PERALTA COMMUNITY COLLEGE DISTRICT

DISTANCE EDUCATION PLAN

2021-2024

> Based on guiding principles focused on learners and equity, Peralta Community College District's Distance Education Plan outlines goals and projects related to a) online student retention and success rates; b) the number and quality of resources and services for student support and learning support; c) the number of courses that meet guidelines for quality, consistency, and accessibility; and d) requirements for participation in a statewide online education consortium.

April 29, 2021

TABLE OF CONTENTS

EXECUTIVE SUMMARY

> Building on the district's first Distance Education Plan (2017-2020) and following a one-year extension due to a global pandemic, the Peralta Distance Education Committee made drafting a new three-year Distance Education Plan (2021-2024) a primary goal for Spring 2021.

Among the challenges that Peralta Community College District (Peralta) faces, a number of them are common to California's community colleges (e.g., establishing a 'new normal' after the COVID-19 pandemic, flat or decreasing enrollment, and equity gaps). Learners are still adjusting to having most or all of their courses converted to an online format due to pandemic-induced campus closures in spring 2020 and throughout the 2020-21 academic year. Many of those learners and their teachers did not choose online learning and teaching, and face numerous difficulties as a result. Peralta must continue to adapt to its learners' and teachers' needs.

Peralta's 2021-2024 Distance Education (DE) Plan is directly aligned with Peralta strategic goals and ACCJC standards, while taking into account the changing educational landscape and the nature of students in Peralta's service area. Among the district's guiding principles and values, this DE Plan and Program are focused on learners and equity.

This DE Plan was informed by numerous data sources, including but not limited to a) an assessment of results from implementing Peralta's 2017-2020 DE Plan, b) Fall 2020 District DE surveys of Peralta students and faculty, c) DE data collected through the Peralta Online Equity Initiative and related activities, and d) DE Plans (completed or in progress) by the individual Peralta colleges. Based on the review of this data, Peralta's 2021-2024 DE Plan will continue with revised versions of the previous plans three goals and related projects. This new plan also adds a new goal and projects related to joining the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium and completing its requirements.

The Plan outlines 15 projects in support of the following goals:

- DE Goal 1: To close achievement gaps, Peralta will increase online student retention and success rates each year from AY2021-22 to AY2023-24, through research-based strategies.
- DE Goal 2: To support students in achieving success in distance education courses, Peralta will provide resources, support, and services that are specific to online students, are necessary to close achievement gaps and meet regulatory requirements.
- DE Goal 3: To support both student and faculty success throughout their online course experiences, all Peralta online courses will meet guidelines for quality, consistency, and accessibility in their design and facilitation.
- DE Goal 4: Peralta will complete all California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium requirements, as outlined in the consortium agreement.

INTRODUCTION

In 2015-16, the Peralta Community College District (Peralta) adopted a set of five strategic goals driving toward student success in several core educational areas by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget. Building on this strategic planning work, the Peralta Distance Education Committee drafted a three-year Distance Education Plan for 2017-2020.

In the broader context, Peralta faces a number of challenges common to California's community colleges—e.g., flat enrollment, regional housing issues, equity gaps, and increasing demand for distance education. At the same time, job growth in the San Francisco Bay Area is expected to increase by thirteen percent (13%) in the next ten years. The demand for more highly skilled workers will increase as well, especially in the healthcare and technology industries. Peralta's faculty, staff and leaders are adapting to meet these challenges head-on. Now, more than ever, knowing our students and their needs better than anyone is crucial to our mutual success.

Within Alameda County, Peralta serves a population that is increasing in diversity (e.g., a notable increase in Latino/a population) and average age (i.e., fewer people of traditional college

age). Seeing a shrinking pipeline of high school students from feeder and non-feeder schools, Peralta now enrolls higher numbers of continuing students and first-generation college students. Reacting to the strong regional labor market, students are increasingly enrolling for reasons other than transfer or degree completion. They want to build the skills necessary to succeed in the workplace.

GUIDING PRINCIPLES AND VALUES

Based on the district's goals and background noted above, Peralta's Distance Education Plan and Program will be focused on learners and equity.

LEARNERS

Peralta's learner-centered approach to distance education will encompass:

- Supporting students in their roles and responsibilities in achieving their success by increasing their engagement, motivation, reflection, self-direction, collaboration and development of skills related to online learning; and
- Supporting faculty as learners, too, as they go through professional development related to online course design and facilitation (i.e., in line with CCC Online Education Initiative recommendations), a learning management system transition (Moodle to Canvas), and the use of evidence-based pedagogical strategies and additional technologies to support the teaching and learning process.

This plan aims to increase student success, such as improved online pass rates and grade distribution, or meaningful learning experiences, in addition to and in support of increasing overall enrollment.

EQUITY

To translate those higher pass rates and grades to closing the achievement gaps for online students and disproportionately impacted populations, Peralta's focus on equity will entail:

- Addressing the disparity in student enrollment, retention, grade distribution and success between students in online and face-to-face courses; and
- Addressing achievement gaps that are exacerbated in online environments--specifically involving disproportionately impacted students, such as African-American and Latino/a, first-generation to college, low-income and academically underprepared.

Peralta intends to go beyond the current system-wide Course Design Rubric to include equity itself as a factor in effective online course design and facilitation.

DISTANCE EDUCATION – THE BIG PICTURE

TRENDS

Increased Demand for Distance Education Before the Pandemic

Before the pandemic, the increased demand for online classes at Peralta reflected national and statewide trends, growing from under a tenth (9.1%) to almost a quarter (24.0%) of total district FTES in nine years (https://datamart.cccco.edu/, see Figure 1). This growth trend of online course demand increased competition among distance education providers, fostering the need to emphasize differentiation, quality and meeting students' needs.

Figure 1. Peralta On-Campus and Distance Education FTES, AY 2011-12 through AY2019-20

Peralta Community College District
On-Campus & Distance Education FTES
AY2011-12 Through AY2019-20
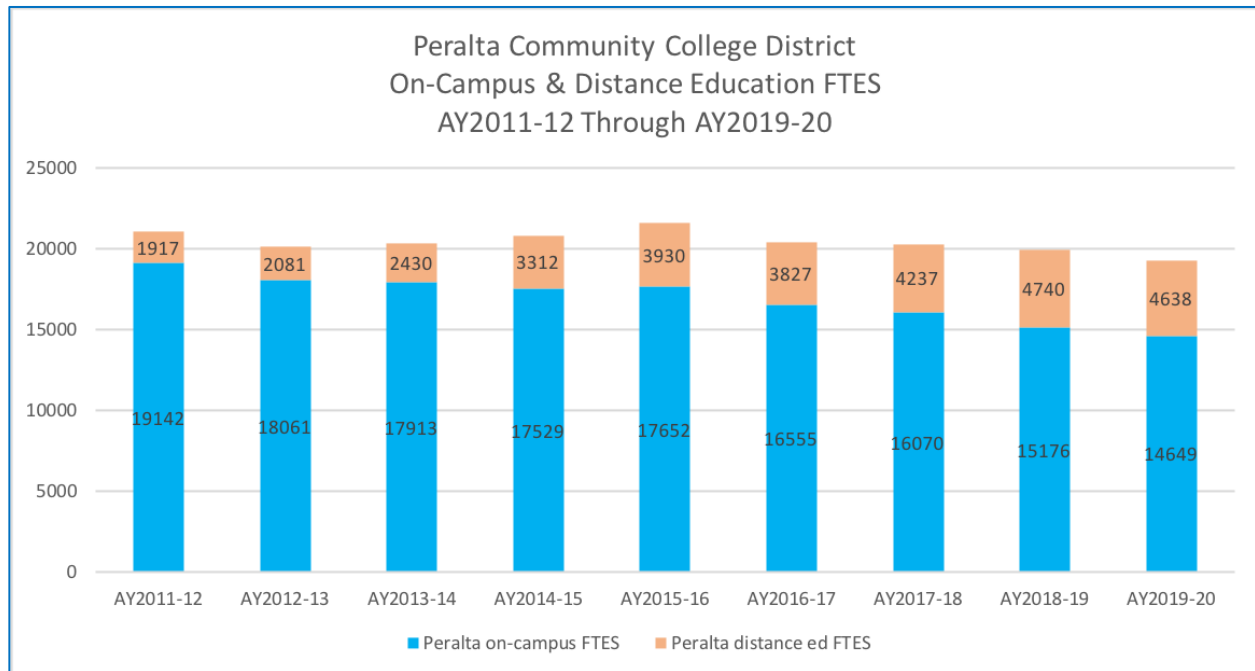
Emergency Remote Teaching and Learning During the COVID-19 Pandemic

When the coronavirus (COVID-19) pandemic emerged and forced most higher education institutions to close their campuses in spring 2020, the global higher education community turned to emergency remote teaching and learning to maintain instructional continuity and to allow students to complete their coursework. Those courses that had relied on regular, in-person, classroom meetings were converted quickly–at times in only a week or so–to a distance education format. This rapid switch increased stress and pressure on students, faculty and support staff, especially those who had not chosen to learn and teach online.

