

Non-Instructional Program Review

Program: Distance Education

Academic Year: **2024-2025**

Author(s): Thomas Robb, Dr. Jennifer Lawler (Distance Education Committee Co-Chairs)

Reviewed by the Distance Education Review Committee: **11/18/2024 (First Read)**

Approved by the Distance Education Review Committee: **11/25/2024**

Accepted by LCC Cabinet: **1/30/25**

Accepted by Consultation Council: **1/27/25**

Accepted by Governing Board: **5/13/2025**

Table of Contents

Executive Summary..... 3

SECTION 1: Program Overview, Objectives, and Administrative Unit Outcomes 4

SECTION 2: Human Resource Planning 11

SECTION 3: Infrastructure Planning 12

SECTION 4: Program Planning 16

SECTION 5: Prioritized Budget Analysis 19

Executive Summary

This Distance Education NIPR Update is a review of Lassen Community College's Distance Education Program highlighting recent advancements in online learning aimed at enhancing instructional quality, faculty support, and technology integration. Guided by the pending planning changes in process by the Planning Review and Revise Task Force (PRRTF), these updates align with current processes while looking forward to upcoming Accreditation Standards for program improvement and resource allocation.

Over the past three years, the Distance Education Review Committee has strengthened online course quality through the Peer Online Course Review (POCR) process. In Spring 2024, a successful POCR pilot received positive feedback from faculty, who valued its collaborative structure, clarity, and impact on teaching practices. Areas for improvement include increasing POCR awareness and advance planning to better support faculty engagement.

Additionally, a 2023-2024 Canvas LTI survey revealed strong faculty interest in tools like Harmonize and Hypothesis to enhance online engagement, along with continued support for Canvas Studio and Turnitin. Based on survey results, the Distance Education Committee has recommended discontinuing underutilized tools, such as Equatio, and expanding training and accessibility resources.

To support these goals, the Distance Education Handbook, updated in May 2024, now provides guidance on compliance, regular and substantive interaction, and instructional design. The Instructional Design Support Site has been enhanced with video tutorials and resources, supporting faculty in effective course development. Infrastructure updates, including Canvas templates and a dedicated POCR SharePoint site, further align courses with the CVC-OEI Course Design Rubric, resulting in Local POCR Certification in June 2024 and strong faculty interest in future participation.

As the program expands, this review underscores specific funding needs for LTI tools and POCR stipends, which are essential to meet the College's goals for Student Success, Educational Excellence, and Institutional Effectiveness. The Program Planning section details data-driven recommendations for these resources to enhance faculty support, infrastructure, and student success.

SECTION 1: Program Overview, Objectives, and Administrative Unit Outcomes

Program Overview:

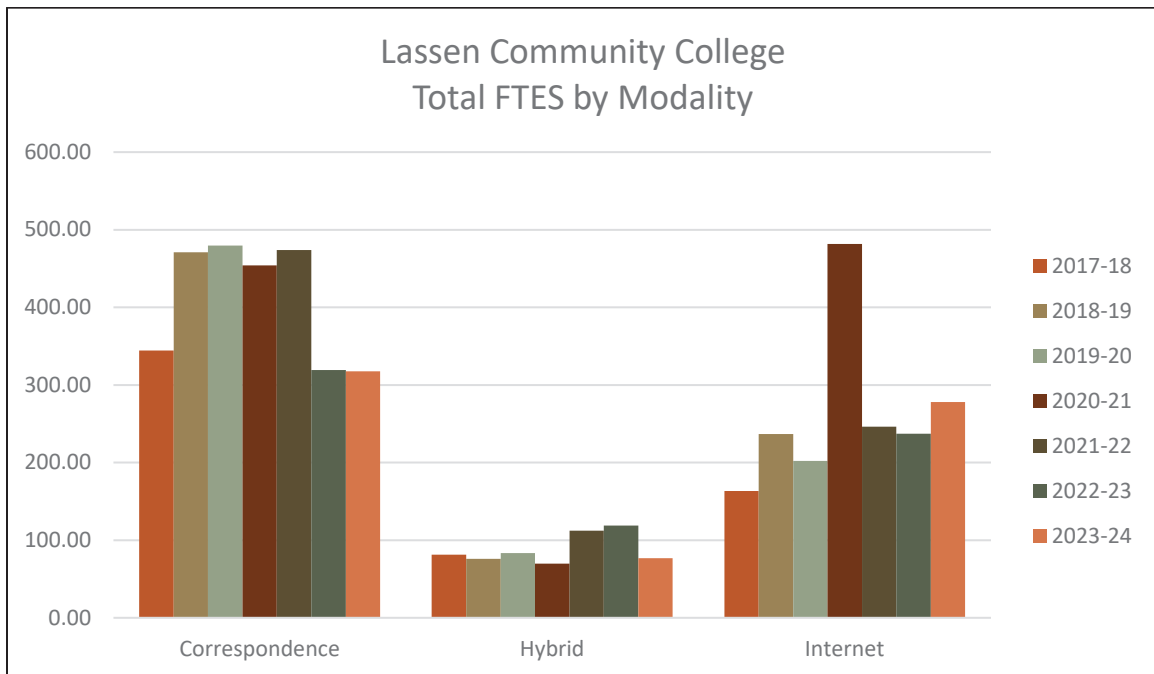
The Distance Education Program at Lassen Community College provides accessible, high-quality online learning that aligns with the college’s mission of supporting intellectual growth, inclusivity, and educational attainment. Offering courses applicable to the CalGETC, CSU General Education Certificate of Achievement, IGETC Certificate of Achievement, and several academic degrees, the program continues to expand, addressing the needs of a diverse student body.

