



Peralta Community
College District

DISTANCE EDUCATION PLAN

2025 -2028

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.

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EXECUTIVE SUMMARY

Building on the district's previous Distance Education Plan (2021-2024), the Peralta Distance Education Committee made drafting a new three-year Distance Education Plan (2025-2028) a primary goal for Spring 2025.

This Distance Education (DE) Plan is informed by multiple data sources, including but not limited to: a) an assessment of implementing the district's 2021-2024 DE Plan (Appendix A); and b) Spring 2024 surveys of students and faculty (Appendices B and C) to determine their respective distance education needs. The Plan outlines projects in support of the following goals:

- DE Goal 1: **increase online student retention and success rates each year**
- DE Goal 2: **ensure that any student services available in person will also be made available over distance**
- DE Goal 3: **increase the number of online courses that faculty redesign to meet design and facilitation guidelines for quality, equity, regular and substantive interaction, consistency, and accessibility**
- DE Goal 4: **continue meeting and/or working toward the requirements of the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium agreement**

Note: The DE Committee members chose to continue addressing the previous DE Plan's goals and/or modifying them to meet changing conditions.

BACKGROUND

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 (DE)

Committee drafted its first three-year DE Plan for 2017-2020. In 2020 the DE Committee assessed the first plan's implementation, determined the district had not fully reached any of its goals, and drafted its second three-year DE Plan for 2021-2024. For this second plan, the committee kept all of the goals and added a new one.

Over the past seven years, the challenges for California Community Colleges have remained constant or have increased. For example, flat enrollment in 2020 has shifted to declining enrollment in 2024. Regional housing issues—especially affordability and availability—have intensified. Over this same period, opportunities for community colleges have also remained constant or grown. Technology and healthcare industries need qualified workers now more than ever. It has become easier for colleges to offer stackable credentials and micro-credentials to meet students' shorter-term learning goals. Given this mix of challenges and opportunities, Peralta must continue to adapt its distance education strategies to support students who have diverse backgrounds, needs, and academic goals.

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) 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, and meaningful learning experiences, in addition to and in support of increasing overall enrollment.

EQUITY

In the Distance Education context, Peralta uses the term *equity* to mean "freedom from biases, assumptions and institutional barriers that negatively impact online learners' motivations, opportunities, or accomplishments." To translate higher retention rates, 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 retention and achievement gaps that are exacerbated in online environments--specifically involving disproportionately impacted student populations, such as Black/African-American and Hispanic/Latino/a, first generation to attend college, students with disabilities, low-income, and academically underprepared.

Peralta has committed to go beyond the current system-wide California Virtual Campus-Online Education Initiative (CVC-OEI) [Course Design Rubric](#) to include equity itself as a factor in effective online course design and facilitation. Being the birthplace of the [Online Equity Rubric](#) that has received national and international acclaim, Peralta has a unique responsibility to continue to be a leader building equity in online education.

DISTANCE EDUCATION – THE BIG PICTURE

TRENDS*

Changes Across the Landscape

Distance education has changed significantly over the past seven years—in 2017 Peralta had more limited online offerings; in 2020 the entire district shifted almost completely to online

delivery; in 2024, a more nuanced approach to course delivery is required. As expected, demand for online courses decreased after college campuses reopened after the COVID-19 pandemic. However, demand for online courses is still high. Demand for hybrid and hybrid flexible course formats that include online components has increased as well. Students want flexibility but also want to return to higher levels of engagement with classmates. That high level of engagement is possible in online courses but requires training for the teacher and effort from the students.

Enrollment trends affect colleges both positively and negatively:

- Dual enrollment continues to grow. Across the United States, dual or concurrent enrollment accounted for around 21% of community college enrollment in 2022-23 ([Community College Research Center](#), 2024).
- On the other hand, fraudulent enrollment continues to grow as well. The California Community Colleges lost \$7.5 million to criminals posing as ‘ghost students’ in 2024 alone ([Burke](#), 2024)—the highest level yet since the pandemic. To limit the number of fraudulent enrollments that register for classes and receive financial aid payments, colleges are turning to different technology solutions such as filtering spam, verifying students’ identification, scoring Internet protocol (IP) quality, detecting the use of a virtual private network (VPN), and creating restrictions based on a user’s geographic location (aka geofencing).
- “Based on the most recent available data, WICHE [Western Interstate Commission for Higher Education] projects that 2041 will see about 13% fewer [U.S. high school] graduates than in 2025” ([Lane, Falkenstern, & Bransberger](#), 2024, p.12). “WICHE projects a 29% drop” in the number of California high school graduates over the same time period ([Lane, Falkenstern, & Bransberger](#), 2024, p. 37). To address this reduction in the traditional higher education pipeline, colleges and universities are developing different strategies such as direct outreach to students who stopped out; offering more fully online programs; creating more workforce “upskilling” pathways; and recruiting more nontraditional, first-generation, and minority students;

Disruptive Technologies Affect All Course Modalities

Various technologies have advanced exponentially in capability, popularity, or both. Tools powered by artificial intelligence (AI) and/or generative artificial intelligence (gen AI) stand out as the most disruptive technologies affecting educators today. Teachers, staff, and campus leaders must balance the need for students to submit original, authentic work and the need to prepare those same students for an AI-powered workforce. The focus on AI should not pull attention away from other technologies that have the potential to change teaching and learning. As wearable technology gets smaller and more powerful, it can be incorporated in a variety of learning situations and environments. Similarly, extended reality (XR) technologies like virtual reality (VR) goggles and augmented reality (AR) applications are getting cheaper and better, paving the way for students to use simulated or augmented environments to apply course concepts and prepare for future jobs.

* NOTE: These trends were generated by the DE Committee and an external consultant, then checked for missing elements using a generative AI chatbot (claude.ai).

OVERVIEW OF DISTANCE EDUCATION AT PERALTA COLLEGES

CURRENT STATUS

Peralta's most recent Strategic Enrollment Management (SEM) Plan (2019-2024) outlines the district's enrollment challenges and goals for all course modalities. The following statements from the SEM Plan hold specific significance for distance education overall:

- Due to diminishing numbers of local high school graduates, the district has shifted its focus to emphasize retention more than recruitment.
- One area of increase of high school students is dual enrollment. The district is shifting to align dual enrollment with Guided Pathways
- Due to enrollment trends and alignment with the Guided Pathways model, the district set a goal to offer more certificate and degree pathways that are fully online.

- The district is committed to closing equity-related achievement gaps for disproportionately impacted student populations.

PARTICIPATION IN CALIFORNIA VIRTUAL CAMPUS-ONLINE EDUCATION INITIATIVE CONSORTIUM

In 2021 Peralta joined the California Virtual Campus-Online Education Initiative (CVC-OEI). Throughout the district the colleges began establishing Peer Online Course Review (POCR) teams to help faculty align their online courses with the CVC-OEI Course Design Rubric.