In spring and summer 2020 surveys around the country, students reported needing mental health support, financial guidance and support, academic support, more engagement during the course experience, and technology access and support (Kelly, 2020). In summer 2020 higher education campuses, districts and systems increased professional development opportunities however they could. For campuses with no instructional design staff, experienced online teachers acting as distance education coordinators both conducted workshops and worked with faculty individually

or via open lab sessions. The quality of the emergency remote courses has improved in many cases. However, students still reported a variety of challenges ranging from overdemanding instructors who require more work than for in-person classes to absentee instructors who do very little teaching and provide minimal feedback. Even with a better understanding of how online courses worked in fall 2020, students asked for the same pass-fail options that they had in spring 2020 (Flaherty, 2020).

Preparing for an Undefined "New Normal" After the COVID-19 Pandemic

As students' academic experiences, employment circumstances and personal lives kept changing, enrollment in community colleges–in particular first-year student enrollment–dropped in fall 2020 and spring 2021 (National Student Clearinghouse Research Center, 2021). However, some of the widely reported nationwide, longer-term decline in community college enrollment can be attributed to college reclassification from "public 2-year" to "public 4-year" (Hill, 2021). It is not clear how many students will return to community colleges once it is possible to learn in classrooms again.

In fall 2020 and spring 2021, campuses have continued to adapt while also preparing for a "new normal" in the 2021-2022 academic year. Scenarios include a) returning to campuses with strict health safety measures, b) using course delivery methods like multimodal or hybrid-flexible that allow students and faculty to choose whether or not they participate in person, and c) continuing with fully or mostly online course delivery. Looking forward, each campus must take into consideration that it may need to close for any number of reasons—e.g., more surges in COVID-19 infection rates or new virus variants, natural disasters (hurricanes, wildfires). As a result, distance education preparation remains critically important at every higher education institution.

OVERVIEW OF DISTANCE EDUCATION AT PERALTA COLLEGES

CURRENT STATUS

Prior to the pandemic, Peralta saw sluggish enrollment growth throughout the district. Therefore, Distance Education had become part of Strategic Enrollment Management at Peralta. For example, with flat enrollment from local K-12 feeder schools, the district began looking beyond high school students to reach its targets. As a positive reflection of statewide trends, online enrollments are expected to continue increasing—even after it is safe to open the campuses again.

Due to the pandemic described above, the majority of—and in some cases all—courses were offered via distance education. This put an enormous strain on the district and its four colleges, given distance education budgets and staffing for roughly 20-25% of FTES in online course sections.

In line with this plan's guiding principles above, Peralta's 2021-2024 Distance Education Plan also will continue to focus on increasing student retention and success in online courses. Mirroring national and statewide trends, most students at Peralta pass online courses at lower rates than those in traditional courses overall (see Figure 2). Further, specific groups face achievement gaps for student retention (course completion) and student success rates (passing grade). Success rates are lower than the overall average and the achievement gaps are wider for a variety of disproportionately impacted populations, including but not limited to students who identify as Black/African-American or Latinx/Hispanic (also see Figure 2).

Figure 2. Peralta CCD – Comparing Online and Traditional Student Success Rates by Ethnicity – AY2014-15 to AY2019-20

Peralta CCD - Comparing Online and Traditional Student Success Rates by Ethnicity – AY14-15 to AY19-20
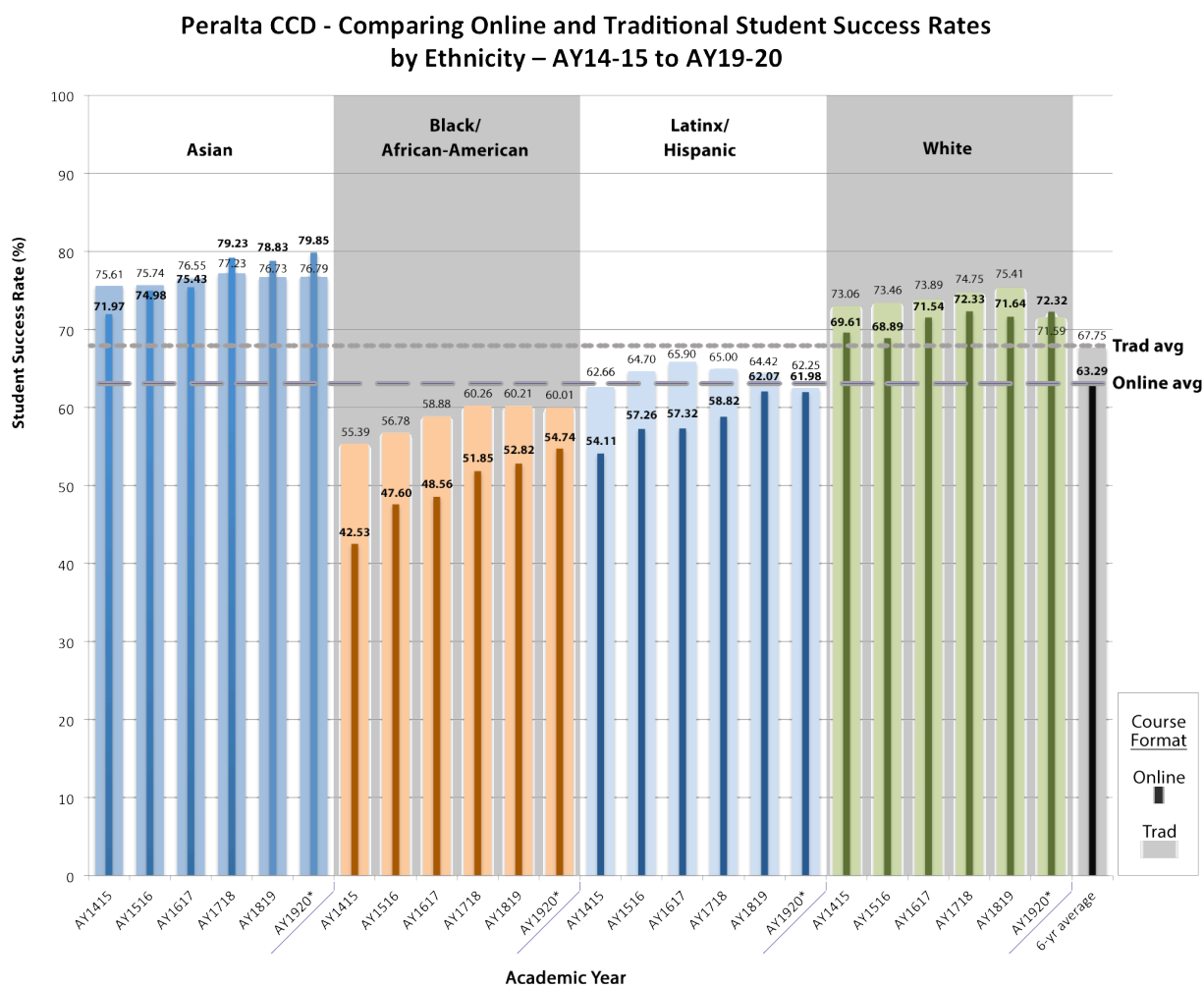
DISTANCE EDUCATION COMMITTEE CHARGE (SEPT. 2017)

The Peralta Distance Education Subcommittee will develop and make recommendations regarding policies, processes, and resources that support effective, innovative, and equitable online and hybrid education at PCCD. Specifically, the Committee focuses on:

- Supporting excellence in online and hybrid teaching
- Expanding support services that help students achieve their goals

- Reducing education gaps in student achievement
- Ensuring that all PCCD online and hybrid classes meet federal, state, and accreditation standards, follow all relevant district policies & procedures, and adhere to Collective Bargaining Agreement requirements

The committee works in collaboration with the District Academic Senate and the Peralta Federation of Teachers to make recommendations to the District Academic Affairs and Student Services Committee, and/or to other entities as requested.

RECENT PERALTA DISTANCE EDUCATION ACTIVITIES

This DE Plan is informed by multiple data sources, including but not limited to the following recent activities: a) an assessment of results from implementing the district's 2017-2020 DE Plan; b) Fall 2020 surveys of students and faculty to determine their DE needs during the pandemic; c) data collected as part of the Peralta Online Equity Initiative and related grant activities; and d) current or forthcoming versions of DE Plans by the individual Peralta Colleges.

RESULTS FROM IMPLEMENTING THE 2017-2020 DISTANCE EDUCATION PLAN

In December 2017, the Peralta Community College District approved and launched its first Distance Education (DE) Plan in which it outlined goals and related projects to increase a) online student retention and success rates; b) the number and quality of resources and services for student support and learning support; and c) the number of courses that meet guidelines for quality, consistency, and accessibility.

Although the time period to complete the plan's projects was scheduled to end in 2020, the DE Committee was forced to suspend several project activities due to COVID-19 campus closures and the rapid shift to emergency remote teaching and learning in Spring 2020. As a result, the DE Committee recommended extending the project period for one year to complete unfinished tasks and to work with the four Peralta colleges to develop robust, campus-level plans. Once

project activities are completed and campus-level plans are in place, the district can then craft an appropriate plan to support students, faculty and staff in Fall 2021 and beyond.