This review examines program data on Enrollment & Success Rates, highlights Program Objectives supporting faculty development and instructional quality, and evaluates recent changes through initiatives like the Peer Online Course Review (POCR) pilot. Faculty feedback from the 2023-2024 LTI and POCR surveys indicate areas of success and improvement in course design support, tool adoption, and training.

Although outcomes for Administrative Unit Outcomes (AUOs) were not achieved in some data cycles, recommendations for revising AUOs are loosely included in Section 4 based on the expected changes with the Planning Review and Revise Task Force (PRRTF) Committee’s outcomes.

Program Enrollment (By Distance Education Modality)

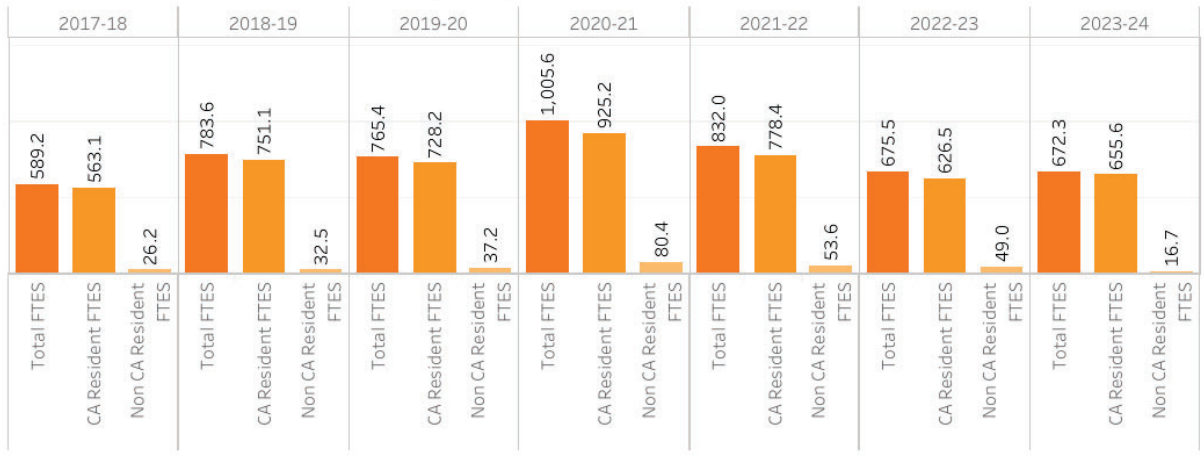
The following charts summarize the program enrollment and success rates by any LCC Online, Hybrid, or Correspondence Modality.





Full-Time Equivalent Student (FTES) Trends

Full-Time Equivalent Students (FTES)



Distance Education Program Objectives:

The Distance Education Review Committee has identified and approved the following goals for the current and coming academic years during the September and October 2024 meetings:

1. **Attend DECO Meetings** to stay updated on developments related to the CVC-OEI API, required courses, CCC Chancellor's Office funding for Canvas LTI integrations, new professional development opportunities, changes in the Peer Online Course Review (POCR) process, and any legal updates impacting online course delivery standards.
2. **Research Distance Education Committee Processes** at similarly governed California Community Colleges to identify best practices and potential improvements.
3. **Continuing the Local Peer Online Course Review Process** that was piloted in Spring 2024, sustaining momentum in online course quality assurance.
4. **Maintain POCR Certification** through the CVC-OEI Online Network of Educators Consortium, ensuring ongoing alignment with quality standards.
5. **Maintain updates to the Distance Education Templates** to include syllabi incorporating Diversity, Equity, Inclusion, and Accessibility (DEIA) practices, model course modules, and placeholder pages that align with CVC-OEI Course Design Rubric standards.
6. **Administer Faculty Surveys** on the use of tools within Canvas and the Canvas infrastructure to identify underutilized resources, assess emerging needs, and gather feedback on desired Flex professional development opportunities for online teaching.
7. **Identify Necessary Updates for the Distance Education Handbook** to ensure faculty have current resources and clear processes for building online courses aligned with best practices.