PERCENTAGE OF COURSES OFFERED IN EACH MODALITY

More Peralta courses have been offered in 100% online format (synchronous, asynchronous, or mixed) than any other format since the COVID-19 pandemic in Spring 2020 (see Table 1 and Figure 1 below). Before the pandemic only 15% of courses were fully online and roughly 80% were on campus. Although the ratio continues to change, roughly half of all courses were fully online in Fall 2024, while ~40% were on campus.

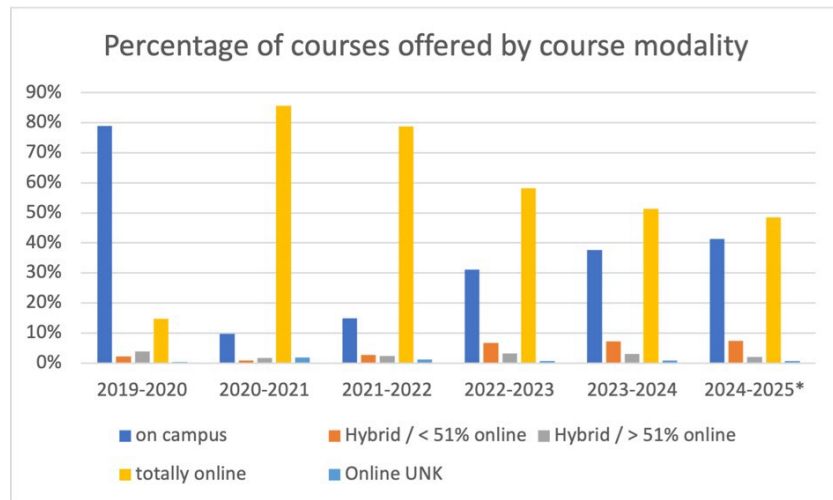
Table 1. Number and percentage of courses offered at Peralta in each modality, 2019-20 through 2024-25

	# Courses On Campus	# Courses Hybrid (≤ 50% online)	# Courses Hybrid (≥ 51% online)	# Courses Totally Online	# Courses “Online Unknown”	Total # Courses
2019-2020	3403	93	165	638	14	4313
2020-2021	361	34	66	3190	71	3722
2021-2022	586	108	92	3102	46	3934
2022-2023	1234	264	128	2308	29	3963
2023-2024	1503	286	122	2052	35	3998
2024-2025**	910	163	44	1070	15	--

	% Courses On Campus	% Courses Hybrid (≤ 50% online)	% Courses Hybrid (≥ 51% online)	% Courses Totally Online	% Courses “Online Unknown”	Year-to- Year % Change Total # Courses
2019-2020	79%	2%	4%	15%	0%	100%
2020-2021	10%	1%	2%	86%	2%	-14%
2021-2022	15%	3%	2%	79%	1%	+6%
2022-2023	31%	7%	3%	58%	1%	+1%
2023-2024	38%	7%	3%	51%	1%	+1%
2024-2025**	41%	7%	2%	49%	1%	--

**2024-2025 figures do not include Spring 2025

Figure 1. Percentage of courses offered at Peralta in each modality, 2019-20 through 2024-25



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
- Coordinating and organizing efforts and training to provide accessible distance education by supporting faculty and staff in meeting federal and state accessibility standards.

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.

LONGITUDINAL STUDY OF STUDENT SUCCESS RATES IN TRADITIONAL AND ONLINE COURSES BY ETHNICITY, 2014-15 THROUGH 2023-24

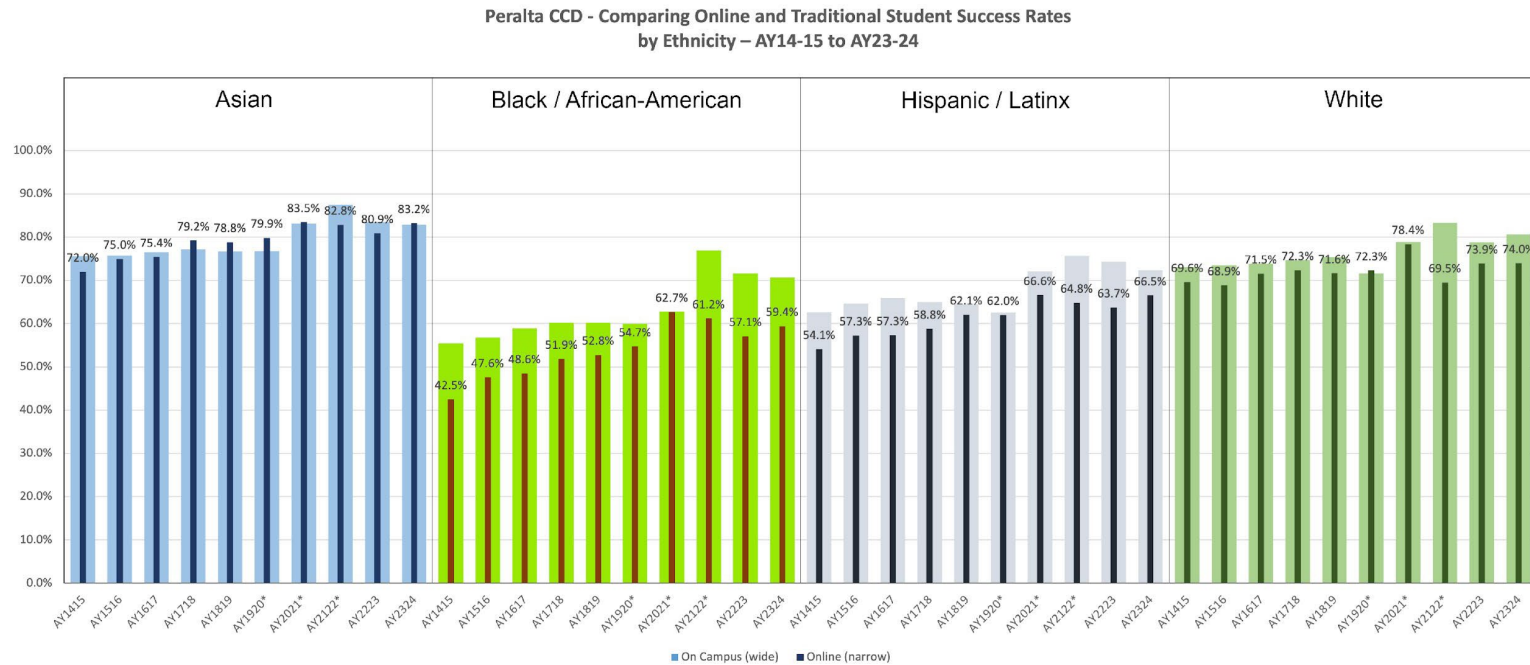
Over a ten-year period, student success rates throughout Peralta have improved for every ethnicity, in both traditional and online course formats (see both Table 2 and Figure 2 below). The most significant improvements in online success rates were made by Black / African-American (+16.9%) and Hispanic / Latino/a (+12.4%) students. Although these improvements slightly closed the ethnicity-based gaps in success rates, those gaps are still large—e.g., in online courses Asian student success rates were 23.8% higher than success rates for Black/African-American students.

