

PCCD DISTANCE EDUCATION DRAFT IMPLEMENTATION PLAN 2026-2027

1. Overview

Peralta Community College District (PCCD) has a long history of offering distance education, and our online students make up a significant share of our enrollment. This plan represents the next major phase: moving from a collection of independently offered online courses to a coordinated, fully online degree pathway system that ensures students experience consistent quality, clear expectations, and strong support no matter which college they attend.

This implementation plan draws on two bodies of work developed in 2025-2026:

The Distance Education Taskforce Recommendations

The districtwide taskforce produced concrete recommendations organized across four areas: Student Learning, Student Success, Student Access, and Infrastructure. These recommendations are mapped below to the implementation work streams.

Recommended Fully Online Degree Pathways

Using data-driven analysis, the taskforce unanimously recommended Business ADT, Psychology ADT, Sociology ADT, and Political Science ADT as the first fully online degree pathways, with CalGETC identified as a high-impact districtwide priority.

This work draws on the vision and principles of the PCCD Transformation Plan, which is guiding the district as we move from four colleges to three and reimagine how we operate to better serve students and strengthen our financial foundation. The Unification Taskforce Listening Sessions are also woven throughout this plan, keeping our students and our employees at the center of every design decision we make.

2. Workgroup Design

Implementation will be organized into two parallel workgroups that operate on a shared monthly cadence and convene jointly once per month. This structure ensures that instruction and student services develop in coordination rather than in silos, while allowing each track to move efficiently through its domain-specific work.

Meeting Cadence

All-hands Meeting (Monthly): All members of both workgroups meet to share progress, surface cross-track dependencies, align on upcoming decisions, and review data.

Instructional Workgroup (Monthly, separate meeting): Focuses on pathway development, faculty training, partner school relationships, curriculum concerns, and scheduling. *Responsible Party: Dean, Kellie Nadler*

Instructor Workgroup with Faculty and Administrator Cohort: A core feature of the Instruction Workgroup is that it will operate as a cohort. Department chairs from each of the disciplines implementing fully online degree pathways will join the workgroup alongside their deans. This means the faculty and administrators leading Business, Psychology, Sociology, and Political Science online degree development will go through this process together, building shared knowledge, shared norms, and a shared timeline. The cohort model ensures that no one college or department is figuring this out alone, and that the lessons learned in one program benefit all of them.

Student Services Workgroup (Monthly, separate meeting): Focuses on enrollment processes, application systems, counseling, student support, marketing, and onboarding. *Responsible Party: Associate Vice Chancellor, Amy Lee*

Total workgroup commitment: 2 90-meetings per month September-December and February-May.

3. Taskforce Recommendations Mapped to Implementation

Work Streams (*Map to Pathways to Possibilities framework*)

The Distance Education Taskforce recommendations are organized across four areas. Each area maps to a set of actions that will be owned by one or both workgroup tracks. These are not sequential phases; work in all four areas will begin concurrently in Fall 2026.

Student Learning (*Clusters, Student Completion*)

- Provide professional development on high-quality online course design and delivery (Instruction)
- Ensure online degrees meet accessibility standards (Student Services)
- Implement coordinated, multi-year scheduling for fully online degrees (Instruction)

Student Success (*Pathway Intake, Student Completion*)

- Ensure that all core student support services are available online, including evenings and weekends (Student Services)
- Establish an onboarding process to prepare students for online degree programs (Both)
- Ensure secure and accessible exam proctoring options for online courses (Instruction)
- Standardize administrative processes and student navigation for fully online degree pathways (Both)

Student Access (*Pathway Intake, Student Completion*)

- Develop a centralized online degree and student support hub (Student Services)
- Launch a districtwide marketing campaign to promote online degrees (Work with District Marketing)
- Ensure equitable access to technology for students (Student Services)

Infrastructure *(Clusters, Student Completion)*

- Centralize and standardize the review and procurement of instructional technology tools like Canvas LTIs (Instruction)
- Align district policies, procedures, and collective bargaining agreements to support high standards for online course design and delivery (Both)
- Establish a coordinated Institutional Research and Effectiveness framework to support continuous improvement of fully online degrees (Both)

Note on program duplication and nights and weekends college work: As part of the instruction track's work, the workgroup will review the taskforce's recommendations on program duplication and nights and weekends college to ensure complimentary assignments for which colleges will take lead on distance education programs. College of Alameda has been identified as the possible lead college for the Business ADT online launch.

4. Implementation Timeline AY 26-27

The full workgroup kicks off together in September 2026. From there, the group follows a shared monthly cadence through the academic year, with a joint convening at the start of each month and track-specific workgroup meetings in the second half of the month. The January break allows both tracks to pause and reset before the spring semester. The first joint convening in September will be used to establish shared goals, review the full scope of work, and collectively determine what needs to be completed and by when.

Monthly Cadence (September-December, February-May)

Week 1: Full group joint convening

Week 3: Instruction Workgroup meeting

Week 3: Student Services Workgroup meeting

September 2026

Full group kickoff. Establish shared goals, norms, and decision-making process. Review the full scope of taskforce recommendations. Collectively determine key milestones and target completion dates for AY 2026-27.

The following will be completed Summer 2026:

- Colleges identified to lead faculty cohort development for each recommended degree pathway
- AVC Lee launches student support planning for distance education (student services track)
- Membership for both tracks of the workgroup are determined and appointed

The following work will be completed by Fall 2026:

- Dean Nadler supports college deans and department chairs to complete and supplemental applications for the online degree programs

October-December 2026

Joint convenings and track workgroup meetings continue. Both tracks work toward the milestones established at the September kickoff, surfacing cross-track dependencies and adjusting as needed at each joint convening.

February-May 2027

Joint convenings and track workgroup meetings resume. Both tracks continue implementation work and begin planning for the Fall 2027 launch. Marketing campaign development begins. The final joint convening in May serves as an end-of-year review and a planning session for Fall 2027 launch.

5. Design Principles for Workgroup

These principles, drawn from both the Taskforce work and the Unification Taskforce Listening Sessions, will guide workgroup decision-making.

- 1. DESIGN AROUND STUDENT EXPERIENCE:** Students should be able to navigate dual enrollment seamlessly, with clear communication, consistent processes, and visible support at every step.
- 2. ALIGN WITHOUT UNIFORMITY:** Standardize what must be standardized (deadlines, applications, data reporting) while preserving campus relationships, culturally responsive practices, and local identity.
- 3. BUILD SYSTEMS THAT OUTLAST INDIVIDUALS:** Create SOPs, shared repositories, and documented workflows so that institutional knowledge is not held by any one person.
- 4. CENTER EQUITY INTENTIONALLY:** Use data to identify and close gaps by race, ethnicity, gender, and school. Targeted outreach and affinity group engagement are not optional add-ons.
- 5. TWO WORKGROUP TRACKS, ONE STUDENT:** A student's experience of dual enrollment is not divided into academic and student services; it is one experience. Instruction and Student Services must operate as a unified team.