These goals reinforce the Committee's commitment to program improvement, faculty support, and resource optimization, as outlined in the executive summary, to advance the quality of the online learning experience at Lassen Community College.

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 Program directly supports Lassen Community College's mission by expanding access to educational programs for students pursuing higher education goals, regardless of their location or circumstances. Through online classes, the program extends LCC's core offerings—including general education, transfer degrees, and certificates—to students in both academic and career/technical fields. This flexibility empowers a diverse student body, enabling them to achieve intellectual growth and economic advancement in a format that accommodates their individual needs.

In alignment with the College's commitment to inclusivity, the Distance Education Program provides courses for associate degrees, transfer to a 4-year university/college, workforce entry, and lifelong learning, ensuring that all students have accessible, inclusive, and equitable opportunities for success. The program also fosters continuous improvement through initiatives that align with best practices in online education, including professional development for faculty and robust support resources. These efforts help maintain ambitious standards in online instruction, supporting LCC's broader goals of intellectual development and economic potential across its campus and outreach areas.

Values:

The following are Lassen Community College's values.

<p>Student Success:</p> <ul style="list-style-type: none"> • Students reaching their goals • Students being prepared for transfer to four-year institutions • Students being prepared for employment • Doing what is best for students • Learning as a priority over teaching • Student needs; they are paramount in the learning process • Recognizing and minimizing barriers to student success 	<p>Educational Excellence:</p> <ul style="list-style-type: none"> • Equitable student learning as the focal point of every experience • High quality educational delivery • Highly qualified instructors • High quality technology and materials • Well-equipped classrooms 	<p>Honesty/Integrity:</p> <ul style="list-style-type: none"> • Trust in relationships • Dependability • Transparency • Collaboration • Sustainability • Accountability 	<p>Dignity & Respect:</p> <ul style="list-style-type: none"> • Open forum for exchange of ideas • Civility • Collegiality • Diversity & Equity • Active listening and communication
--	---	---	---

Strategic Goal Alignment

The following table aligns each of the Distance Education Review Committee Program Goals with the Lassen Community College Strategic Goals.

DE Program Objective	Strategic Goal 1: Institutional Effectiveness	Strategic Goal 2: Learning Opportunities	Strategic Goal 3: Resource Management	Strategic Goal 4: Student Success
1. Attend DECO meetings to stay	✓	✓	✓	

DE Program Objective	Strategic Goal 1: Institutional Effectiveness	Strategic Goal 2: Learning Opportunities	Strategic Goal 3: Resource Management	Strategic Goal 4: Student Success
informed on updates affecting online education.				
2. Research DE Committee Processes at comparable colleges to adopt best practices.	✓		✓	
3. Continue the Local Peer Online Course Review (POCR) Process.		✓		✓
4. Maintain POCR Certification through the CVC-OEI Online Network of Educators.		✓		✓
5. Update DE Templates to include syllabi with DEIA practices and alignment with standards.		✓		✓
6. Administer Faculty Surveys to assess Canvas tool usage and professional development needs.	✓		✓	✓
7. Update the Distance Education Handbook to reflect resources and processes for best practices.	✓	✓	✓	

Evaluate Changes

This section provides an analysis of Administrative Unit Outcomes (AUOs), achievement metrics, equity considerations, and external compliance standards for Lassen Community College’s Distance Education Program.

Administrative Unit Outcomes

Administrative Unit Outcomes (AUOs) identified and aligned to strategic goals during the previous Distance Education Program Review were identified to achieve a data-driven outcome. They are evaluated to identify successes and address challenges, and the results inform improvement plans and budget allocations. AUO assessment records are maintained by the Institutional Researcher.

Strategic Goal(s)	AUO	Assessment Measure / Target	Baseline	Data Source
4	Faculty will respond to student inquiries (primarily emails) within 72 hours.	Measure: Determined through faculty evaluations, verified via syllabus, self-evaluation, or evaluation sessions. Target: 70% of faculty to meet response time.	N/A	Institutional Effectiveness Office
2, 3	Increase the number of faculty members trained in the Peer Online Course Review (POCR) process by the CVC-OEI.	Measure: Track faculty completion of POCR training. Target: Additional 4 faculty complete POCR training per NIPR cycle.	N/A	Institutional Effectiveness Office

AUO Results Summary

The following summarizes AUO performance over the past three academic years.