In Fall 2020, the DE Committee conducted an assessment of results from implementing the DE Plan (see Appendix A for the full DE Plan Assessment). The DE team noted the following: 1) Accomplishments, framed as the extent to which each project was completed; 2) Challenges, framed as the barriers that prevented completion of tasks for each project; and 3) New Needs, framed as related needs that emerged after the DE Plan was written and approved in 2017.

Accomplishments

- **DE Goal 1 - increase online student retention & success rates**: Over the three-year period, online course success rates increased for students in all ethnicity groups. Starting with the final success rates from AY2016-17 and ending with the success rates from AY2019-20, the increases were as follows: +3.7% all students combined, +4.4% Asian, +6.2% Black/African American, +4.7% Hispanic/Latinx, and +0.8% White (see Appendix B). Black/African American students and Hispanic/Latinx students made the greatest gains over the three-year period, slightly reducing related achievement gaps. It should be noted that in spring 2020, student success rates increased in courses scheduled to be taught online at the beginning of the term, while student success rates decreased in traditional courses that shifted online due to COVID-19.

- **DE Goal 2 - provide resources and services specific to online learners**: Over the three-year period, the District conducted several needs assessment activities to determine what resources and services are available to online learners, and which services students access over distance. The District also increased the number of student-focused, online support platforms (e.g., tutoring) and created centralized resource collections for online learners. Resolution re: student services

- **DE Goal 3 - improve online course quality, consistency & accessibility**: Over the three-year period, the District and all four Peralta Colleges a) have adopted the CCC California Virtual Campus-Online Education Initiative (CVC-OEI) course design rubric, b) have applied to join the CVC-OEI Consortium, c) have developed and facilitated

locally created, nationally recognized training to increase learning equity via Peralta's Online Equity Rubric and Equity Training, and d) have been awarded Improving Online CTE Pathway grants. The DE Committee has developed recommendations for DE instructor preparation, which were approved by the District and College senates.

Recommendations for AY 2020-21

Prior to Spring 2020, only about 18-20% of Peralta's courses were taught in an online or hybrid format. However, the pandemic changed that ratio: a) almost every Peralta course shifted to emergency remote teaching and learning in Spring 2020, and b) almost all Peralta courses continued to use virtual coursework in Fall 2020. During Spring 2020, it became clear that distance education would play a prominent role in course delivery for the 2020-21 academic year. The DE Committee recommended that the district and its four colleges must adequately a) plan for increased levels of training and support for faculty and students alike; b) measure student satisfaction, enrollment, retention and success more frequently to inform distance education decisions; and c) maintain and grow the district-wide Equity Initiative to address the equity-related issues that have been amplified since the coronavirus pandemic began. The committee also stated that Distance Education activities require consistent budgets at the district and colleges, and increased staffing to meet the increased demand.

FALL 2020 DISTRICT DE SURVEYS OF PERALTA STUDENTS AND FACULTY

To help gather insight about faculty and student needs when almost all courses are being taught online in Fall 2020, the district conducted a survey of 2,037 students (December 2020). Results include, but are not limited to the following (See Appendix B for full student survey results):

- **Almost three-quarters (73.7%) of all students were satisfied or strongly satisfied with Fall 2020 online courses** throughout Peralta.
- Students identified the online course elements that they feel most help them learn, including a well-organized course (75.6%), clearly outlined expectations for assignments (66.7%), adequate time to complete course work (64.5%) and timely instructor feedback (62.4%). **Fall 2020 student survey results ranked the following helpful course elements 4% to 5% more highly than the Spring 2019 student survey results**: a)

having a well-organized course, b) having the instructor provide materials, and c) having adequate time to complete course work.

- Students identified the largest barriers to their successful learning in online courses, which include lack of face-to-face interaction (45.2%), difficulty with time management (41.3%), lack of self-motivation to complete online coursework (36.7%) and minimal or no communication with other students (36.4%). **Fall 2020 student survey results ranked the following barriers to learning 10% to 15% more highly than the Spring 2019 student survey results**: lack of self-motivation, lack of face-to-face interaction, minimal or no communication with classmates, and being prepared to learn online.

- Students identified the resources they accessed over distance to support their learning in online courses, including but not limited to academic counseling/advising (46.9%), financial aid (30.6%), admissions and records (25.6%) and the bookstore (19.4%).

The district also conducted a survey of 111 faculty in December 2020 (See Appendix C for full faculty survey results).

DE DATA COLLECTED THROUGH THE PERALTA ONLINE EQUITY INITIATIVE

The Peralta Equity Initiative is a district-wide effort to increase learning equity for all learners at Peralta. First, the Peralta Distance Education (DE) Committee introduced equity as a core value in the district's 2017-2020 Distance Education Plan. Next, to help faculty address learning equity in their courses, a small team first created the first-of-its-kind Peralta Equity Rubric, and then developed a related online Peralta Equity Training course. Over 50 Peralta faculty have completed the training, and roughly 20 of those faculty also have redesigned a course to align it completely with the rubric. The effort continues to expand by adding new members to the team and by launching the district's first-ever Equity Conference in April 2021.

To increase equity in Peralta's Career and Technical Education (CTE) courses, the team applied for an *Improving Online CTE Pathways* grant by the California Virtual Campus-Online Education Initiative (CVC-OEI). The district was awarded $319,000 from CVC-OEI for a

project called 'Peralta CTE Online Equity Initiative.' This project a) redesigned the existing Peralta Online Equity Training with a CTE focus for Peralta and statewide use, and b) trained 24 CTE faculty and 21 non-CTE faculty to incorporate equity principles into online courses across the district. A core goal was to analyze how online instruction works—or does not work—for specific groups of students within the CCC system, particularly disproportionately impacted students. Preliminary research showed reductions in equity gaps in retention, success and grade distribution for online learners when comparing results from equity-aligned classes to the baseline for online CTE courses.

*Comparing student retention**

The team compared the following retention rates: a) a 4-year average of baseline retention data in online CTE courses from AY15-16 through AY18-19, b) the highest retention rate from the four years of baseline data, and c) student retention in Summer and Fall 2020 CTE courses that were redesigned to align with the Equity Rubric. Retention rates for Black/African-American, Hispanic/Latinx and White students, as well as all ethnicities combined, in equity-aligned courses were higher than both the baseline 4-year average retention and the baseline best year retention. Retention rates for Asian students were higher than the baseline 4-year average, but slightly lower than the baseline best year.

Ethnicity	Baseline - 4-Year Average Retention	Baseline - Best Year Retention	Peralta Pathways Retention (F 2020)
All ethnicities	76.24%	76.92%	**81.02%**
Asian	84.19%	**85.73%**	84.85%
Black / African-Amer	68.94%	71.03%	**71.19%**
Hispanic / Latinx	75.03%	79.93%	**82.11%**
White	76.14%	79.92%	**82.09%**

*Comparing student success**

The team compared the following success rates: a) a 4-year average of baseline success data in

online CTE courses from AY15-16 through AY18-19, b) the highest success rate from the four years of baseline data, and c) student success in Summer and Fall 2020 CTE courses that were redesigned to align with the Equity Rubric. Success rates for Black/African-American, Hispanic/Latinx and White students, as well as all ethnicities combined, in equity-aligned courses were higher than both the baseline 4-year average success and the baseline best year success. Success rates for Asian students were slightly lower than both the baseline 4-year average and the baseline best year.

Ethnicity	Baseline - 4-Year Average Success	Baseline - Best Year Success	Peralta Pathways Success (F 2020)
All ethnicities	64.85%	65.41%	**72.24%**
Asian	79.14%	**80.67%**	78.79%
Black / African-Amer	49.20%	49.70%	**61.02%**
Hispanic / Latinx	61.26%	62.63%	**69.47%**
White	67.25%	71.13%	**77.61%**

*Comparing student grade distribution**

The team compared the following grade distribution: a) a 4-year average of baseline grade distribution data in online CTE courses from AY15-16 through AY18-19, and b) student grade distribution in Summer and Fall 2020 CTE courses that were redesigned to align with the Equity Rubric. The grade distribution for Asian, Black/African-American, Hispanic/Latinx and White students, as well as all ethnicities combined, in equity-aligned courses was higher than the baseline 4-year average grade distribution. Specifically, all groups had a higher percentage of A grades, and a lower percentage of F grades. In particular, Black/African-American students had a higher percentage of all passing grades (A, B, and C) and a lower percentage of non-passing grades (D, F and W); Hispanic/Latinx students had a higher percentage of the highest passing grades (A and B) and a lower percentage of non-passing grades (D, F and W).

*NOTE: Limitations of this study include 1) some faculty completed their equity alignment / course redesign more than halfway through the Fall 2020 semester, reducing the potential

impact on both student retention and student success; and 2) the number of equity aligned courses is relatively small (~15) compared to the total, district-wide number of online CTE courses over an academic year.

DE Plans by Individual Peralta Colleges

Following the district approving its 2017-2020 DE Plan, the colleges began their own planning efforts to complement the district-wide DE goals and activities. The Laney College 2019-2021 DE Plan was approved in Spring 2019. Berkeley City College, College of Alameda and Merritt College are working on their own DE Plans as well. The district's DE Coordinator gets regular updates about each college's goals during DE Committee meetings, and will use that knowledge to inform this district-wide 2021-2024 DE Plan.

