Designer helps both full-time and adjunct faculty with their courses. The Instructional Designer troubleshoots problems and recommended solutions. The Instructional Designer also provides trainings both for individuals and for groups.

2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Ideally, when LCC assesses its instructional and IT equipment related to online instruction as part of its obligation to Accreditation, the College will know what resources it actually has. When this happens, it will be easier to determine what additional IT equipment is needed to support online teaching faculty.

I Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

After LCC assesses its instructional and IT equipment, determine what equipment may be necessary to support online instruction.

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen Community College’s planning and budgeting process. See Attachment C for Master Plan Overview to determine where recommendations are best placed.

As part of the requirements for Accreditation, create an instructional and IT equipment list. For this IPR, evaluate the list once it has been created.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Distance Education Online Program Spring 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 3	Evaluate list of instructional and IT equipment listed after LCC	Spring 2022	\$0	Determine if technology is lacking for quality online instruction

From: Sharlene M Murphy
Sent: Thursday, August 26, 2021 1:56 PM
To: Colleen P Baker <cbaker@lassencollege.edu>
Subject: NIPR Dist Educ all but #1

1. Textbooks to loan students: Name of course and number of books per course that the LCC Library has to loan students.

ANSWER: please see Excel doc

2. OER program

ANSWER: Program started April 2016 and activated Fall 2017 (possibly Spring or Summer 2017)

Number of Online & Hybrid Courses

Art 1A, 1B, 2, 25, 36

Bus 1A & 1B; 2; 22; 25; 27;

Chem 1A & 1B

Econ 10 & 11 [*Eng 1 OER by one instructor*]

Math 7

Mus 12

Psy 1, 18, & 31

Soc 1

Spch 1 (already in use)

3. Prior to March 2020, how many hotspots did the Library have to loan students?

ANSWER: 0

4. Prior to March 2020, how many Chromebooks did the Library have to loan students?

ANSWER:

Lenovo: 25

Samsung: 20

4. Now, how many hotspots does the Library have to loan students?

ANSWER: 100 (Calbright: 80 T Mobiles; LCC: 10 Franklin T Mobiles; 10 Alcatels)

5. Now, how many Chromebooks does the Library have to loan students?

ANSWER:

Acer: 100 (via Calbright on loan?)

Lenovo: 10 (purchased by Student Equity Funds)

Samsung: 10 (purchased by Student Equity Funds)

6. After March 2020, where did the money come from to purchase the hotspots and Chromebooks? I.e. Grant, general fund, etc.

ANSWER: please consult Brady Reed as she (and Carol Montgomery) initiated the borrowing of Acer Chromebooks and T Mobile hotspots from Calbright. In addition, Brady provided Student Equity funds for the purchase of 10 “new” Samsung Chromebooks as well as 10 Franklin and 10 Alcatel hotspots.

7. After March 2020, approximately how much money was spent on hotspots and Chromebooks?

ANSWER: please consult Brady Reed

Lassen Community College Master Plan Overview

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.