AUO #1 (Strategic Goal 4: Faculty Response Times)

- **2021-2022:** Target not met – 66.67% of faculty met the AUO (14 of 21).
- **2022-2023:** Target met – 80% of faculty met the AUO (16 of 20).
- **2023-2024:** Target not met – 47% of faculty met the AUO (7 of 15).

Interpretation: The three-year trend shows inconsistent response times. This suggests the need for enhanced training and clearer response guidelines in the Distance Education Handbook. Emphasizing timely interactions is essential for compliance and student success.

AUO #2 (Strategic Goals 2, 3: Increase POCR-Trained Faculty)

- **2021-2022:** Not assessed; MOU introduced stipends in summer 2022.
- **2022-2023:** Target met – 13 faculty earned POCR certification; 12 collected stipends.
- **2023-2024:** Target not met – 0 new POCR certifications; 2 of 4 applicants completed Section D requirements and received stipends.

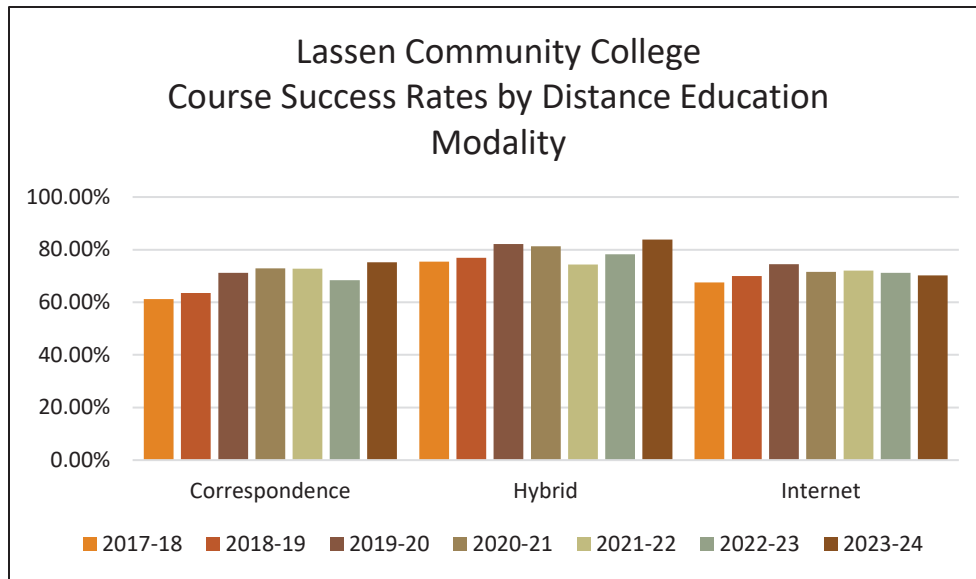
Interpretation: The availability of stipends positively influenced POCR training participation. With nine certified POCR reviewers as of Fall 2024, additional support and incentives are needed to further expand POCR course offerings. Data on student success in POCR-aligned courses would also help measure the impact of these efforts.

Recommendations to meet current AUOs

1. **AUO #1:** Enhance faculty training on response expectations and include updated guidance in the Distance Education Handbook to support timely student interactions.
2. **AUO #2:** Continue providing stipends for POCR training and encourage data tracking for student outcomes in POCR-aligned courses to better assess program effectiveness.

Achievement

The following data was pulled from the Lassen College Office of Institutional Effectiveness on achievement in the primary distance education modalities.



It is worth considering that future goals for the district and various governance committees consider comparing these to similar California Community Colleges to see how we compare and to determine potential sources of data we could use to enhance these metrics.

Equity

Research has shown that POCR aligned courses increase success rates above the state average of online courses. Previous CA community college research shows an increase of success rates and course completion across multiple ethnicities, gender, and age groups.

External Compliance

Lassen Community College's Distance Education Program is committed to meeting federal and ACCJC accreditation standards for Regular and Substantive Interaction (RSI) in online courses, which ensure that students receive meaningful, consistent engagement from instructors. RSI requirements mandate regular, instructor-initiated contact related to course content, delivered through academic feedback, direct instruction, and timely responses, fostering a quality learning environment.

To support faculty alignment with these standards, the College updated its policies and the Distance Education Handbook, providing clear guidelines on RSI practices. In Fall 2024, Flex Day professional development sessions focused on RSI requirements, equipping faculty with practical strategies to meet these expectations. These efforts are integral to the College's objectives of maintaining high

instructional standards and enhancing online learning quality, aligning with strategic goals for student success and instructional excellence.