Table 2. Comparison of student success rates in traditional (trad) and online courses by ethnicity, 2014-15 through 2023-24, broken down by academic year

Ethnicity and course modality	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20*	AY 20-21*	AY 21-22*	AY 22-23	AY 23-24	10-year net change
Asian – trad	75.6%	75.7%	76.6%	77.2%	76.7%	76.8%	83.1%	87.5%	83.5%	82.9%	+7.3%
Asian – online	72.0%	75.0%	75.4%	79.2%	78.8%	79.9%	83.5%	82.8%	80.9%	83.2%	+11.2%
Black / African American – trad	55.4%	56.8%	58.9%	60.3%	60.2%	60.0%	62.8%	76.9%	71.6%	70.7%	+15.3%
Black / African American – online	42.5%	47.6%	48.6%	51.9%	52.8%	54.7%	62.7%	61.2%	57.1%	59.4%	+16.9%
Hispanic / Latino – trad	62.7%	64.7%	65.9%	65.0%	64.4%	62.6%	72.1%	75.7%	74.4%	72.3%	+9.6%
Hispanic / Latino - online	54.1%	57.3%	57.3%	58.8%	62.1%	62.0%	66.6%	64.8%	63.7%	66.5%	+12.4%
White – trad	73.1%	73.5%	73.9%	74.8%	75.4%	71.6%	78.9%	83.3%	78.8%	80.6%	+7.5%
White – online	69.6%	68.9%	71.5%	72.3%	71.6%	72.3%	78.4%	69.5%	73.9%	74.0%	+4.4%

* Data may be unreliable due to factors associated with the COVID-19 pandemic (e.g., campus closures, student anxiety, increased drop rates, etc.).

Figure 2. Comparison of student success rates in traditional (trad) and online courses by ethnicity, AY2014-15 to AY2023-24



LONGITUDINAL STUDY OF STUDENT RETENTION RATES IN TRADITIONAL AND ONLINE COURSES BY ETHNICITY, 2014-15 THROUGH 2023-34

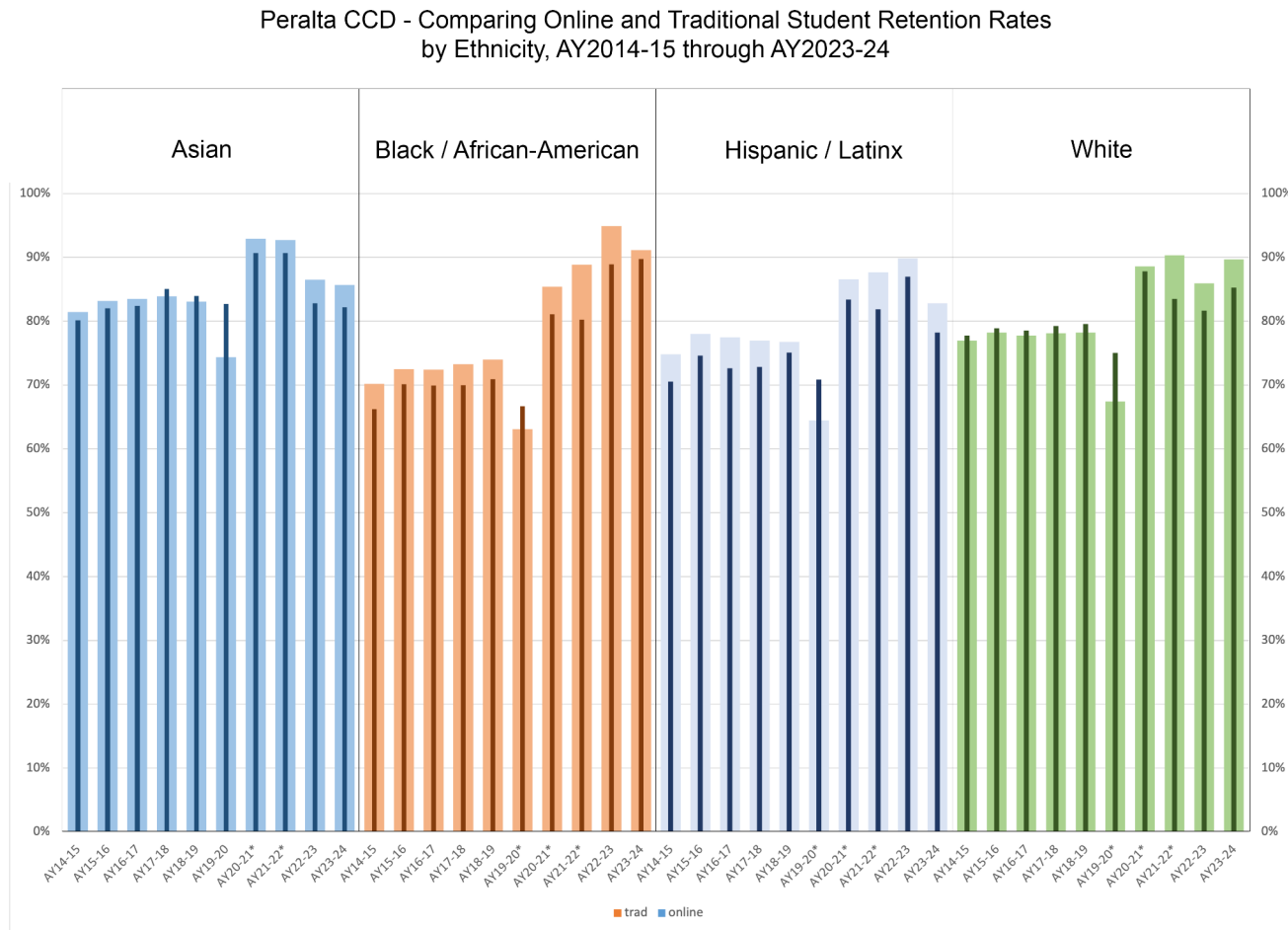
Over a ten-year period and especially during and after the pandemic, student retention rates throughout Peralta have improved for every ethnicity, in both traditional and online course formats (see both Table 3 and Figure 3 below). The most significant improvements in online retention rates were made by Black / African-American (+23.5%) and Hispanic / Latino/a (+7.6%) students. These improvements closed some ethnicity-based gaps in retention rates—e.g., in online courses Black/African-American student retention rates are now the highest of any ethnicity.