DISTANCE EDUCATION GOALS

DE Goal 1: To close achievement gaps, Peralta will **increase online student retention and success rates each year from AY2021-22 to AY2023-24, through research-based success strategies.**

- Evaluation metrics for this goal will include but are not limited to: a) the retention and success rate gaps in online courses compared to traditional courses will decrease; b) the retention and success rate gaps in online courses among students in differing disproportionately impacted groups will decrease; c) the number of early interventions and other student supports for online students will increase; d) the number of colleges and/or DE courses that use early interventions and other student supports geared towards the online student population will increase; and e) the number of trainings for faculty to use early intervention tools.

DE Goal 2: To support students in achieving success in distance education courses, Peralta will **provide resources, support, and services that are specific to online students, are necessary to close achievement gaps and meet regulatory requirements.**

- Evaluation metrics for this goal will include but are not limited to: a) the number and quality of resources, support and services available to online students will increase; and b) the number of students enrolled in an online course who access online support services will increase.

DE Goal 3: To support both student and faculty success throughout their online course experiences, **all Peralta online courses will meet guidelines for quality, equity, consistency, and accessibility in their design and facilitation.**

- Evaluation metrics for this goal will include but are not limited to a) the number or percentage of online courses that meet rigorous standards of quality will increase; b) the number or percentage of community college faculty prepared to teach in an online environment will increase; c) the number or percentage of college staff prepared to

support faculty with making their course accessible will increase; d) the number of accessibility trainings and Learning Technology Interoperability (LTI) Integrations used for accessibility will increase; and e) the number or percentage of courses that have been aligned with the CVC-OEI Course Design Rubric and the Peralta Online Equity Rubric will increase.

DE Goal 4: To close the achievement gap and make all online classes accessible for students, **all Peralta colleges will meet the requirements of the CVC-OEI Consortium agreement by 2023.**

- Evaluation metrics for this goal will include but are not limited to a) evidence of the completion of general provisions mentioned in the Consortium agreement, including CVC Student Exchange and Financial Aid Agreement; b) evidence of a course review and alignment process, including establishing POCR teams in each college and ensuring that courses utilize technology and materials that comply with the accessibility requirements; c) the number or percentage of online courses created to fill the critical gaps identified by CVC-OEI; and d) a complete list of consortium team members from each college that includes administrators, faculty, staff and students.

PROPOSED DE PROJECTS AND ACTIVITIES

The Peralta Distance Education Committee identified the following ten priorities to achieve the Distance Education Goals above:

In support of DE Goal 1
DE Project 1.1: Develop recommendations for early interventions and other actions to increase online student retention and success, and to reduce achievement gaps—a) for all students in online classes compared to traditional classes, and b) for all disproportionately impacted groups in online classes. Example interventions include use of the Early Alert system and an online learner readiness orientation.

DE Project 1.2: Implement recommendations for early interventions and other actions to increase online student retention and success, and to reduce achievement gaps—a) all students in online classes compared to traditional classes, and b) all disproportionately impacted groups in online classes. DE Project 1.2 will include training for faculty to use early intervention tools.

In support of DE Goal 2

DE Project 2.1: Continue the district-wide needs assessment of student support and learning support services available to online students across all four campuses and the district to a) document a baseline of existing types and levels, and b) identify goals for desired types and levels. DE Project 2.1 will include academic, technical and organizational support for online students (e.g., orientations, library services, tutoring, tech help desk, registration, financial aid).

DE Project 2.2: Introduce new and make improvements to existing student support and learning support services for online students.

DE Project 2.3: Implement an annual, districtwide online survey to evaluate the use of existing online student services and to determine the need for new services.

In support of DE Goal 3

DE Project 3.1: (a) Prepare and (b) use course design and facilitation guidelines related to quality, consistency and accessibility (CVC-OEI Course Design Rubric); and equity (Peralta Online Equity Rubric).

DE Project 3.2: (a) Develop and (b) implement recommendations related to instructor preparation for and support in online and hybrid teaching, by (c) increasing the number of districtwide Peralta Online Equity trainings for faculty and (d) providing opportunities and support for faculty to align their courses based on the CVC-OEI Course Design Rubric and the Peralta Online Equity Rubric.

In support of DE Goal 4

DE Project 4.1: Participate in the CVC Exchange as both Home and Teaching College by June 2023. DE Project 4.1 will a) complete the Financial Aid Consortium agreement process for each Peralta College; b) complete the e-transcript process; and c) provide CVC-OEI secure access to data or systems necessary for the cross-enrollment processes.

DE Project 4.2: Establish a course review and alignment process by a) building local Peer Online Course Review (POCR) teams that includes course reviewers and project leads in each college to align the online courses to the CVC-OEI Course Design Rubric; b) aligning at least 20% of online courses or sections within two academic years of establishing a local POCR process; c) providing training for faculty to help align their courses with CVC-OEI Rubric; and d) ensuring course materials and instructional technology meet the accessibility requirements of Section 508. DE Project 4.2 will include a) getting support from the district and CVC-OEI to align 20% of the online courses with the accessibility requirements (CVC-OEI Course Design Rubric-Section D); and b) securing funding for faculty to redesign their courses for review.

DE Project 4.3: Improve the quality and quantity of online course offerings by a) implementing CVC-OEI support services, and b) developing additional online courses fill critical gaps as outlined by the CVC-OEI.

DE Project 4.4: Establish a CVC-OEI Consortium Team for each Peralta college that includes staff, administrators, faculty and a project lead.

In support of all four DE Goals

DE Project 5.1: Delineate college and district roles and responsibilities related to distance education. DE Project 5.1 will a) focus on a district-wide perspective that supports colleges' initiatives and b) create an institutional knowledge transfer process to bridge gaps created by committee member and staff changes each academic year.

DE Project 5.2: Develop recommendations for and/or revisions to policies and procedures to address distance education issues (e.g., Peralta Administrative Procedure 4105 on Distance Education, contract negotiation at district and college levels).

DE Project 5.3: Improve information and communication related to distance education across the district.

DE Project 5.4: Develop resource recommendations to support the goals and projects above (e.g. fiscal, human resource, tech, etc.).

PROPOSED DE PROJECT TIMELINE

Terms	Projects supporting DE Goal 1	Projects supporting DE Goal 2	Projects supporting DE Goal 3	Projects supporting DE Goal 4	Projects supporting All DE Goals
Fall 2021 Spring 2022 Summer 2022	Project 1.1	Project 2.1	Project 3.1a Project 3.2a	Project 4.1a Project 4.1b Project 4.1c	Project 5.1 Project 5.2 Project 5.3 Project 5.4
Fall 2022 Spring 2023 Summer 2023	Project 1.2	Project 2.2	Project 3.1b Project 3.2b	Project 4.2a Project 4.2b Project 4.2c Project 4.2d Project 4.3a Project 4.3b Project 4.4	Project 5.2 Project 5.3 Project 5.4
Fall 2023 Spring 2024 Summer 2024	Project 1.2 (with revisions based on evals)	Project 2.2 (with revisions based on evals)	Project 3.1b Project 3.2b Project 3.2c Project 3.2d (with revisions based on evals)	Project 4.2a Project 4.2b Project 4.2c Project 4.2d	Project 5.2 Project 5.3 Project 5.4

DE GOAL ALIGNMENT WITH PERALTA STRATEGIC GOALS AND ACCJC STANDARDS

Distance Education Goal	Alignment with Peralta Strategic Goals	Alignment with Peralta Strategic Objectives	Alignment with ACCJC Standards	Alignment with ACCJC Standard Criteria
1. To close achievement gaps, Peralta will increase online student retention and success rates each year from AY2017-18 to AY2019-20, through research-based success strategies.	A. Advance Student Access, Equity and Success	A.3 – Student Success A.4 – Student Equity	I.B. Improving Institutional Effectiveness	I.B.1 Dialogue on continuous improvement I.B.2 Set goals I.B.3 Assess progress I.B.7 Review effectiveness of improvements
2. To support students in achieving success in distance education courses, Peralta will provide resources, support, and services that are specific to online students, are necessary to close achievement gaps and meet regulatory requirements.	D. Strengthen Accountability, Innovation & Collaboration E. Develop and Manage Resources to Advance Mission	D.1 – Service Leadership D.2 – Institutional Leadership & Governance E.2 – Budget to Improve Student Success E.4 – Support Quality Instruction	I.B. Improving Institutional Effectiveness II.B. Student Support Services II.C. Library & Learning Support Services III.C. Technology Resources	I.B.7 Review services II.B.1 Show effectiveness II.B.2 Provide catalog II.B.3 Address support needs II.B.4 Evaluate services II.C.1 Provide services II.C.2 Evaluate services III.C.1 Provide tech support
3. To support both student and faculty success throughout their online course experiences, all Peralta online courses will meet guidelines for quality, consistency, and accessibility in their design and facilitation.	A. Advance Student Access, Equity and Success C. Build Programs of Distinction D. Strengthen Accountability, Innovation & Collaboration E. Develop and Manage Resources to Advance Mission	A.4 – Student Equity C.2 – Student Success D.1 – Service Leadership D.2 – Institutional Leadership & Governance E.4 – Support Quality Instruction	II.A. Instructional Programs III.A. Human Resources III.C. Technology Resources	II.A.1 Demonstrate addressing PCCD mission II.A.2 Assure quality & improvement III.A.5 Provide opportunities for professional dev III.C.1 Provide tech support