Program Planning and Communication Strategies

Lassen Community College's Distance Education Program utilizes a collaborative, multi-tiered approach to ensure effective communication and support for faculty across modalities. The Distance Education Review Committee, a sub-committee of Curriculum and Academic Standards, meets monthly to discuss program planning and support initiatives, with minutes shared to promote transparency and alignment. Over recent years, the committee has surveyed faculty on needs around Canvas LTI integrations, the POCR process, and instructional design resources, leading to updates such as an enhanced Instructional Design Support Site.

Monthly meetings with Division Chairs, as well as regular sessions led by the Dean of Instruction and Vice President of Instruction, further provide faculty with timely updates on college initiatives, standards, and training opportunities, including Regular and Substantive Interaction (RSI) requirements, Canvas tools, and stipends for professional development through the ACUE and CVC-OEI @ONE Network.

To support faculty teaching correspondence courses through the CDCR Canvas instance, the Lead Faculty of the Rising Scholars Program, in collaboration with the Correspondence Office and an Instructional Support Specialist, conducts regular faculty meetings, providing targeted guidance and assistance. Faculty across all modalities are also encouraged to participate in Flex Day sessions scheduled each semester in collaboration with the Flex Coordinator, offering professional development in Canvas and alternate teaching approaches. The revamped Instructional Design Support Site and the expanding POCR SharePoint Site further serve as centralized resources for sharing best practices and supporting high-quality online, hybrid, and correspondence teaching.

Program Planning Analysis Summary

The Program Planning Analysis Summary underscores the need for targeted funding to support LTI integrations and POCR stipends, critical for enhancing equity, compliance, and student achievement across online modalities. Faculty feedback highlights both successes and improvement areas in course design support, emphasizing the importance of continued investments to drive quality and accessibility in online education. As the College refines its program review process, outcome measures may evolve to align with emerging goals and standards, ensuring that program improvements are responsive to both institutional priorities and student needs.

SECTION 2: Human Resource Planning

Overview

As Lassen College's Distance Education Program continues to expand, effective management and faculty support are essential for sustaining high-quality online learning experiences. This section examines current workload distribution and staffing, highlighting areas where additional dedicated roles could further support program coordination.

Professional development is a cornerstone of Lassen College's commitment to continuous improvement in online education. Through Flex opportunities, the @ONE network, and targeted support for transitioning to CDCR Canvas, faculty are encouraged to refine and adapt their instructional strategies. However, maintaining a robust pool of Peer Online Course Reviewers (POCR) and providing training for newer platforms remain key areas for growth. These initiatives are critical for ensuring that faculty are well-prepared to meet the evolving needs of online and hybrid students.

Workload and Staffing Assessment

Currently, Lassen College does not have a fully dedicated professional focused solely on the coordination of the Distance Education Program. The Distance Education Review Committee consists of six faculty members and is supported by a full-time Instructional Designer, who also chairs the committee and assists faculty with online course design. Faculty teaching online, hybrid, and correspondence courses rely on this support, along with collaboration through regular committee meetings and resources available through the Instructional Design Support Site.

For faculty delivering correspondence courses through the CDCR Canvas instance, additional support is provided by the Lead Faculty of the Rising Scholars Program, who, along with the Correspondence Office and an Instructional Support Specialist, offers targeted guidance and regular faculty meetings. This setup helps to address the specific needs of faculty teaching in this modality, providing tailored resources and support as CDCR course offerings expand. However, as the Distance Education Program continues to grow, dedicated staffing for program coordination and sustained support for instructional design, course review, and faculty development will be essential to maintain quality and compliance across all distance education modalities.

Professional Development

Flex opportunities and online professional development have been presented to support faculty in creating and advancing their online course instruction. Professional development is provided through @ONE network and by faculty presenters. With the transition from correspondence paper packets to CDCR Canvas, training and support are provided by the faculty lead and the instructional support specialist in Rising Scholars. Peer Course Online Reviewers (POCR) are needed as faculty have transitioned out of Lassen College. Currently, 9 faculty are POCR certified reviewers, and 3 faculty have 1 POCR-aligned course.

SECTION 3: Infrastructure Planning

Overview

Lassen Community College’s Distance Education Program infrastructure is designed to support effective, accessible, and flexible online learning experiences that meet standards. This infrastructure includes two distinct instances of the Canvas LMS, a variety of LTI integrations to enhance instructional and student support capabilities, Canvas templates, a Distance Education Handbook, and dedicated support resources for instructional design and peer review. Together, these components enable Lassen College to deliver online courses that align with the CVC-OEI Course Design Rubric, promote student success, and support compliance with accessibility requirements.

