



Peralta Community  
College District

# Distance Education Taskforce

Final Recommendations to PBC



April 17, 2026



## Distance Education Taskforce

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# Charge



- **Strategic Direction:** Consolidate distance education into **one coordinated system**, so students experience consistent quality, clear expectations, degree pathways, and strong support no matter which is their primary college.
- **Goal:** Using data-driven analysis, **develop a districtwide strategy and recommendations** for coordinating distance education offerings. **Identify 2-3 fully online associate degree pathways** to launch by Fall 2027 (or sooner, if feasible).
- **Scope of Work:**
  - Conduct a comprehensive analysis of distance education offerings and high-demand modalities
  - Review student success data and declared majors to inform degree selection
  - Recommend majors most suitable for fully online degree implementation
  - Develop an equity-centered rubric for scheduling online instruction



## Taskforce Composition

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- **Student:** Tuguldur Narsagdori
- **Counselor:** Julie Saechao
- **Counselor:** Terrance Green
- **District Academic Senate:** Laurie Requa
- **District Academic Senate:** Heather Sisneros
- **District Academic Senate:** Ngheim Thai
- **Classified Senate:** Lashaune Fitch
- **Peralta Federation of Teachers:** Matthew Goldstein
- **Service Employees International Union:** Srujana Tumu
- **Administrator:** Inger Stark
- **Administrator:** Kellie Nadler



# Work Completed



## Taskforce Meetings

Held 8 meetings between October 30 and April 13



## Research & Data

Established agreed upon research questions and reviewed multiple iterations of datasets



## Stakeholder Feedback

Using research, data, and feedback from department chairs, the taskforce gathered input



## Online Degree Recommendations

Taskforce members reached unanimous agreement on online degree recommendations



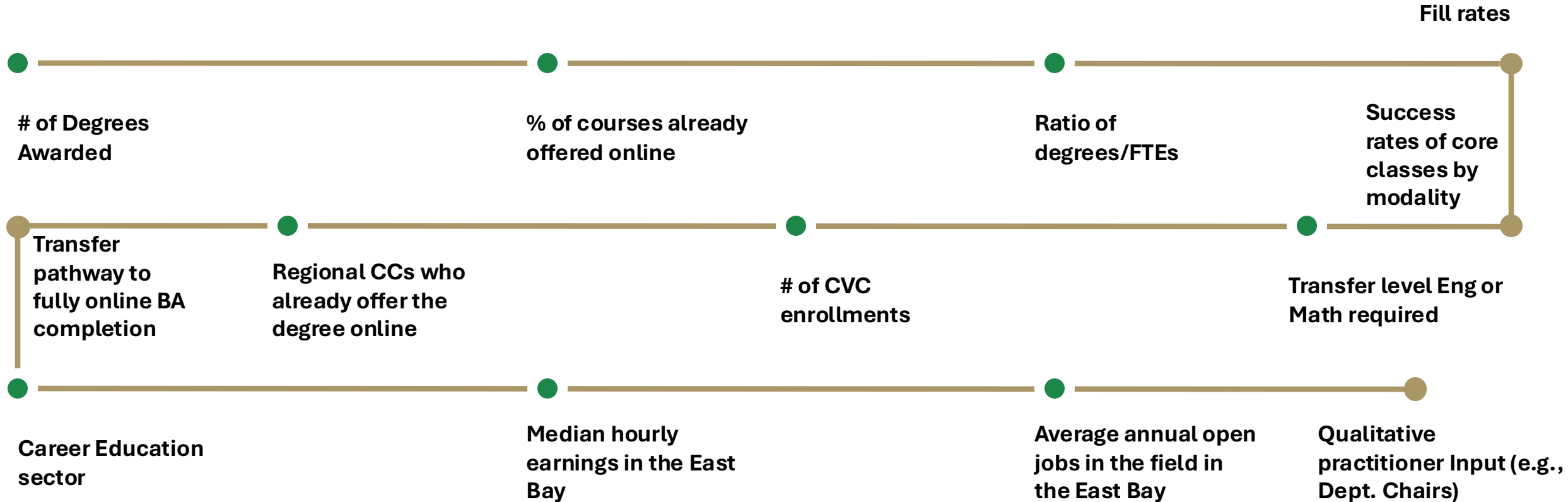
## Coordination Recommendations

These are actions to coordinate online degree pathways across the district, prioritizing sustainability and adequate staffing