4. To close the achievement gap and make all online classes accessible for students, all Peralta colleges will meet the requirements of the CVC-OEI Consortium agreement by 2023.	A. Advance Student Access, Equity and Success D. Strengthen Accountability, Innovation & Collaboration E. Develop and Manage Resources to Advance Mission	A.1 Student Access A.3 Student Success A.4 Student Equity Planning D.1 Service Leadership D.4 Expand the Use of Technology E.4 Support Quality Instruction	I.B. Improving Institutional Effectiveness II.A. Instructional Programs II.B. Student Support Services III.C. Technology Resources	I.B.1 Dialogue on continuos improvement of student learning and institutional process I.B.2 Set goals I.B.3 Assess progress I.B.7 Review effectiveness of improvements II.A.2 Assure quality & improvement III.A.5 Provide opportunities for professional dev III.C.1 Provide tech support II.B.1 Show effectiveness II.B.3 Address support needs II.B.4 Evaluate services

SUMMARY OF RESOURCE NEEDS

Proposed Project	Resource description	Estimated cost
Project 1.1	F21: Estimated time commitment 0.4 timebase	10,000
	S22: Estimated time commitment 0.2 timebase	5,000
Project 1.2	F22: Estimated time commitment 0.2 timebase	5,000
	S23: Estimated time commitment 0.2 timebase	5,000
	M23: Estimated time commitment 0.2 timebase (eval)	5,000
	F23: Estimated time commitment 0.2 timebase	5,000
	S24: Estimated time commitment 0.2 timebase	5,000
	M24: Estimated time commitment 0.2 timebase (eval)	5,000
Project 2.1	S22: Estimated time commitment 0.4 timebase	10,000
	M22: Estimated time commitment 0.4 timebase	10,000
Project 2.2	F22: Estimated time commitment 0.2 timebase	5,000
	S23: Estimated time commitment 0.2 timebase	5,000
	M23: Estimated time commitment 0.2 timebase (eval)	5,000
	F23: Estimated time commitment 0.2 timebase	5,000
	S24: Estimated time commitment 0.2 timebase	5,000
	M24: Estimated time commitment 0.2 timebase (eval)	5,000
Project 3.1a	S22: Estimated time commitment 0.2 timebase	5,000
	M22: Estimated time commitment 0.2 timebase	5,000
Project 3.1b	F22-S23: Instructional Design Consultant/Staff/Faculty	30,000
	M23-S24: Instructional Design Consultant/Staff/Faculty	20,000
	M24: Instructional Design Consultant/Staff/Faculty	2,500
Project 3.2a	S22: Estimated time commitment 0.2 timebase	5,000
	M22: Estimated time commitment 0.2 timebase	5,000
Project 3.2b	F22-S23: Instructional Design Consultant/Staff/Faculty	30,000
	M23-S24: Instructional Design Consultant/Staff/Faculty	20,000
	M24: Instructional Design Consultant/Staff/Faculty	2,500
Project 4.1	Students Services, IT, Admissions and Records	0
Project 4.2	POCR Lead (0.4)	10,000
	POCR Phase 1	5,000
	POCR Training	
	POCR Course Reviewers	1,500
	POCR Phase 2	9,000
	POCR Course Reviewers for 20% of online courses	34,500
	Accessibility Specialist (1.0)	
	POCR Course Reviewees (Stipend)	

Project 4.3	Curriculum committee, Consortium Team Lead	0
Project 4.4	POCR Team Members: staff, administrators, faculty (0.2)	5,000
Project 5.1	DE Committee work	0
Project 5.2	DE Committee work	0
Project 5.3	DE Committee work	0
Project 5.4	DE Committee work	0
	Total cost estimate*	$_____

APPENDIX A: ASSESSMENT OF PERALTA COMMUNITY COLLEGE DISTRICT DISTANCE EDUCATION PLAN, 2017-2020

EXECUTIVE SUMMARY

In December 2017, the Peralta Community College District approved and launched its first Distance Education (DE) Plan in which it outlined goals and related projects to increase a) online student retention and success rates; b) the number and quality of resources and services for student support and learning support; and c) the number of courses that meet guidelines for quality, consistency, and accessibility.

Although the time period to complete the plan's projects was scheduled to end in 2020, the DE Committee was forced to suspend several project activities due to COVID-19 campus closures and the rapid shift to emergency remote teaching and learning in Spring 2020. Therefore, the DE Committee recommended extending the project period for one year to complete unfinished tasks and to work with the four Peralta colleges to develop robust, campus-level plans. Once project activities have been completed and campus-level plans are in place, the district can then craft an appropriate plan to support students, faculty and staff in Fall 2021 and beyond.

ASSESSMENT OF THE DE PLAN IMPLEMENTATION

In [Appendix A, Assessment of PCCD Distance Education Plan Implementation - Spring 2020](#), the DE team noted the following: 1) Accomplishments, framed as the extent to which each project has been completed; 2) Challenges, framed as the barriers that prevented completion of tasks for each project; and 3) New Needs, framed as related needs that emerged after the DE Plan was written and approved in 2017.

ACCOMPLISHMENTS

- **DE Goal 1 - increase online student retention & success rates**: Over the three-year period, online course success rates increased for students in all ethnicity groups. Starting

with the final success rates from AY2016-17 and ending with the success rates from AY2019-20, the increases were as follows: +3.7% all students combined, +4.4% Asian, +6.2% Black/African American, +4.7% Hispanic/Latinx, and +0.8% White. Black/African American students and Hispanic/Latinx students made the greatest gains over the three-year period, slightly reducing related achievement gaps. It should be noted that in spring 2020, student success rates increased in courses scheduled to be taught online at the beginning of the term, while student success rates decreased in traditional courses that shifted online due to COVID-19.

- **DE Goal 2 - provide resources and services specific to online learners**: Over the three-year period, the District conducted several needs assessment activities to determine what resources and services are available to online learners, and which services students access over distance. The District also increased the number of student-focused, online support platforms (e.g., tutoring) and created centralized resource collections for online learners. Resolution re: student services

- **DE Goal 3 - improve online course quality, consistency & accessibility**: Over the three-year period, the District and all four Peralta Colleges a) have adopted the CCC California Virtual Campus-Online Education Initiative (CVC-OEI) course design rubric, b) have applied to join the CVC-OEI Consortium, c) have developed and facilitated locally created, nationally recognized training to increase learning equity via Peralta's Online Equity Rubric and Equity Training, and d) have been awarded Improving Online CTE Pathway grants. The DE Committee has developed recommendations for DE instructor preparation, which were approved by the District and College senates.

RECOMMENDATIONS FOR AY 2020-21

Prior to Spring 2020, only about 18-20% of Peralta's courses were taught in an online or hybrid format. As a) almost every Peralta course shifted to emergency remote teaching and learning in Spring 2020, and b) almost all Peralta courses will continue to use virtual coursework in Fall 2020, it is clear that distance education will play a prominent role in course delivery for the next

academic year. This is true for every higher education institution in the world. Even after campuses reopen, instructors will continue to use online resources and activities at much higher rates than before. This means that Peralta and its four colleges must adequately a) plan for increased levels of training and support for faculty and students alike; b) measure student satisfaction, enrollment, retention and success more frequently to inform distance education decisions; and c) maintain and grow the district-wide Equity Initiative to address the equity-related issues that have been amplified since the coronavirus pandemic began. Overall, Distance Education activities require consistent budgets at the district and colleges, and increased staffing to meet the increased demand.