Lassen Community College’s Distance Education Program infrastructure is designed to deliver accessible, high-quality, and compliant online education. The primary infrastructure components include two Canvas LMS instances (one for the main campus and one for CDCR students), an extensive stack of LTI integrations, standardized Canvas templates, a Distance Education Handbook, a POER Sharepoint site, and an Instructional Design Support Site. Together, these tools enable faculty and students to access essential resources, facilitate effective online learning, and ensure alignment with the CVC-OEI Course Design Rubric.

The Distance Education Program leverages a robust stack of Learning Tools Interoperability (LTI) integrations within Canvas, divided across campus and CDCR instances. These tools, which support textbook resources, library access, video-based assessments, tutoring, accessibility, and more, enhance the digital learning environment and align with Lassen College’s commitment to Student Success and Educational Excellence. Below are the major LTI integrations:

- **Textbook Publisher Integrations:** My Lab and Mastering, McGraw-Hill Connect, Pearson, and Cengage enable seamless access to course-specific learning resources.
- **Library Integrations:** Access World News and the Lassen College Library search tool provide students with timely and relevant information, supporting research and coursework.
- **CCC Chancellor’s Office LTI Supported Integrations:** Includes Studio for video assessments, NetTutor for tutoring services, Pope Tech Accessibility for Section 508 compliance, Khanmigo for math support, and TechConnect Zoom for synchronous online instruction and lecture recording for student asynchronous viewing.
- **Lassen College-Supported Integrations:** Turnitin for academic integrity and feedback write cycle on written assignments, ConexED with Proactive Alerts, Labster for science labs, Cidi Labs Multi-Tool and DesignTools by DigiLabs for instructional design, and Office 365 for productivity enhance the overall learning experience and instructional flexibility.

Canvas LTI Tool Integrations Table by Funding Source

This table outlines the range of LTI tools that enhance Lassen College’s Canvas environment by providing accessible, engaging, and comprehensive resources to students and faculty. The tools address diverse instructional needs, supporting course content, assessment, and accessibility in alignment with **Student Success** and **Educational Excellence** values. Each LTI integration is thoughtfully selected to contribute to a rich, supportive learning environment within the Distance Education Program. This table visualizes a breakdown of the range of resources available to support Lassen College's Distance Education Program!

LTI Tool Available & Type	Textbook Publisher	Library Resource	Chancellor's Office	Lassen College
Canvas (Default Tools) 			✓	
MyLab and Mastering	✓			
McGraw-Hill Connect	✓			
Pearson	✓			
Cengage	✓			
Access World News		✓		
Library Search Tool		✓		
Studio			✓	
NetTutor			✓	
Pope Tech Accessibility			✓	
Khanmigo Teacher Tools			✓	
TechConnect Zoom			✓	
ConexED and Proactive Alerts				✓
Labster Dashboard				✓
Cidi Labs Multi-Tool				✓
Office 365				✓
Turnitin				✓

LEGEND

Instructional Content | Library Resources | Engagement Tools (e.g., discussions, synchronous learning) | Instructional Delivery (e.g., video, web content) | Student Support Tools (e.g., accessibility, tutoring) | Instructional Content & Design Tools | Productivity Apps

Canvas Templates

In collaboration with the Distance Education Review Committee, the instructional designer developed Canvas templates, available through Canvas Commons, to ensure a consistent, accessible, and user-friendly course experience. These templates align with the **CVC-OEI Course Design Rubric** and include placeholders that guide faculty in meeting accessibility and content presentation standards.

Canvas Distance Education Handbook

The Distance Education Handbook provides faculty with guidelines and resources to create effective, compliant online courses. While it currently supports the main campus Canvas instance, it does not yet cover CDCR-specific requirements. Expanding this handbook to address CDCR guidelines will ensure that all online courses align with best practices and regulatory requirements, supporting **Institutional Effectiveness** and **Resource Management**.

Distance Education Review Committee

The Distance Education Review Committee, through shared governance, reviews online courses for adherence to best practices and reports findings to the Curriculum and Academic Standards Committee. The committee's oversight is instrumental in maintaining **Student Success** and **Educational Excellence** across the program.

POCR SharePoint Site

The Peer Online Course Review (POCR) SharePoint site was developed to support the DE Review Committee's review process, enabling faculty peer reviews aligned with the **CVC-OEI Course Design Rubric**. The SharePoint site was successfully piloted in Spring 2024, during which three online classes were reviewed and validated, leading to Lassen College's Local POCR Certification. This tool is a critical asset for maintaining ambitious standards in course quality and accessibility.