# Degree Pathway Datasets for Decision Making



## Initial Decision

\*Data analysis was complemented by stakeholder input and a review of historical enrollment patterns to support equitable recommendations



# Recommended Fully Online Degree Pathways



## 1) Business ADT

Selected partially for high degree awards, strong ratio of degrees-to-FTES, comparable online and in-person success, strong fill rates, online transfer pathway to CSU East Bay, and strong regional job opportunities

## 2) Psychology ADT

Selected partially for high degree awards, strong ratio of degrees-to-FTES, comparable online and in-person success, strong fill rates, and online transfer pathway to CSUs

## 3) Sociology ADT

Selected partially for high degree awards, comparable online and in-person success, strong fill rates, online transfer pathway to CSUs, and often used for degree completion tied to employment needs rather than major-specific content

## 4) Political Science ADT

Selected partially for fill rates, comparable online and in-person success, high number of enrollments through the CVC, and online transfer pathways to CSUs

## 5) CALGETC

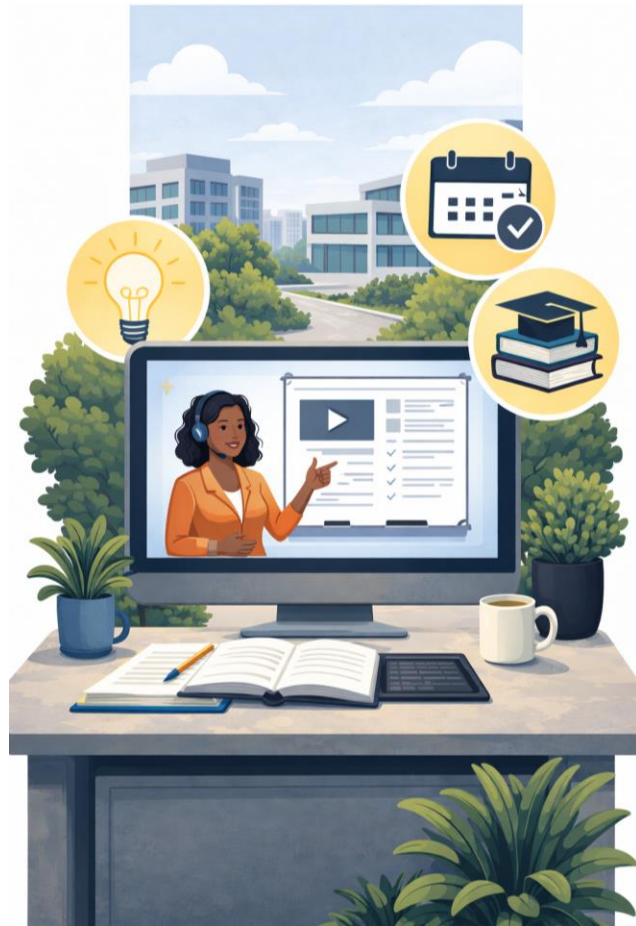
Though ranked 5th, data suggests this should be a primary districtwide initiative. Strong student demand, including concurrent and dual enrollment, makes a fully online CalGETC core a high-impact access strategy and marketing opportunity