Complete unfinished tasks

Although DE training--especially Peralta's locally developed Online Equity Training--has been highly successful overall, efforts need to scale up dramatically to create a greater sense of consistency for online course quality and accessibility. Given that students who enrolled in traditional courses in Spring 2020 did not perform as well as previous semesters, the District must provide more support in AY2020-21 to complete the following tasks:

- Involve students in the design and development of resources to support online students in an authentic manner.
- The District and colleges must continue efforts to improve DE-related communications
- Implement consistent DE budgets at the district and college levels

COMPARISON OF STUDENT SUCCESS RATES IN ONLINE AND TRADITIONAL COURSES BY ETHNICITY, 2014-15 THROUGH 2019-20

Table A1. Comparison of student success rates in online and traditional (trad) courses by ethnicity, 2019-2020, broken down by semester and academic year

Academic semester/ year and course modality	M19 online	F19 online	S20* online	AY 1920 online	M19 trad	F19 trad	S20* trad	AY 1920 trad
DISTRICT (all ethnicities)	72.86	64.03	67.27	67.23	79.29	67.86	64.05	67.20
Asian	84.52	77.46	79.52	79.85	83.21	77.43	74.74	76.79
Black / African American	59.71	51.93	54.89	54.74	75.92	59.94	56.61	60.01
Hispanic / Latino	66.12	58.25	63.35	61.98	76.22	62.53	59.92	62.55
White	76.96	69.78	72.10	72.32	82.62	74.95	66.38	71.59

Table A2. Comparison of student success rates in online and traditional (trad) courses by ethnicity, 2018-2019, broken down by semester and academic year

Academic semester/ year and course modality	M18 online	F18 online	S19 online	AY 1819 online	M18 trad	F18 trad	S19 trad	AY 1819 trad
DISTRICT (all ethnicities)	72.44	66.52	65.74	67.25	77.79	68.98	70.64	68.98
Asian	82.39	78.72	77.30	78.83	84.45	76.73	78.76	76.73
Black / African American	56.64	53.00	51.38	52.82	72.32	60.21	61.65	60.21
Hispanic / Latino	67.70	61.10	60.67	62.07	73.05	64.42	66.63	64.42

White	74.53	70.42	71.46	71.64	82.43	75.41	75.48	75.41

Table A3. Comparison of student success rates in online and traditional (trad) courses by ethnicity, 2017-2018, broken down by semester and academic year

Academic semester/ year and course modality	M17 online	F17 online	S18 online	AY 1718 online	M17 trad	F17 trad	S18 trad	AY 1718 trad
DISTRICT (all ethnicities)	71.78	64.09	66.15	66.57	78.03	67.40	69.23	69.10
Asian	83.17	77.44	78.51	79.23	84.79	75.85	77.29	77.23
Black / African American	54.22	50.94	51.61	51.85	71.46	58.71	59.80	60.26
Hispanic / Latino	65.44	54.08	60.08	58.82	75.30	62.94	65.21	65.00
White	75.12	71.42	71.71	72.33	81.72	73.37	74.96	74.75

Table A4. Comparison of student success rates in online and traditional (trad) courses by ethnicity, 2016-2017, broken down by semester and academic year

Academic semester/ year and course modality	M16 online	F16 online	S17 online	AY 1617 online	M16 trad	F16 trad	S17 trad	AY 1617 trad
DISTRICT (all ethnicities)	68.85	61.33	62.69	63.55	77.74	66.52	69.01	68.66
Asian	78.33	73.86	75.20	75.43	83.20	74.75	76.95	76.55
Black / African American	52.35	45.73	49.64	48.56	69.85	56.85	58.76	58.88

Hispanic / Latino	63.28	54.86	56.53	57.32	78.45	63.16	66.15	65.90
White	77.54	69.03	70.31	71.54	80.47	72.6	74.03	73.89

Table A5. Comparison of student success rates in online and traditional (trad) courses by ethnicity, 2015-2016, broken down by semester and academic year

Academic semester/ year and course modality	M15 online	F15 online	S16 online	AY 1516 online	M15 trad	F15 trad	S16 trad	AY 1516 trad
DISTRICT (all ethnicities)	65.83	59.39	62.25	61.96	74.99	65.65	66.90	67.10
Asian	78.52	72.41	75.30	74.98	82.23	74.40	75.59	75.74
Black / African American	50.31	44.92	48.79	47.60	65.89	55.63	56.03	56.78
Hispanic / Latino	61.59	54.07	58.03	57.26	74.58	63.43	63.85	64.70
White	73.04	67.76	67.33	68.89	77.90	72.17	73.89	73.46

Table A6. Comparison of student success rates in online and traditional (trad) courses by ethnicity, 2014-2015, broken down by semester and academic year

Academic semester/ year and course modality	M14 online	F14 online	S15 online	AY 1415 online	M14 trad	F14 trad	S15 trad	AY 1415 trad
DISTRICT (all ethnicities)	64.66	58.18	56.01	58.77	74.28	64.29	65.82	65.93
Asian	77.62	70.38	69.73	71.97	82.57	74.51	75.07	75.61

Black / African American	49.60	39.62	41.03	42.53	64.72	53.53	55.32	55.39
Hispanic / Latino	57.17	55.37	51.51	54.11	72.81	60.56	62.78	62.66
White	73.53	71.26	65.88	69.61	79.35	72.35	72.54	73.06

Figure A1. Comparison of student success rates in online and traditional (trad) courses by ethnicity, AY2014-15 to AY2019-20
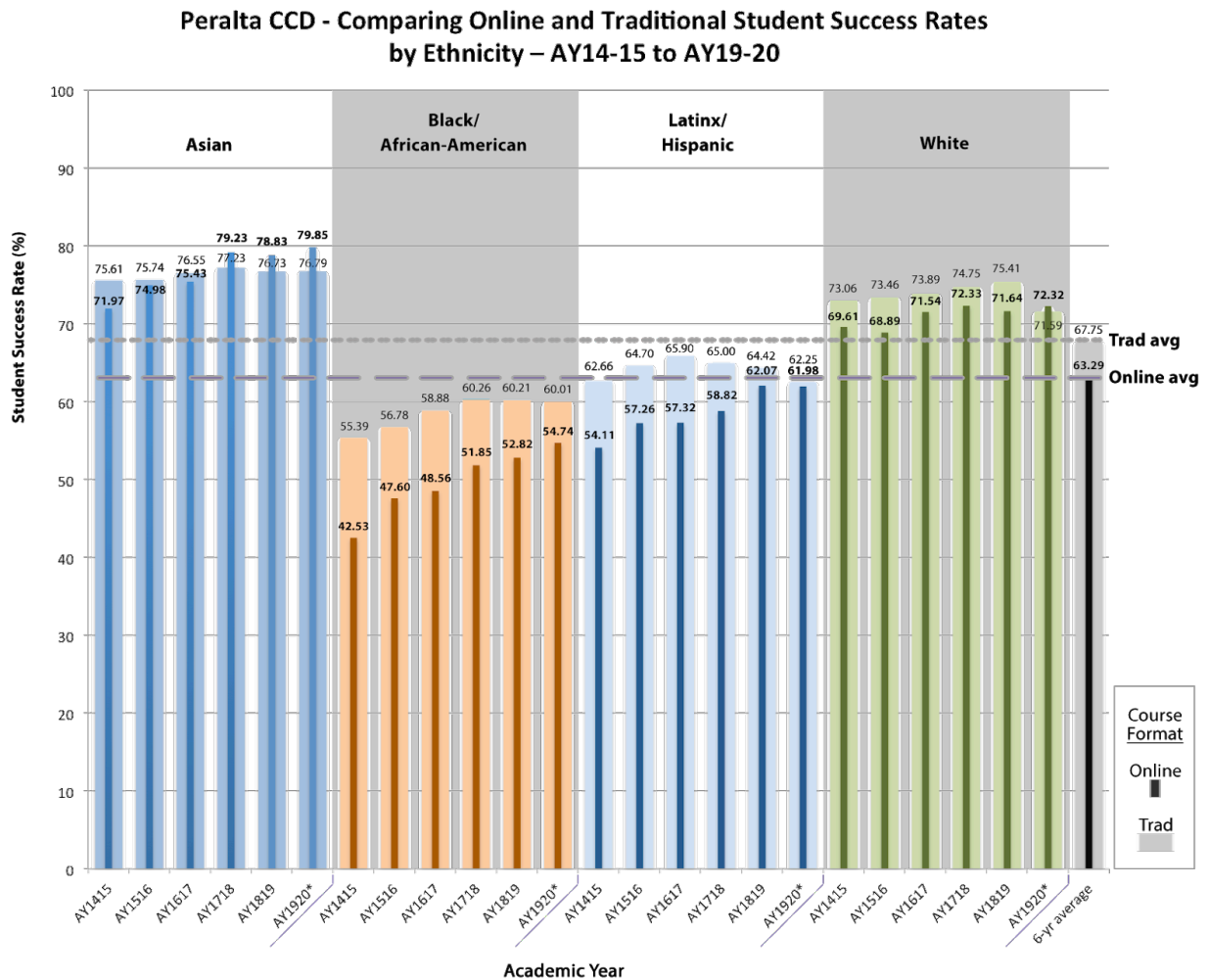
APPENDIX B: PERALTA DISTRICT – FALL 2020 DISTANCE EDUCATION NEEDS ASSESSMENT – STUDENT SURVEY

FALL 2020 STUDENT SURVEY – SUMMARY

Peralta regularly conducts needs assessment activities to ensure its distance education program adequately supports the success of online faculty and students. It conducted an additional set of surveys when almost every Fall 2020 course went online due to the COVID-19 pandemic and campus closures. To help gather insight about faculty and student needs when almost all courses are being taught online, the district Distance Education (DE) Committee collected data from 2,037 students via a survey conducted between December 7 and December 18, 2020.