Instructional Design Support Site

The Instructional Design Support Site provides faculty with resources to build effective online classes, use Canvas tools, and implement best practices in course design. This site includes instructional videos, a discussion forum, appointment scheduling with instructional designers, and guidance on using Canvas LTI integrations. To ensure comprehensive support, the site will be reviewed over the next two academic years to cover all LTI integrations, in alignment with **Student Success** and **Resource Management** goals.

Facilities

As a fully online program, the Distance Education infrastructure does not currently require physical facilities except for pilots with our hyflex modality. Technology to support flexible learning modalities is being explored. For example, smart webcams like OWLs have been installed in certain classrooms to facilitate HyFlex learning. If Hyflex becomes a standard modality, additional OWL webcams and updated technology may be needed. OWL smart webcams have also been used in some class sections to record lectures for student later review of a lecture or to watch a missed lecture.

Equipment and Classroom-Based Technology

To support faculty and increase student engagement, programs like Harmonize are being considered, offering students a variety of interaction methods within the online modality. Additionally, the purchase of flexible instructional technology, such as OWL webcams, has been piloted to support hybrid learning options, accommodating diverse student needs.

Infrastructure Planning Wrap-Up

The Distance Education Program's current infrastructure provides a solid foundation for delivering accessible, high-quality, and compliant online education to Lassen Community College's diverse student population. However, as online learning evolves, so does the needs for instructional support, technology integration, and enhanced accessibility across both the main campus and CDCR Canvas instances. To maintain momentum and address these emerging requirements, strategic planning and resource allocation will be essential.

The following Program Planning section identifies specific goals and areas for development based on faculty survey data. This data highlights areas where targeted investments—supported by Consultation Council, Lassen College Academic Senate, and the Lassen College Budget Committee—can further

enhance our capacity to meet student needs and support faculty in delivering best-in-class online education.

Moving forward, targeted investment in online teaching tools, such as Harmonize and Hypothesis will be key to supporting high-quality, accessible, and compliant online education.

SECTION 4: Program Planning

The Program Plans outlined in this area are a result of the Distance Education Review Committee’s ongoing commitment to achieving quality online instruction to meet changing student needs.

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

This analysis highlights the program’s significant achievements in providing POCR-aligned courses and expanding CDCR Canvas access, both of which contribute to student engagement and equitable, accessible, and inclusive educational opportunities.

SWOT Factor	Strengths	Weaknesses	Opportunities	Threats
POCR Aligned Courses	<ul style="list-style-type: none"> - Achieved CVC-OEI Teaching College certification in June 2023, enhancing credibility and funding potential. - Three faculty with POCR certification enhance internal review capacity. - Local POCR certification eligibility enables streamlined processes. 	<ul style="list-style-type: none"> - Funding constraints limit stipends for POCR work, affecting faculty engagement. - Low faculty interest in POCR roles without financial incentives. - Mandatory norming sessions required for certification may deter participation. 	<ul style="list-style-type: none"> - Research shows higher success rates in POCR-aligned courses (RP Group, Chaffey College, Los Angeles Pierce College), supporting program expansion and funding requests. - Improved student success rates and equity support POCR course growth. 	<ul style="list-style-type: none"> - Sustained funding and participation challenges limit scalability. - Mandatory norming session attendance may affect long-term faculty engagement. - Limited funds may hinder alignment with state standards.
CDCR Canvas Implementation	<ul style="list-style-type: none"> - Expanded phased CDCR Canvas growth reflects a strategic approach to supporting justice-involved students. - Successful pilot in Spring 2024 with subsequent expansion demonstrates scalability. - Faculty lead and ISS support are dedicated to aiding CDCR faculty. 	<ul style="list-style-type: none"> - Faculty reluctance in transitioning to CDCR Canvas requires additional support. - Training needs for CDCR Canvas faculty are significant, but funding is limited. - Without enough resources, scaling support for CDCR faculty remains challenging. 	<ul style="list-style-type: none"> - Improved CDCR infrastructure enables broader Canvas access for system-impacted students, enhancing social impact. - Faculty can lead digital education efforts in CDCR, supporting social equity. 	<ul style="list-style-type: none"> - Inconsistent internet and Wi-Fi in CDCR facilities disrupts student access to online courses. - Limited device availability and varying student tech skills require adaptive resources. - Federal prisons lack Canvas access, limiting program reach.

Program Action Plan

The Program Action Plan identifies immediate and future priorities for advancing Lassen Community College’s Distance Education Program. Focused on resource allocation for PO CR reviewer stipends and high-demand Canvas LTI integrations, this plan aligns with institutional goals to enhance instructional quality, equity, and student success in online education.