# Recommendations for Coordinating Online Degree Programs

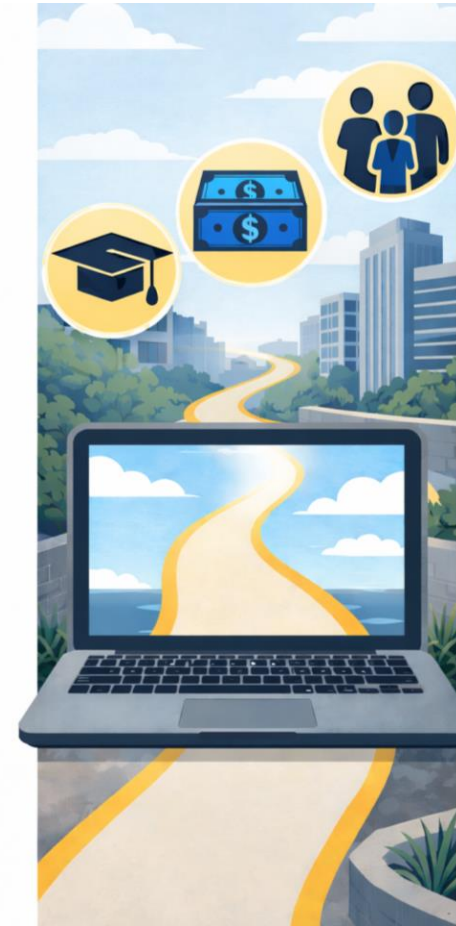
## Student Learning



## Student Success



## Student Access



## Infrastructure





# Three Key Recommendations for Student Learning



- 1. Provide professional development on high-quality course design and delivery**
- 2. Ensure online degrees meet accessibility standards**
- 3. Implement coordinated, multi-year scheduling for fully online degrees**





## Key Recommendation for Student Learning: 1 of 3

### Provide professional development on high-quality online course design and delivery

- Offer regular professional development for faculty, including workshops, trainings, and communities of practice focused on effective online pedagogy, accessibility, and student engagement
- Implement a system to track faculty completion of required professional development for online teaching
- Fund districtwide Peer Online Course Review (POCR) badging process in addition to recognizing multiple professional development pathways for instructors to prepare to teach online (e.g., Equity Rubric or graduate-level coursework)

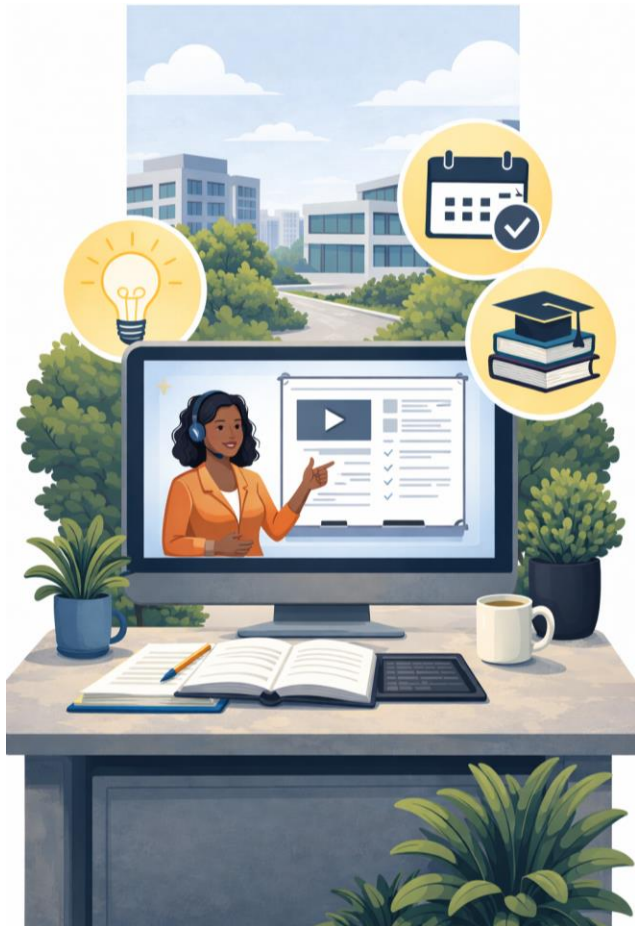




## Key Recommendation for Student Learning: 2 of 3

### Ensure online degrees meet accessibility standards

- Create a new position for an Accessibility Expert and Instructional Designer to support accessible course design and compliance
- Implement regular accessibility reviews of online courses led by the Accessibility Expert and Instructional Designer
- Have the Accessibility Expert and Instructional Designer ensure online courses within degree pathways meet accessibility standards and legal compliance with Title 5 and ADA (Title II)