Table 3. Comparison of student retention rates in traditional (trad) and online courses by ethnicity, 2014-15 through 2023-24, broken down by academic year

Ethnicity and course modality	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20*	AY 20-21 *	AY 21-22*	AY 22-23	AY 23-24	10-year net change
Asian – trad	81.5%	83.2%	83.5%	83.9%	83.1%	74.4%	92.9%	92.7%	86.5%	85.7%	+4.2%
Asian – online	80.1%	82.0%	82.4%	85.0%	83.9%	82.7%	90.7%	90.7%	82.8%	82.2%	+2.1%
Black / African American – trad	70.2%	72.5%	72.4%	73.3%	74.0%	63.1%	85.4%	88.8%	94.9%	91.2%	+21.0%
Black / African American – online	66.2%	70.1%	69.9%	70.0%	70.9%	66.7%	81.1%	80.3%	88.9%	89.7%	+23.5%
Hispanic / Latino – trad	74.8%	78.0%	77.5%	77.0%	76.8%	64.4%	86.5%	87.6%	89.8%	82.8%	+8.0%
Hispanic / Latino - online	70.6%	74.6%	72.6%	72.8%	75.1%	70.9%	83.4%	81.8%	87.0%	78.2%	+7.6%
White – trad	76.9%	78.2%	77.8%	78.1%	78.2%	67.4%	88.6%	90.3%	85.9%	89.7%	+12.8%
White – online	77.7%	78.9%	78.5%	79.2%	79.6%	75.0%	87.8%	83.5%	81.6%	85.2%	+7.5%

* Data may be unreliable due to factors associated with the COVID-19 pandemic (e.g., campus closures, student anxiety, increased drop rates, etc.).

Figure 3. Comparison of student retention rates in traditional (trad) and online courses by ethnicity, AY2014-15 to AY2023-24



DISTANCE EDUCATION GOALS

DE Goal 1: To close achievement gaps, Peralta will **increase online student retention and success rates each year from AY2025-26 to AY2027-28, 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 student success, Peralta will ensure that **any student services available in person will also be made available over distance.**

- 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; b) the number of students enrolled in an online course who report awareness of online support services will increase; and c) 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, Peralta will **increase the number of online courses that faculty redesign to meet guidelines for quality, equity, regular and substantive interaction, 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 faculty redesign to align with the CVC-OEI Course

Design Rubric, the Peralta Online Equity Rubric, and/or regular and substantive interaction guidelines 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; and d) the number of accessibility trainings and Learning Technology Interoperability (LTI) Integrations used for accessibility will increase.

DE Goal 4: To close achievement gaps and to make all online classes accessible for students, all Peralta colleges will **continue meeting and/or working toward the administrative requirements of the CVC-OEI Consortium agreement.**

- Evaluation metrics for this goal will include but are not limited to the number or percentage of online courses created to fill the critical gaps identified by CVC-OEI

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: Maintain and improve 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. Research has shown that early alert interventions can reduce withdrawal rates by 30% and increase pass rates by 4% for first- and second-year college students (Han, Meints, Burns, & Loper, 2024). Specific tasks to complete DE Project 1.1 include but are not limited to:

- Communicate to online faculty how Early Alerts contribute to student success
- Connect Early Alert experts and online faculty
- Train online faculty how to use the Early Alert system used by their college or the district

- Adopt or create an online learner readiness orientation, informed by a variety of sources and exemplars (e.g., assess the orientation course offered by Diablo Valley College, review the worksheet that Peralta tutors use with students)

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). Specific tasks to complete DE Project 2.1 include but are not limited to:

- District DE Coordinator will explore options for meeting with student services leaders and staff throughout the district on a more regular basis
- District DE Coordinator will explore options for increasing student voice when gathering preliminary information and feedback to support decision making

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: Increase the number of faculty who improve course design and facilitation practices related to quality, consistency and accessibility (CVC-OEI Course Design Rubric); and/or equity (Peralta Online Equity Rubric). Specific tasks to complete DE Project 3.1 include but are not limited to:

- Each year create new cohorts of faculty who engage in training, course redesign, and peer online course review (POCR)

DE Project 3.2: Increase the number of faculty who adopt course facilitation guidelines related to regular and substantive interaction. Specific tasks to complete DE Project 3.2 include but are not limited to:

- Provide examples of what regular and substantive interaction looks like in online courses
- Provide professional development training related to regular and substantive interaction for online instructors
- District DE Coordinator and/or DE Committee will solicit student feedback about effective facilitation strategies to inform faculty training about regular and substantive interaction

DE Project 3.3: Maintain and improve practices related to instructor preparation and support related to online and hybrid teaching, by (a) increasing the number of districtwide Peralta Online Equity trainings for faculty and (b) providing opportunities and support for faculty to align their courses based on the CVC-OEI Course Design Rubric, Regular Substantive Interaction guidelines, and the Peralta Online Equity Rubric. DE Project 3.3 requires funding and may be affected by collective bargaining agreements.

DE Project 3.4: Maintain and improve practices related to the integration of Educational Technology tools and services specific to distance education (including, but not limited to, Learning Technology Integrations (LTIs), as well as DE-related software, applications, hardware, services, and processes) that support online, hybrid, and face-to-face teaching, by (a) updating the process that objectively evaluates various Educational Technology tools and services based on factors that include the evaluation of faculty adoption data and relevant criteria (e.g., using a rubric), and (b) providing training opportunities and support for faculty to utilize various helpful and popular Educational Technology tools specific to distance education.

DE Project 3.4 needs to be done in coordination with district administration, so faculty avoid learning to use tools that are then no longer supported. The District DE Committee recommends that executing this plan should focus on more fundamental skills of online instruction before expanding the use of educational technology tools and services.

In support of DE Goal 4

DE Project 4.1: Maintain participation in the CVC Exchange as both Home and Teaching College by continuing to a) use the Financial Aid Consortium agreement process for each Peralta College; b) use the consortium's e-transcript process; and c) provide CVC-OEI secure access to data or systems necessary for the cross-enrollment processes.

DE Project 4.2: Maintain a course quality review and alignment process by a) continuing local Peer Online Course Review (POCR) teams that include course reviewers and project leads in each college to align the online courses to the CVC-OEI Course Design Rubric; b) continuing to align at least 20% of online courses or sections; and c) providing training for faculty to help align their courses with CVC-OEI Rubric. Specific tasks to complete DE Project 4.2 include but are not limited to:

- Secure funding for faculty to redesign their courses for review

NOTE: When the District entered the CVC-OEI Consortium in 2019, there were 638 online courses. This number tripled to over 2,000 during the pandemic. In a district with limited resources, aligning 20% of online courses will take more time than required by the Consortium Agreement.