Need	College Mission Alignment	Supported Strategic Goals	AUO & SWOT Connection	Resources Needed	Expected Outcomes	Total Cost
Immediate Goal 1: Fund PO CR Reviewer and Aligner Stipends	Aligns with mission to support inclusive and quality online education.	2 (Learning Opportunities), 4 (Student Success)	AUO #2: Increase PO CR-trained faculty. SWOT Connection: Addresses weaknesses in faculty availability for PO CR training; supports opportunity for increased student success in aligned courses.	Funding for PO CR reviewer stipends (\$750/course) and alignment stipends (\$2,000/course)	Expanded capacity for PO CR course alignment and quality assurance, with improved student outcomes and equitable access to resources.	\$10,000 (initial)
Immediate Goal 2: Fund High-Interest Canvas LTI Integrations (e.g., Turnitin, Harmonize, Hypothesis)	Enhances online learning quality and accessibility, fostering intellectual growth and educational attainment.	1(Institutional Effectiveness), 2 (Learning Opportunities), 4 (Student Success)	SWOT Connection: Addresses opportunities for enhanced engagement and compliance through Canvas tools; reduces threats posed by faculty limitations in online teaching resources and RSI compliance.	Budget for Canvas LTI licenses and integration support	Improved instructional resources for student engagement, compliance with RSI standards, and enhanced assessment capabilities.	\$8,000–\$15,000 (annually)

Future Goals to be Addressed in Program Planning Review

Future Goal	Alignment with Mission and Strategic Goals	Supporting Evidence & SWOT Connections	Resources Needed	Expected Outcome
Suggested Update of AUOs	Supports mission-aligned, data-driven planning and quality standards.	Incomplete AUO data; SWOT Connection: Weakness in data collection from previous cycles suggests updating AUOs for clearer alignment with evolving program review standards.	Time and guidance from the Planning Review and Revise Task Force (PRRTF)	Revised AUOs that reflect measurable goals, enhanced alignment with institutional priorities, and clearer success metrics
Long-term Planning for Enhanced DE Infrastructure	Supports sustained, high-quality online learning and alignment with evolving standards.	Faculty feedback; SWOT Connection: Builds on infrastructure strengths while addressing potential future threats related to technological capacity and online student support.	Institutional funding and future budget allocations	Expanded infrastructure to support, high-quality, and accessible online education.

Program Planning Summary

The Program Action Plan outlines targeted actions for enhancing Lassen Community College’s Distance Education Program, prioritizing resource allocation for POQR reviewer stipends and Canvas LTI integrations to directly address areas identified in the SWOT Analysis and AUO data. These immediate funding needs align with the College’s Strategic Goals of Learning Opportunities and Student Success by addressing current weaknesses in reviewer availability, supporting faculty in aligning courses to best practices, and enabling high-demand LTI tools that increase student engagement and ensure compliance with Regular and Substantive Interaction (RSI) standards. Faculty feedback and success data from the POQR process demonstrate the value of these actions for promoting equitable, high-quality online education. We respectfully request that the Budget Committee allocate resources for these priorities in Section 5 of this document.

SECTION 5: Prioritized Budget Analysis

Based on the Program Action Plan and needs identified through the SWOT Analysis, AUO data, and strategic goals, the following prioritized budget requests focus on essential tools and support to improve the quality and reach of Lassen Community College’s Distance Education Program.

Budget Items: Prioritized	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
1. POCR Course Reviews & Alignment Stipends	LCFA MOU, Strategic Goals for Student Success, Survey data on POCR impact, AUO on faculty training	Increase in POCR-aligned courses, access to CVC Exchange, enhanced quality & compliance	Peer reviewer stipends, Course alignment stipends	Faculty Support & Engagement	\$17,500 - \$35,000	Recurring	High Priority (1)
2. Harmonize LTI Integration	Faculty survey data indicating high interest, Strategic Goal alignment for Learning Opportunities and Engagement	Improved student engagement in discussions, increased collaboration, and accessibility in courses	Harmonize License	Canvas LTI Integration	\$21,750 over 3 years	Recurring	High Priority (2)
3. Hypothesis LTI Integration	Faculty survey data, DE Committee recommendation, alignment with Strategic Goals for interactive student engagement	Enhanced student interaction with digital annotations, supporting collaborative and active learning	Hypothesis License	Canvas LTI Integration	\$7,920 over 3 years	Recurring	Medium Priority (3)
4. POCR Certification Training for Faculty	AUO data, goal to increase POCR-certified faculty from 9 to 15, Strategic Goals for Learning Opportunities and Student Success	Increased number of qualified POCR peer reviewers, expanded capacity for POCR-aligned offerings	Training stipend for faculty (6 new certifications)	Faculty Development	\$16,540.80	One-Time	Medium Priority (4)