## Key Recommendation for Student Learning: 3 of 3

### Implement coordinated, multi-year scheduling for fully online degrees

- Commit to two- and three-year course schedules for all courses required in online degree programs
- Verify articulation and transfer alignment for all courses within online degree pathways





## Four Key Recommendations for Student Success



- 1. Ensure that all core student support services are available online, including evenings and weekends**
- 2. Establish an onboarding process to prepare students for online degree programs**
- 3. Ensure secure and accessible exam proctoring options for online courses**
- 4. Standardize administrative processes and student navigation for fully online degree pathways**

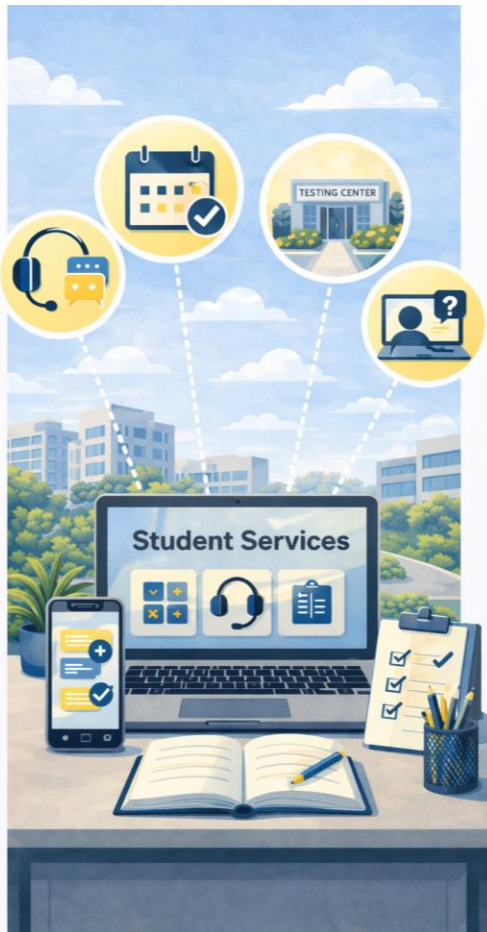




## Key Recommendations for Student Success: 1 of 4

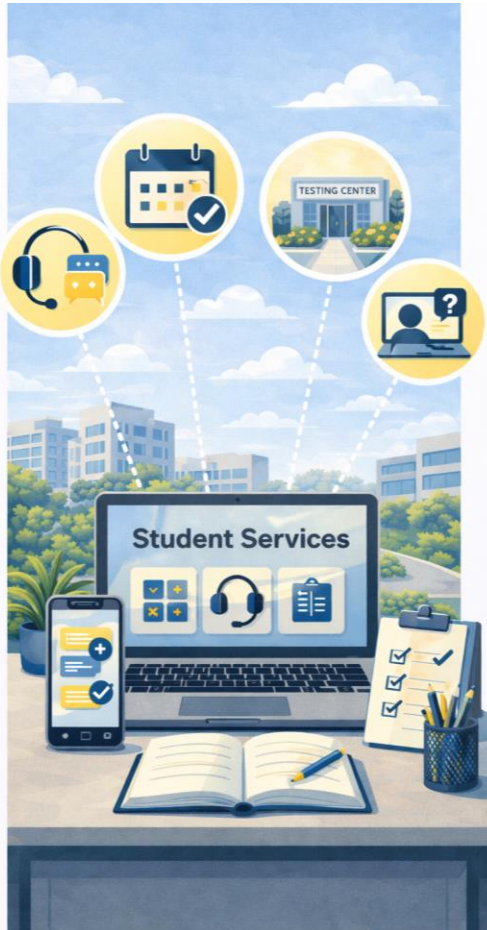
**Ensure that all core student support services are available online, including evenings and weekends**