Peralta student demographic information

- **Ethnicity**: Of the students, 16.9% identified as African/African-American; 13.0% as E. Asian; 20.8% as White; 19.7% as Latinx; 5.2% as S. Asian; and 9.9% as mixed. All other ethnicities were under 3%. [Students were not able to identify as more than one ethnicity, other than "Mixed."]
- **Age**: Half of the students who completed the survey stated their age as 18-29 (49.8%), over a quarter (27.8%) were 30-44, and almost an eighth (11.5%) were over 45.
- **Gender**: Almost two-thirds (65.2%) identified as female, almost one-third (29.0%) as male, and the remainder (5.8%) as transgender, none of these or prefer not to say.
- **Work**: Of the students, half (51.5%) are working at least part time.
- **Identity**: Roughly one-third (32.3%) identified themselves as part of the first generation in their family to attend college, while over a third identified themselves as returning students (35.9%) or working students (35.0%). 11.7% identified as nontraditional.
- **Experience**: 16.4% of the students were in their first year of taking college courses, but over half (58.1%) had taken and/or were enrolled in college courses before 2020.

Student satisfaction and access

- For satisfaction with Peralta distance courses (N = 1960), 73.7% of all students selected satisfied or strongly satisfied
- For current level of access to a reliable Internet connection (N = 1751), 93.9% use Internet at home, 32.5% use a mobile device data plan, and 11.1% use Internet at work.

Online course elements that students feel help them learn

Overall, students identified the online course elements that they feel help them learn (N = 1751 responses). High-ranking helpful elements are listed in Table B1, below, along with student subpopulations who found them more or less helpful (+/- 5% or more from overall average).

Table B1. Course elements that students felt help them learn in Fall 2020

Course elements that students feel help them learn	% of all students	More helpful for (+ 5% or more)	Less helpful for (- 5% or more)
Well organized course	75.6	White	Black, Latinx, S. Asian
Clearly outlined expectations for assignments	66.7	White	E. Asian, Latinx, S. Asian
Adequate time to complete course work	64.5	White	S. Asian
Timely instructor feedback	62.4	White	S. Asian
Regular reminders about upcoming deadlines	59.1	White	Black
Instructor records Zoom sessions and makes them available to enrolled students	58.9	White	--
Instructor provides materials in multiple formats	57.3	--	--
Ability to determine one's grade at any point in the term	57.2	White	S. Asian

Perceived barriers to successful learning in online courses

Overall, students identified the largest barriers to their successful learning in online courses (N = 1746 responses). High-ranking barriers are listed in Table B2, below. Percentages of all students who felt this way Fall 2020 are compared to Spring 2019, along with student subpopulations that found the barriers to be larger or smaller than the average (+/- 5% or more from overall average).

Table B2. Course elements that students felt were barriers to learning in Fall 2020

Course elements that students feel are barriers to learning	% of all students	Barriers are larger for	Barriers are smaller for (- 5% or more)

		(+ 5% or more)	
Lack of face-to-face interaction w/ teacher and classmates	45.2	White	Black, S. Asian
Difficulty with time management	41.3	1st gen, Latinx	--
Lack of self-motivation to complete online coursework	36.7	1st gen, Latinx	--
Minimal or no communication with other students	36.4	White	Black
Workload is greater for online courses	32.8	1st gen	E. Asian, White
Not being prepared to learn online	20.7	1st gen, Latinx	White

Student services and/or resources that students have accessed without coming to campus

Overall, students identified the resources they accessed over distance to support their learning in online courses (N = 1751 responses). High-ranking services are listed in Table B3, below, along with notably <u>higher or lower</u> percentages of access by student subpopulations (+/- 5% or more from overall average).

Table B3. Student services accessed without coming to campus in Fall 2020

Student services accessed without coming to campus	% of all students	Accessed more by (+ 5% or more)	Accessed less by (- 5% or more)
Academic Counseling/Advising	46.9	1st gen	--
Financial Aid	30.6	1st gen, Black	White
Admissions & Records	25.6	--	S. Asian
Bookstore	19.4	E. Asian	--
Library	14.0	--	--
Tutoring	13.4	Black	White
None of the services listed	21.2	White	E. Asian

FALL 2020 STUDENT SURVEY – COMPARISON TO SPRING 2019 STUDENT SURVEY RESULTS

The Peralta DE Team compared student survey results from Fall 2020 (mid-pandemic) and Spring 2019 (pre-pandemic) to identify potential issues the district should address quickly in Spring 2021 to support student success.

Online course elements that students feel help them learn

Compared to Spring 2019, more students in Fall 2020 identified a) a well-organized course (+5.6%), b) providing materials in multiple formats (+4.7%) and c) adequate time to complete course work (+4.4%) as helpful course elements.

Table B4. Course elements that students felt help them learn – Comparing Fall 2020 and Spring 2019 survey results

Course elements that students feel help them learn	% of all students Fall 2020 (N=1751)	% of all students Spr 2019 (N=898)	Change
Well organized course	75.6	70.0	**+5.6%**
Instructor provides materials in multiple formats	57.3	52.6	**+4.7%**
Adequate time to complete course work	64.5	60.1	**+4.4%**
Clearly outlined expectations for assignments	66.8	63.3	+3.5%
Timely instructor feedback	62.4	59.6	+2.8%
Regular reminders about upcoming deadlines	59.2	57.4	+1.8%
Instructor records Zoom sessions and makes them available to enrolled students	59.1	not asked in Spr 2019	n/a
Ability to determine one's grade at any point in the term	57.3	59.1	-1.8%

Perceived barriers to successful learning in online courses

Compared to Spring 2019, significantly more students in Fall 2020 identified lack of self-motivation (+15.5%), b) lack of face-to-face interaction (+15.1%), c) lack of communication with other students (+14.7%) and d) not being prepared to learn online (+9.9%) as barriers to successful learning.

Table B5. Course elements that students felt were barriers to learning – Comparing Fall 2020 and Spring 2019 survey results

Course elements that students perceive as barriers to successful online learning	% of all students Fall 2020 (N=1751)	% of all students Spr 2019 (N=895)	Change
Lack of self-motivation to complete online coursework	36.7	21.2	**+15.5%**
Lack of face-to-face interaction w/ teacher and classmates	45.2	30.1	**+15.1%**
Minimal or no communication with other students	36.4	21.7	**+14.7%**
Not being prepared to learn online	20.7	10.8	**+9.9%**
Difficulty with time management	41.3	35.0	+6.3%
Workload is greater for online courses	32.8	28.8	+4.0%

APPENDIX C: PERALTA DISTRICT – FALL 2020 DISTANCE EDUCATION NEEDS ASSESSMENT – FACULTY SURVEY

FALL 2020 FACULTY SURVEY – SUMMARY

Peralta regularly conducts needs assessment activities to ensure its distance education program adequately supports the success of online faculty and students. It conducted an additional set of surveys when almost every Fall 2020 course went online due to the COVID-19 pandemic and campus closures. To help gather insight about faculty and student needs when almost all courses are being taught online, the district Distance Education (DE) Committee collected data from 111 faculty via a survey conducted between December 7 and December 18, 2020.

Demographic information

Over a third of the faculty who completed the survey were full-time faculty (39%), over half (56%) were part-time faculty, and the remainder were librarians, counselors and staff members. Starting in Spring 2020, the pandemic forced many instructors to teach online for the first time and the survey results confirm that. Over half (53%) reported it being their first year teaching online courses. Almost a third (32%) had taught online courses from 2 to 5 years, 9% had taught online courses over six years, and only 6% had taught online for over 10 years. The responses were spread around the district: 40% of the respondents teach for Laney College, 24% for Merritt College, 17% for College of Alameda, and 14% for Berkeley City College.

Perceived Barriers to Effective Distance Education

Faculty respondents listed a variety of issues as the largest perceived barriers to implementing effective distance education in Peralta CCD. **The top five perceived implementation barriers were related to compensation, support and preparation**—"disproportionate amount of work compared to face-to-face (57%), "technical support for students" (53%), "inadequate faculty compensation for development" (50%), "insufficient support for online students" (45%), and "insufficient time for development" (38%).

Over half (57%) listed "workload is greater for online courses" as the biggest personal challenge to teaching online, followed by communication with students (21%), other (11%), time management (7%) and communication with department (5%).

Faculty Training, Services and support

Most **respondents (62 of 102) chose an area related to supporting students as their highest priority with respect to pedagogical or teaching support**. Fewer respondents (25 of 102) chose an area related to course materials and design as their highest priority. In a follow-up question, more faculty also listed supporting students as the additional areas in which they want pedagogical or training support (n=74).

Table C1. Faculty priorities for teaching support in Fall 2020

Support areas	Highest priority (one choice only)	Additional area of need (select all that apply)
Areas related to supporting students		
• engaging online students	23% (rank 1st)	33% (rank 3rd)
• supporting underprepared students	17% (rank 2nd)	39% (rank 2nd)
• supporting students who are new to online learning	11% (rank T-3rd)	57% (rank 1st)
• ensuring equity in online courses	10% (rank 5th)	28% (rank T-4th)
Areas related to course design and materials		
• using instructional materials from external sources	11% (rank T-3rd)	22%
• designing online courses"	8%	23%
• making instructional materials accessible	6%	24%
• creating instructional materials	4%	28% (rank T-4th)
• assessing online learning	3%	28% (rank T-4th)

Student Success and Support

Respondents listed students' personal skill levels and readiness as the top three perceived barriers to student success—"inadequate technology skills" (56%), "lack of online learning readiness preparation" (52%), and "lack of student time management skills" (50%). **The next set**

of perceived barriers were factors beyond students' control—"lack of computer access" (50%), "lack of face-to-face interaction" (43%),"lack of student orientation to the technologies" (43%), and "insufficient technology support" (42%).