DE Project 4.3: Maintain a course accessibility review and alignment process by ensuring course materials and instructional technology meet the accessibility requirements of Section 508. Specific tasks to complete DE Project 4.3 include but are not limited to:

- Get support from the district and CVC-OEI to align 20% of online courses with accessibility requirements (CVC-OEI Course Design Rubric-Section D)

DE Project 4.4: Improve the quality and quantity of online course offerings by a) implementing CVC-OEI support services, b) developing additional online courses that fill critical gaps as outlined by the CVC-OEI, and c) assessing enrollment trends of all Peralta courses hosted in the CVC-OEI Exchange. Specific tasks to complete DE Project 4.4 include but are not limited to:

- Explore fully online completion pathways for high demand certificate and/or degree programs
- Identify high demand courses to put online as part of a fully online certificate or degree pathway

DE Project 4.5: Maintain 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; b) create an institutional knowledge transfer process to bridge gaps created by committee member and staff changes each academic year; and c) create and update a project timeline associated with this DE Plan. Specific tasks to complete DE Project 5.1 include but are not limited to:

- Improve knowledge transfer from the current to the incoming District DE Coordinator by
 - Creating a centralized email for the district DE Coordinator (e.g., peraltadeco@peralta.edu, districtdeco@peralta.edu);
 - Creating a centralized archive of relevant distance education documents (e.g., SharePoint folder with DE documents from each academic year); and
 - Documenting how to complete recurring processes (e.g., create, distribute, and analyze faculty and student surveys each Spring).

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). Specific tasks to complete DE Project 5.2 include but are not limited to:

- The District DE Committee tracks emerging trends and issues, such as generative artificial intelligence (gen AI), and recommends creating working groups when necessary.
- Add union and administrative roles to the District DE Committee.
- Work with union leaders and district administration to develop recommendations for professional development specific to online learning so faculty meet both contract obligations and state/federal laws.

DE Project 5.3: Improve information and communication related to distance education across the district. Specific tasks to complete DE Project 5.3 include but are not limited to:

- Coordinate POCR programs, funding for LTIs, and accessibility.
- Coordinate online classes offered across the district specifically informing of the numbers and types of classes to avoid redundancies or deficiencies in offerings. This may include analyzing enrollment levels at each college to identify potential competition for students.
- Analyze potential student demand for alternative days and times to offer online synchronous courses (e.g., weekdays after work or weekends) to support students who have competing obligations (e.g., employment, children, caregiver responsibilities for aging parents or relatives).

DE Project 5.4: Develop resource recommendations to support the goals and projects above (e.g. fiscal, human resource, tech, etc.). Including but not limited to: district staff, faculty roles, college leads, college staff, 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
SU25	DE Project 1.1 & 1.2 - specifically reach out to student services to establish communication link			DE Project 4.1	
FA25	DE Project 1.2	DE Project 2.1, DE Project 2.2	DE Project 3.1, DE Project 3.2, DE Project 3.3, DE Project 3.4	DE Project 4.2:	DE Project 5.2
SP26		DE Project 2.3 (also supports 1.1, 2.1, 4.3),	DE Projects 3.1, 3.2 & 3.4	DE Project 4.3 (with DE Project 2.3 and 2-weeks before spring break), DE project 4.4, and DE project 4.5	DE Project 5.1, 5.2, 5.3, & 5.4 - Review accomplishments and challenges of the year. Review student/faculty surveys. Establish priorities for next academic year.
SU26				DE Project 4.1	DE Project 5.4- Edit resource recommendation based on goals/project review

					DE Project 5.1- Transfer of knowledge/docu ments/folders etc.
FA26	DE Project 1.2	DE Project 2.1, DE Project 2.2	DE Projects 3.1, 3.2, 3.3 & 3.4	DE Project 4.2	DE Project 5.2
SP27		DE Project 2.3 (also supports 1.1, 2.1, 4.3),	DE Projects 3.1, 3.2 & 3.4	DE Project 4.3 (with DE Project 2.3 and 2-weeks before spring break), DE project 4.4, and DE project 4.5	DE Projects 5.1, 5.2, 5.3 & 5.4 - Review accomplishments and challenges of the year. Review student/faculty surveys. Establish priorities for next academic year.
SU27				DE Project 4.1	Email researcher for DE plan data
FA27	DE Project 1.2	DE Project 2.1, DE Project 2.2	DE Projects 3.1, 3.2, 3.3 & 3.4	DE Project 4.2	DE Project 5.2, Complete DE Plan Assessment: Stop-Start- Continue activity, update and edit DE plan for AY 2028-2011
SP28		DE Project 2.3 (also supports 1.1, 2.1, 4.3)	DE Projects 3.1, 3.2 & 3.4	DE Project 4.3 (with DE Project 2.3 and 2-weeks before spring break), DE	DE Projects 5.1, 5.2, 5.3, & 5.4 Review accomplishments

				project 4.4, and DE project 4.5	and challenges of the year. Review student/faculty surveys. Establish priorities for next academic year.
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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	A. Advance Student Access, Equity and Success C. Build Programs of Distinction D. Strengthen Accountability,	A.4 – Student Equity C.2 – Student Success D.1 – Service Leadership D.2 – Institutional Leadership & Governance	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

accessibility in their design and facilitation.	Innovation & Collaboration E. Develop and Manage Resources to Advance Mission	E.4 – Support Quality Instruction		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 continuous 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

APPENDIX A: ASSESSMENT OF PERALTA COMMUNITY COLLEGE DISTRICT DISTANCE EDUCATION PLAN, 2021-2024

EXECUTIVE SUMMARY

In December 2020, the Peralta Community College District approved and launched its second Distance Education (DE) Plan in which it outlined goals and related projects to increase 1) online student retention and success rates; 2) the number and quality of resources and services for student support and learning support; 3) the number of courses that meet guidelines for quality, consistency, and accessibility; and 4) participation in the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium.

- Goal 1: To increase online student retention and success, some colleges added an Early Support button to Canvas navigation and some colleges adopted an orientation for students to use Canvas. Work still remains related to all Peralta Colleges adopting early alert interventions at all colleges, adopting orientations about successful online learning (not just using Canvas), and other strategies.
- Goal 2: The district made it easier to access student support and library services (e.g., buttons in Canvas navigation) and made online tutoring (NetTutor) available to all students. The district also continued its practice of including questions about the use of student services in its annual student survey about distance education. The DE Committee intends to create stronger relationships with student services leaders at each college.
- Goal 3: When the Peralta Colleges joined the CVC-OEI Consortium, they agreed to use the CVC Course Design Rubric as part of the Peer Online Course Review process. The district conducted a variety of professional

development workshops at different colleges, but faces challenges with making online courses accessible across the board and redesigning larger numbers of courses.

- Goal 4: All four colleges achieved the status of both Home College and Teaching College within the CVC-OEI Consortium, and has awarded badges to at least 10 courses that were redesigned through the POCR process. The colleges still face challenges listing the courses on the CVC Exchange and scaling up course redesign efforts.

ASSESSMENT OF THE DE PLAN IMPLEMENTATION

In its assessment of the district's implementation of the 2021-24 DE Plan, the DE team noted the following:

Accomplishments, framed as the extent to which each project has been completed; *Challenges*, framed as the barriers that prevented completion of tasks for each project; and *New Needs*, framed as related needs that emerged after the DE Plan was written and approved in 2020.