- Provide online access to all major student support services (e.g., tutoring, counseling, advising, library support, financial aid assistance) outside of the traditional 8-5 hours
- Ensure rapid response for evening and weekend support for the LMS (Canvas)





## Key Recommendations for Student Success: 2 of 4



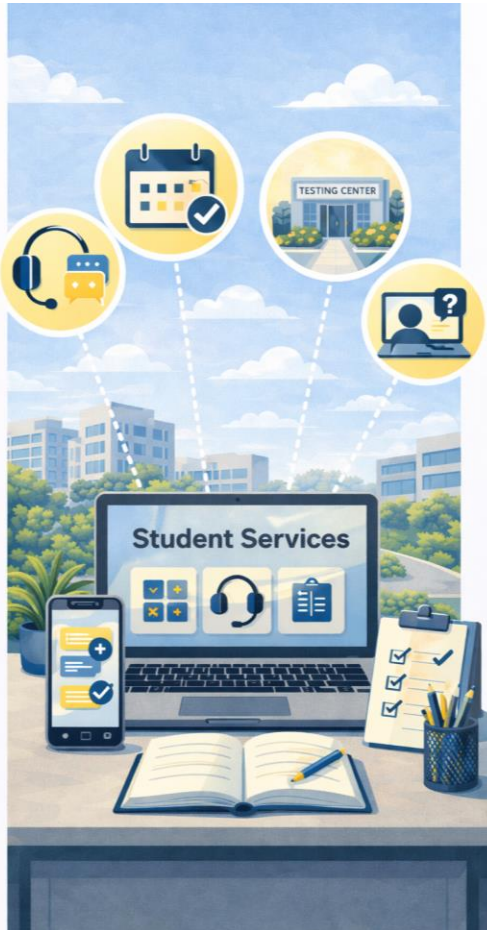
### Establish an onboarding process to prepare students for online degree programs

- Offer online and in-person orientations for online degree programs, introducing students to Canvas, expectations for taking online courses, and available student support services
- Ensure students connect with a counselor to develop a Student Education Plan (SEP) prior to or during their first semester
- Develop and provide ongoing resources and training on effective online learning strategies to support student success
- Publish and maintain these resources in the centralized online degree and student support hub for easy student access





## Key Recommendations for Student Success: 3 of 4



### Ensure secure and accessible exam proctoring options for online courses

- Provide on-campus testing center access at each college for students enrolled in online courses that require proctored exams
- Participate in a network of approved proctoring centers so students who do not live near a PCCD campus can complete exams at authorized locations
- Establish clear guidelines for when proctored exams are appropriate, particularly in courses where assessment integrity or transfer expectations may require it
- Clearly communicate proctoring options and procedures to students enrolled in applicable online courses