The following Peralta CCD services were perceived as the most available to online teachers without having to visit a campus, in the following order: Tech support/Help Desk (79%), Professional development about teaching online (73%), Distance Education Coordinator (72%) and Library services (52%). **The following services were perceived as the least available to online teachers**, starting with the least: Health and Wellness Services (31%), Human Resources (41%), and Academic Senate (43%).

Looking to the future, the **respondents would like more information about or support** with online student participation requirements (43%), accessibility for students with disabilities (39%), assessment (32%), and AP 4105 (district-wide Distance Education policy) (30%).

FALL 2020 FACULTY SURVEY – FOCUS ON FACULTY IN THEIR FIRST YEAR TEACHING ONLINE

The Peralta DE Team compared faculty survey results from faculty in their first year teaching online and faculty who had some online teaching experience prior to 2020. The team did to identify specific areas of need for each group.

Highest priorities for support

More faculty who were new to teaching online prioritized designing online courses (+11%) and assessing online learning (+5%) than faculty who had prior online teaching experience. More faculty who had prior online teaching experience prioritized supporting students who are new to online learning (+8%) and supporting underprepared students (+6%) than faculty who were new to teaching online.

Table C2. Faculty priorities for teaching support in Fall 2020 – Comparing results from faculty in their first year teaching online and faculty with at least one year teaching experience

Support areas	Highest priority for first year teaching online (n=56)	Highest priority for all other faculty (n=46)
Areas related to supporting students		
• engaging online students	25%	22%
• supporting underprepared students	14%	**20%**
• supporting students who are new to online learning	7%	**15%**
• ensuring equity in online courses	9%	11%
Areas related to course design and materials		
• using instructional materials from external sources	10%	11%
• designing online courses	**13%**	2%
• making instructional materials accessible	5%	7%
• creating instructional materials	4%	4%
• assessing online learning	**5%**	0%

Bold indicates a 5% difference or greater

FALL 2020 FACULTY SURVEY – COMPARISON TO SPRING 2019 FACULTY SURVEY RESULTS

The Peralta DE Team compared faculty survey results from Fall 2020 (mid-pandemic) and Spring 2019 (pre-pandemic) to identify potential issues the district should address quickly in Spring 2021 to support faculty success.

Faculty services and/or resources that are available online
Compared to Spring 2019, faculty were much more aware of faculty services and/or resources that are available online. This is to be expected when campuses close and almost all courses go online.

- **Dramatic changes signifying increased awareness** include professional development for teaching online (+35%), the Academic Senate (+34%), professional development for teaching in general (+27%) and department offices (+25%).
- **Over 70% noted awareness** of tech support (79%), professional development for teaching online (73%) and the Distance Education Coordinator (72%). This high level of awareness may be explained by increased messaging in Fall 2020.
- **Notable services and resources that did not increase faculty awareness or demonstrated low faculty awareness** include Library Services (52% and the only decrease in awareness from prior year) and Health and Wellness Services (lowest awareness at 31%).

Table C3. Faculty awareness of services and resources available to them online – Comparing Fall 2020 and Spring 2019 results

Faculty services/resources available online	% of all faculty Fall 2020 (N=94)	% of all faculty Spr 2019 (N=106)	Change
Academic Senate	43%	9%	+34%
Department Office	48%	23%	+25%
Distance Education Coordinator	72%	58%	+14%
Disability Programs & Resources	45%	25%	+20%
Health & Wellness Services	31%	8%	+23%
Human Resources	41%	22%	+19%
Library Services	52%	53%	-1%
Professional Development (teaching in general)	46%	19%	+27%
Professional Development (teaching online)	73%	38%	+35%
Tech Support/Help Desk	79%	75%	+4%

APPENDIX D: DEFINITIONS AND PARAMETERS

DEFINITIONS

Correspondence Course (Electronic Code of Federal Regulations, 2017):
- (1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.
- (2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.
- (3) A correspondence course is not distance education.

Distance Education: There are three definitions of Distance Education relevant to this plan:
- ACCJC: "Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously" (ACCJC, 2013, p. 2).
- California Title 5, section 55200: "Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology" (Westlaw, 2017).
- US Code of Federal Regulations Title 35, section 600.2: "Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:
  (1) The internet;
  (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
  (3) Audio conferencing; or
  (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition" (Electronic Code of Federal Regulations, 2017).

Student success: for purposes of this DE Plan, student success is defined as completion of a course with a passing grade (A, B, C or Pass). This Plan recognizes that students and faculty may have broader or different definitions of success, i.e., meaningful learning experiences and value not reflected on transcripts.

Student retention: for purposes of this DE Plan, student retention is defined as completion of a course without drop or withdrawal.

Course format definitions

Online Course: An online course in the Peralta Community College District is defined as a course where all **instruction and activities are 100% online** —i.e., it requires no face-to-face meetings. Instructors provide instructional support and students complete course requirements through a variety of modalities that are unrestricted by physical place.

Hybrid Course: A hybrid course in the Peralta Community College District is defined as a course where **instruction is provided both online and face-to-face, and class activities may be both online and face-to-face.** Instructors provide instructional support and students must complete course requirements through a mixture of a) online class sessions or activities, and b) face-to-face class sessions or activities. Face-to-face class sessions are scheduled and listed in the class schedule.

Technology-Enhanced Course: A technology-enhanced course in the Peralta Community College District is defined as a course where **instruction is 100% face-to-face,** but requires participation in some online and/or technology-based activities.

Course activity definitions

Attendance: "Title 5 sections 58000 and 58030 … require detailed tabulations of all course enrollment and attendance and appropriate support records. …Distance Education courses can apply any attendance procedure that they are eligible to use based on the criteria applicable to each procedure" (CCCCO, 2008, pp. 12-14):
- Weekly student contact hour procedure (weekly census)
- Daily student contact hours procedure (daily census)
- Actual hours of attendance procedure (positive attendance)
- Alternative attendance accounting procedure:
    - For credit courses: one weekly student contact hour counted for each unit of credit
    - For noncredit course sections: weekly student contact hours derived by counting total hours of instruction, or programming received by students, plus instructor contact, plus outside-of-class work; then dividing total sum by 54

Regular and substantive interaction / **Regular effective contact**: ACCJC and Title 5 list, but do not adequately define, requirements for instructor-student interaction that must be "regular and substantive" (ACCJC) and/or "regular and effective" (Title 5):

- Based on analysis of accreditation audits, WCET identified four criteria for what constitutes "regular and substantive interaction" (Poulin & Davis, 2016):
  - ***Interaction must be initiated by the instructor***. While this is not in the definition, it was highlighted in college audits by the Office of Inspector General.
  - ***Interaction must be "regular" and …somewhat frequent***. This is interpreted as repeated instances at specific intervals (e.g., once a week, twice a month) or conducted in the same way (via email, LMS announcements, LMS forums).
  - ***Interaction must be "substantive" or of an academic nature***. This is interpreted as activities that "further learning or assessment of learning" (Poulin & Davis, 2016, para. 22).
  - ***Interaction must be with an instructor that meets accrediting agency standards***.

- "Title 5, section 55204. Instructor Contact.* In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:
  - (a) Any portion of a course conducted through distance education includes ***regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities***. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
  - (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors" (Westlaw, 2021).

  * This section of Title 5 was updated since Peralta's 2017-2020 DE Plan was written.

  Examples of instructor-initiated contact
  - Announcements (e.g., via discussion or email);
  - Individual interaction with students (e.g., via email, phone or videoconference);
  - Virtual office hours (e.g., via email, phone or videoconference);
  - Facilitating threaded discussions (without dominating them);
  - Facilitating student-to-student contact (synchronous or asynchronous) through tools or activities such as discussions, chats, blogs and videoconferences; and
  - Creating and moderating virtual groups

PARAMETERS

ACCJC

California Code of Regulations – Title 5

Code of Federal Regulations – Title 34

California Community College System

DISTANCE EDUCATION PLAN DEVELOPMENT PROCESS

Dates	Distance Education Plan Development Activity
	Development and Feedback
08/27/2020	Completed assessment of results from implementing Peralta's 2017-2020 DE Plan
03/08/2021 through 04/12/2021	District DE Committee members discussed, developed and reviewed 2021-2024 DE Plan projects
04/12/2021	Draft revision submitted to DE Committee
04/12/2021	DE Committee approves and makes public Draft Peralta Community College Distance Education Plan
	Community Engagement, Shared Governance, and Approval
Spring semester 2021	Peralta Distance Education Committee shares draft 2021-2024 DE Plan virtually with all appropriate stakeholders at the district and colleges
May 2021	Submitted to District Academic Senate and Peralta District Academic Affairs and Student Services Committee for approval
May 2021	Submitted to Planning and Budget Committee for approval
May 2021	Submitted to Participatory Governance Council for approval

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