DE Goal 1: To close achievement gaps, Peralta CCD 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.

<p>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</p>	<p style="text-align: center;">Accomplishments</p> <ul style="list-style-type: none"> ● Early Support (Counseling) button added to Canvas navigation menu (Laney) ● Development of a Canvas student orientation class. Used by tutor center to teach students how to learn in canvas (Laney) ● COA uses orientation created by Canvas and student ambassadors help students in the student center. ● BCC student ambassadors help students doing application <ul style="list-style-type: none"> ○ Canvas help comes from student ambassadors and LRC tutors 	<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> ● Each college has very different approaches ● Do we have data to show these interventions retain students and increase student success? <ul style="list-style-type: none"> ○ Is this a potential student – faculty/staff survey question? ○ Is someone already collecting this data? Ie. Student services, counselors?
<p>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</p>	<p style="text-align: center;">Accomplishments</p> <ul style="list-style-type: none"> ● Added information on how to connect to counselors during the covid shut down, student service areas build canvas shells (EOPS for example at BCC and Laney). 	<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> ● Did DE committee spearhead anything in this project? Or did we support early interventions?

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.		
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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.

	Accomplishments	Challenges
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	None to report	<ul style="list-style-type: none"> • No standard surveying mechanism specific to student services folks

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).		
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	Accomplishments	Challenges
DE Project 2.2: Introduce new and make improvements to existing student support and learning support services for online students	<ul style="list-style-type: none"> ● Student Support Services and Early Support (Counseling) buttons added to Canvas navigation menu <ul style="list-style-type: none"> ○ ConnexEd – a way for student to connect with student service areas ● Developing a Canvas shell for student engagement for each college (In Progress) ● Each college has added student support service menu items into Canvas: <ul style="list-style-type: none"> ○ Merrit: Merritt Library, Merritt Tutoring 	<ul style="list-style-type: none"> ● Could have better coordination and collaboration with student services.

	<p>Appointments, Merritt Student Services</p> <ul style="list-style-type: none"> ○ Laney: Laney Library, Early Support, Laney Support Services ○ COA: CoA Library, CoA online Counseling ○ BCC: BCC Library, BCC Counseling, BCC Online Tutoring ● Online tutoring via NetTutor is available district wide 	
<p>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.</p>	<p style="text-align: center;">Accomplishments</p> <ul style="list-style-type: none"> ● Surveying students annually 	<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> ● Response rate is low ● Questions are inconsistent across time

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.

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 of community college faculty prepared to teach in an online

environment will increase; c) the number 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.

<p>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).</p>	<p>Accomplishments</p> <ul style="list-style-type: none"> • Blueprint updated for accessibility and modeled in ‘best practices’ expanded examples for: home pages, assignments, discussions, quizzes, anonymous student surveys, student reflective surveys. • Professional development on up-and-coming practices in online learning and updated laws 	<p>Challenges</p> <ul style="list-style-type: none"> • Information overload • Funding to send faculty to conference to learn new practices/laws
<p>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</p>	<p>Accomplishments</p> <ul style="list-style-type: none"> • @ONE course Intro to Course Design adopted and continuation of Intro to Teaching with Canvas, Humanizing Online Teaching, and Self-Paced Accessibility • Local POCR badging process incorporates Peralta online equity rubric. 	<p>Challenges</p> <ul style="list-style-type: none"> • Accessibility in ALL training courses and upfront. Faculty trained first in accessibility then in building to equity rubric, humanizing, etc. <ul style="list-style-type: none"> ○ This will avoid redesigning classes to meet accessibility standards.

<p>opportunities and support for faculty to align their courses based on the CVC-OEI Course Design Rubric and the Peralta Online Equity Rubric.</p>	<ul style="list-style-type: none"> ● POER funded by local colleges some stipends and release time available ● Stipends for local training, for example self-paced accessibility or intro to teaching with canvas. ● <i>ABCD training at BCC – for POER</i> ● Incorporating DE folks/training into new faculty meetings for part-time faculty and TRC process. ● Academic calendar in Canvas calendar ● Local and district wide newsletters that include: workshop offerings, best practice ideas, office hours, resources, external trainings. 	<ul style="list-style-type: none"> ● Peralta Online Equity Training and Team funding were discontinued ● No tracking of college level instructor preparation. ● Do faculty use blueprint? Evidence? Add question to faculty survey to find this out. <ul style="list-style-type: none"> ○ Some faculty use because email to ask when uploaded ○ Faculty may not adapt because they don't know how to use it, feel overwhelmed, don't understand how to use, see has a hinderance. ● No institutional way to track faculty training
<p>DE Project 3.3: (a) Develop and (b) implement recommendations related to the integration of Educational Technology tools and services specific to distance education (including, but not limited to, Learning Technology Integrations</p>	<p style="text-align: center;">Accomplishments</p> <ul style="list-style-type: none"> ● Perusal, Hypothesis, Canvas tools, Canvas Studio, Popetech LTI workshops were offered on PD days and during DE office hours ● LTIs standing agenda item ● Clearer decision-making process and budgeting ● Cross district collaboration on LTI purchases 	<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> ● LTIs are expensive ● Time consuming to survey/review all the options ● Hard to get buy in when faculty know that LTI's may be different from one year to the next (can we negotiate 2-year contracts at least?)

<p>(LTIs), as well as DE-related software, applications, hardware, services, and processes) that support online, hybrid, and face-to-face teaching, by (c) establishing a process that objectively evaluates various Educational Technology tools and services based on factors that include the evaluation of faculty adoption data and relevant criteria (e.g., using a rubric), and (d) providing training opportunities and support for faculty to utilize various helpful and popular Educational Technology tools specific to distance education.</p>	<ul style="list-style-type: none"> ● Development of LTI use survey for faculty ● Publications containing LTI details (FRC and DE handbook) 	
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DE Goal 4: To close achievement gaps and to 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 include administrators, faculty, staff, and students

	Accomplishments	Challenges
<p>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.</p>	<ul style="list-style-type: none"> • End of Fall 2021 semester all Peralta Colleges received Home College status • End of Fall 2023 semester all Peralta Colleges received Teaching College status • Implemented Fall 2022 PO CR badged courses are shown on Peralta schedule 	<ul style="list-style-type: none"> • Some online classes still not shown on exchange • Every college is different for process.