## Key Recommendations for Student Success: 4 of 4



### Standardize administrative processes and student navigation for fully online degree pathways

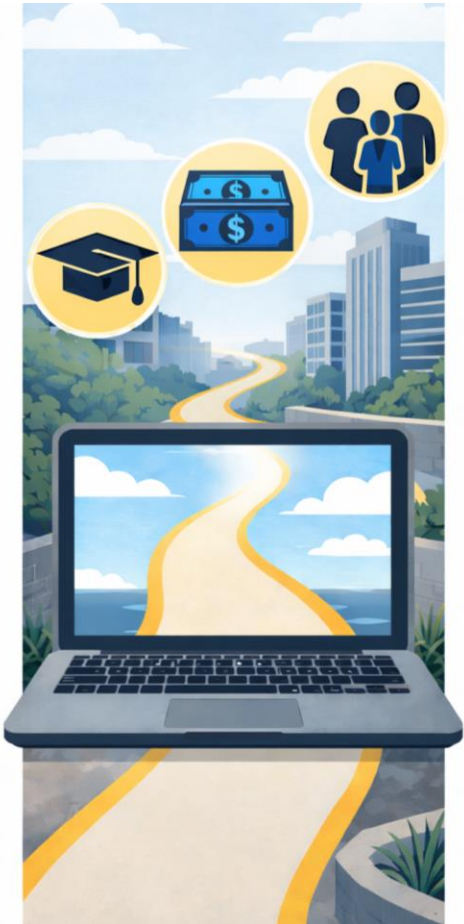
- Develop and implement a Standard Operating Procedure (SOP) defining how online students access core administrative services (e.g., admissions, financial aid, counseling) and submit complaints or grievances
- Develop and implement a SOP defining how colleges address student conduct and academic integrity issues in online and remote learning environments
- Create and publish clear student and faculty facing guidance on how to navigate administrative processes in an online context
- Ensure consistent implementation of these processes across colleges to ensure a seamless student experience





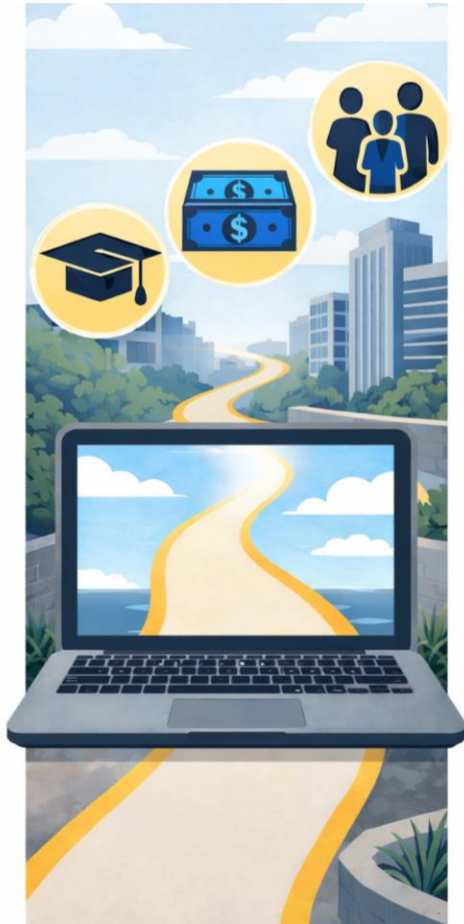
## Three Key Recommendations for Student Access

1. **Develop a centralized online degree and student support hub**
2. **Launch a districtwide marketing campaign to promote online degrees**
3. **Ensure equitable access to technology for students**





## Key Recommendations for Student Access: 1 of 3



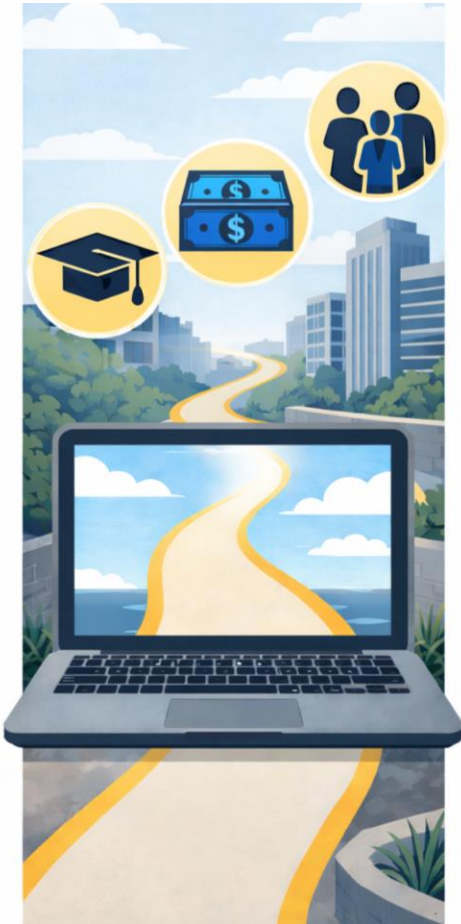
### Develop a centralized online degree and student support hub