	Accomplishments	Challenges
<p>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</p>	<ul style="list-style-type: none"> • All four colleges have leads and/or PO CR teams • Multi-phase PO CR programs with mentor and mentee partnerships • PO CR training courses (ABCD, Design to Align) and PO CR office hours, weekly 	<ul style="list-style-type: none"> • Passing the accessibility requirements in the CVC Rubric • Funding for training • Funding for working with faculty to go through the PO CR process

<p>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 POOR 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.</p>	<p>work sessions, faculty highlights, workshops</p> <ul style="list-style-type: none"> Established Section D Accessibility Training 	<ul style="list-style-type: none"> Funding and support (software/tech) for remediation Hiring a District Wide Accessibility Position Hard for college to access the data of pre-post POOR success rates. Each discipline is different in what need for support – not one size fits all.
<p>DE Project 4.3: Improve the quality and quantity of online course</p>	<p>Accomplishments</p> <ul style="list-style-type: none"> Each college has badged at least 10 courses 	<p>Challenges</p> <ul style="list-style-type: none"> We need to have 20% of online offerings POOR badged

<p>offerings by a) implementing CVC-OEI support services, and b) developing additional online courses fill critical gaps as outlined by the CVC-OEI.</p>	<ul style="list-style-type: none"> • A Quality Reviewed Course badge has been added to course schedules in Campus solutions (district wide) for courses that have gone through POOR 	<ul style="list-style-type: none"> • How many total online courses do we compare (all synch + asynch) • Not all four colleges have researchers who can provide data in a reasonable time frame. • Courses showing badged on CVC but not on Peralta schedule or badge have been applied to all sections of a course when there is only 1 badged section.
<p>DE Project 4.4: Establish a CVC-OEI Consortium Team for each Peralta college that includes staff, administrators, faculty and a project lead.</p>	<p>Accomplishments</p> <ul style="list-style-type: none"> • All colleges have some members 	<p>Challenges</p> <ul style="list-style-type: none"> • Communication between consortium team and DE chairs/coordinators is lacking/limited • Updating team members does not appear to happen •

Projects related to all 4 Goals

	Accomplishments	Challenges
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<p>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.</p>	<ul style="list-style-type: none"> • Decision making process surrounding LTI's • PCCD DE meetings/agendas on board docs 	<ul style="list-style-type: none"> • Communication gap between DE folks and faculty/staff at college level • Colleges need to update/create transfer of info process.
<p>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).</p>	<p style="text-align: center;">Accomplishments</p> <ul style="list-style-type: none"> • Drafted AP4105 resolution and sent to Academic Senates (spring/summer 2023) 	<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Is AP 4105 unenforceable? • Data tracking modality numbers and success rates only reviewed every 4 years, so hard to develop policies/procedures around online learning. • No institutional tracking of impact of AP's. Or not shared with DE folks • Faculty sign up for training but do not show up or complete
	<p style="text-align: center;">Accomplishments</p> <ul style="list-style-type: none"> • College DE newsletters 	<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Do faculty read emails?

DE Project 5.3: Improve information and communication related to distance education across the district	<ul style="list-style-type: none"> ● Faculty survey ● PCCD DE meetings/agendas on board docs 	<ul style="list-style-type: none"> ● Attending multiple meetings in a month is time consuming and is it effective. ● What is the most effective way to reach faculty?
DE Project 5.4: Develop resource recommendations to support the goals and projects above (e.g. fiscal, human resource, tech, etc.).	<p style="text-align: center;">Accomplishments</p> <ul style="list-style-type: none"> ● Resolution on regular funding for DE ● Resolution on funding for accessibility expert ● Research and draft of district DE budget 	<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> ● Some resolutions did not leave committee ● District DE budget stopped at committee level ● Colleges fund DE on own and at discretion of VPI's and faculty senates.

APPENDIX B: PERALTA DISTRICT – SPRING 2024 DISTANCE EDUCATION STUDENT SURVEY

SPRING 2024 STUDENT SURVEY – SUMMARY

Peralta Community College District is leading an equity initiative to support distance education. As a part of the initiative, Peralta regularly conducts needs assessment activities to ensure its distance education program adequately supports the success of online faculty and students. To help gather insight, the district Distance Education (DE) team collected data from 1,049 students via a survey conducted in Spring 2024.

Student experience and plans – past, present, and future

- **Past history:** Half (49%) of the students started taking online courses after the COVID-19 pandemic. Over a third (39%) started taking them during the pandemic.
- **Present modality:** Half (50%) of the students were taking one or more asynchronous online courses at the time of the survey, Spring 2024. A third of students were taking synchronous remote (34%) or hybrid (33%) courses.
- **Future intentions:** Two-fifths of students intended to take Summer 2024 courses in asynchronous online (47%) or hybrid (40%) formats.

Student rationale for selecting different course modalities

Students shared their rationale for preferring different course modalities, highlighting perceived benefits of each:

- **The highest-ranking reasons for preferring a course modality were personal:** flexibility and 24/7 access.
- **Medium-ranking reasons were interpersonal:** better communication with instructor, engagement, and meeting new people are reasons students prefer face-to-face courses.
- **A third of students ranked their ability to learn better in person** as a reason for preferring face-to-face classes; a quarter cited their ability to learn better online for preferring online courses.

- Roughly a third ranked technology use and/or reduced exposure to disease as reasons for preferring online courses.
- Almost a quarter prefer face-to-face courses because they like being on campus; almost a quarter prefer online courses for safety reasons.

Reasons students prefer modality	Face-to-face	100% online	Hybrid
Flexibility with time/scheduling	--	76%	47%
24/7 access to course materials	--	56%	30%
Better communication w instructor	44%	12%	24%
More engaging	40%	9%	20%
Meet new people	33%	4%	19%
Learn better in this modality	36%	24%	17%
Like using tech	--	32%	--
Like being on campus	22%	--	13%
Reduce exposure to disease	--	29%	--
Safety	4%	22%	8%
Other	8%	8%	5%

Table B1. Comparing reasons students prefer different course modalities

Student perceptions about taking online courses

A majority of students perceive personal benefits when taking online courses, including flexible schedule (85%), time saved commuting (84%), ability to watch recordings (65%), and ease of managing classwork (64%).

Over a third of students perceive interpersonal challenges when taking online courses, including interactions with classmates (44%) and interactions with instructors (38%) being not as good online; Almost a third identified personal distractions (32%) as a challenge.

Student support

When students have questions, over three quarters ask their teacher (76%); at least half use a search engine (58%) or visit the Peralta website (50%); and over a third ask a counselor (41%).

Students have accessed a variety of student support programs and services via online channels.

- Over half of students have gone online to access admissions and records/enrollment (63%) and/or counseling (54%).
- Over a third of students have gone online to access financial aid (36%) and/or the library (33%).
- Smaller numbers of students have gone online to get support with accessibility (16%), tutoring (15%), and/or help with technology—Peralta Canvas support (21%), Helpdesk (16%), Canvas chat support (15%).

Student update preferences

Over half of student respondents prefer to get updates in one of four communication formats: Peralta email (63%), personal email (61%), Canvas messages or announcements (58%), and/or text messages (55%).

Student access to and comfort with technology

- **Internet access:** The majority of student respondents (91%) have reliable internet at home.
- **Device(s) used for coursework:** Two-thirds (68%) of respondents use a laptop for coursework; almost half (46%) use a smartphone; a third (34%) use a desktop computer; and roughly a quarter (24%) use a tablet.
- **Comfort using online technologies:** Most students ranked themselves as extremely or somewhat comfortable with Zoom and Canvas. All other technologies had high percentages of respondents who do not use them, and had greater balance between comfortable and neutral/uncomfortable.

APPENDIX C: PERALTA DISTRICT – SPRING 2024 DISTANCE EDUCATION FACULTY SURVEY

SPRING 2024 FACULTY SURVEY – SUMMARY

Peralta Community College District (Peralta CCD) is leading an initiative to support distance education. As a part of the initiative, Peralta CCD regularly conducts needs assessment activities to ensure its distance education program adequately supports the success of online faculty and students. The district collected information and feedback from 128 faculty via a survey conducted between Spring 2024.

Demographic information

Almost all respondents (96%) who completed the survey were instructors—almost evenly split between full-time (55%) or part-time (45%). A small percentage (4%) identified as librarians, counselors and staff members. **All four colleges were represented** in the survey responses, ranging from 23 participants at BCC (18%) to 44 participants at Laney College (34%).

Almost all respondents (95%) have two or more years' experience teaching online courses. Over half (56%) had taught online courses for 2 to 5 years, 20% had taught online courses over six years, 19% had taught over 10 years, very few (4%) were in their first year teaching online courses and even fewer (2%) had never taught online. Almost half (45%) of respondents teach courses that include a lab.

Rationale and Beliefs

The **majority of respondents listed students as a primary factor for teaching an online class**—"My students demand online courses" (75%). The respondents identified personal factors as well—"It is flexible for my schedule" (66%), "It is best for my health (24%), and "I have to care for others in my household" (19%).

Almost all respondents (94%) feel extremely or somewhat confident about teaching online. Only three people (2%) feel extremely or somewhat not confident.

Student Success and Support

Respondents identified that **the biggest challenges they face with online teaching are students' technology issues--** "Students facing barriers to access Peralta account and Canvas" (46%) and "Technical support for students to ask questions and troubleshoot issues" (41%). A related finding showed respondents also had issues with "communication with the students" (35%). Another set of highly ranked challenges related to increased workload (36%) and the need to learn new tools and technologies (32%). Smaller numbers of respondents reported faculty technology issues—"Inadequate technology infrastructure at the college/district level" (30%) and "Lack of access to required technology/connectivity for faculty" (18%).

Respondents identified that they primarily support students when they set up courses each semester—send a welcome letter (92%), assign an ice breaker activity (66%), make a welcome video (56%), make an orientation video (47%), and reach out to students individually (34%). A third (34%) use the Canvas blueprint to help them set up the course.

Faculty Training, Services and Support

More respondents listed supporting students as their biggest needs with respect to pedagogical or teaching support—“Supporting students to be prepared and ready for online learning” (48%) and “engaging students online” (36%). The next set of needs related to instructional materials: “making instructional materials accessible” (34%), “creating online instructional materials” (23%), and “using instructional materials from external sources” (18%). A third set of needs included online teaching practices: “ensuring equity in online courses” (27%), “assessing online learning” (19%), and “designing new online courses” (13%).

At least a third of respondents need more information about or support implementing policies related to accessibility for students with disabilities (42%) and student authentication (36%). Roughly a quarter want more information or support about requirements for teaching online (28%), online proctoring services (23%), FERPA and safety concerns (22%), and assessment in online classes (21%).

Over two-thirds of respondents were aware of three distance education supports—the Peralta Canvas Help Ticket System (87%), the Canvas 24/7 chat support (71%), and the Distance Education Coordinator (68%).

Over half of respondents were aware of six online teaching and learning resources—Faculty Resources on Canvas (72%), Open Educational Resources (68%), Professional Development (65%), Peralta Online Equity Training (59%), Peer Online Course Review (54%) and the Peralta Distance Education Equity Rubric (52%). Just under half of respondents were aware of the DE Faculty Handbook (49%) and the College DE Home Page (47%).

Open Educational Resources (OER)

Roughly half of respondents have experience with Open Educational Resources, or OER; they replaced with OER materials (for example replaced textbooks, course presentations, etc.) (52%) and/or used Canvas Commons (47%). **Two-fifths of respondents expressed active interest in OER**; they searched for OER (40%) and/or attended OER training or workshops (38%).

The biggest concerns about using OER include the respondents' area/field is not very well represented in OER (33%), uncertainty about the quality of OER (24%), and not knowing how to find good OER (23%).

Learning Tools Interoperability (LTI)

Almost half of respondents use an LTI for Canvas Studio (47%), TechConnect Zoom (46%), and/or Turnitin (44%). A third of respondents use the LTI for NameCoach (33%).

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 (NEED SHORT PARAGRAPHS DESCRIBING EACH)

ACCJC

In response to the expansion of online classes during the COVID pandemic and the retention of those classes after, the ACCJC has developed resources to help colleges meet the Title 5 requirements. One area of focus for the ACCJC is regular and substantive interaction. Those resources include: [Quality Continuum Rubric for Distance Education](#), [Addendum to the Protocol for Distance Education Review](#), [DE assessment tool for Peer Reviewers](#), and an [FAQ](#).

California Code of Regulations – Title 5

In 2018 the Board of Governors approved changes to Title 5. Some of the changes included requiring colleges to more critically review online courses and programs as they make their way through the curriculum process. Additionally, the

BOG added specific language about teacher preparation in online andragogy. The Academic Senate of the California Community Colleges provided a [summary](#) on these changes. However, the [full legal text](#) is also available for review.

Code of Federal Regulations – Title 34

The US Department of Education sets many of the standards for distance education, including providing [legal definitions](#). In general, [Title 34](#) provides legal standards for our college.

California Community College System

The CCC regularly provides guidance and updates on distance education regulations. A [2019 summary](#), reviewed changes to the Title 5 requirements specific to distance education. A more recent [memorandum](#) from the California Community College system, provides more detailed guidance and definitions surrounding distance education.

DISTANCE EDUCATION PLAN DEVELOPMENT PROCESS

Dates	Distance Education Plan Development Activity
	Development and Feedback
Oct 2024	Complete assessment of results from implementing Peralta’s 2021-2024 DE Plan
Oct 2024 through Dec 2024	District DE Committee members discuss, develop and review 2025-2028 DE Plan projects
Jan 2025	Submit draft revision to DE Committee
Jan-Feb 2025	DE Committee approves and publishes draft Peralta Community College Distance Education Plan

	Community Engagement, Shared Governance, and Approval
Spring semester 2025	Peralta Distance Education Committee shares draft 2025-2028 DE Plan virtually with all appropriate stakeholders at the district and colleges
May 2025	Submit to District Academic Senate and Peralta District Academic Affairs and Student Services Committee for approval
May 2025	Submit to Planning and Budget Committee for approval
May 2025	Submit to Participatory Governance Council for approval

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