- Create a website that includes:
  - Clear information on fully online degrees
  - Program maps for each online pathway
  - Links to online and in-person student support services
  - Links to help desks
  - Links to technology lending libraries
  - Guidance on how to complete Cal-GETC requirements fully online





## Key Recommendations for Student Access: 2 of 3



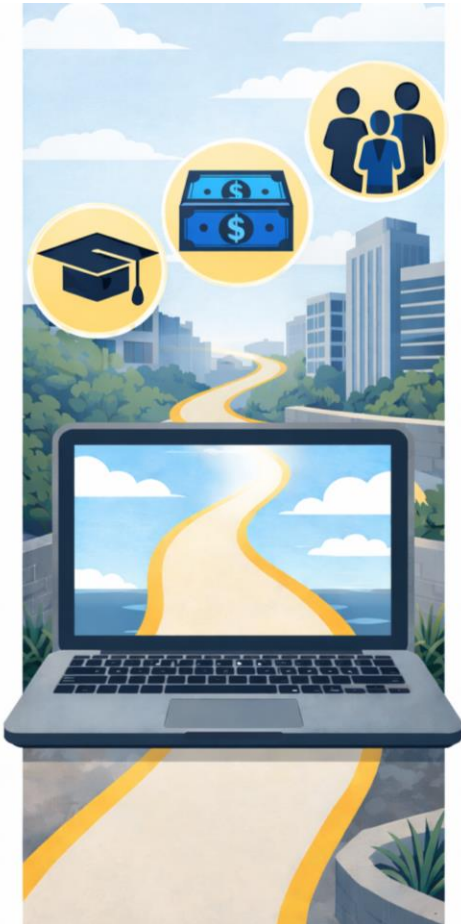
### Launch a districtwide marketing campaign to promote online degrees

- Develop a districtwide marketing strategy and campaign plan
- Establish clear, consistent messaging and branding for online degrees
- Create and deploy digital and print marketing materials
- Conduct targeted outreach to key students populations (e.g., working adults, dual enrollment students, student parents, returning students)





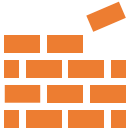
## Key Recommendations for Student Access: 3 of 3



### Ensure equitable access to technology for students

- Provide loaner laptops and mobile hotspots to students lacking reliable technology or internet access
- Create and share standardized, districtwide communication about technology lending libraries as part of online degree promotion and onboarding
- Establish centralized access points through the online degree and student support hub for all technology support services and help desks serving online students

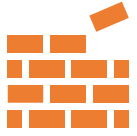




## Three Key Recommendations for Infrastructure

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



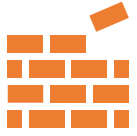


## Key Recommendation for Infrastructure: 1 of 3

### Centralize and standardize the review and procurement of instructional technology tools (e.g., Canvas LTIs)

- Create an established districtwide process for evaluating, approving, and purchasing instructional technology tools
- Follow an annual review cycle to assess effectiveness, accessibility, and alignment with instructional needs
- Coordinate purchasing to ensure consistency across colleges and leverage cost efficiencies
- Publish clear guidance for faculty on approved tools and how to access them



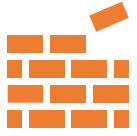


## Key Recommendation for Infrastructure: 2 of 3

### Align district policies, procedures, and collective bargaining agreements to support high standards for online course design and delivery

- Review, and as needed, negotiate updates to relevant sections of the faculty collective bargaining agreement (e.g., Article 33: Distance Education or Article 18: Hours, Workload, and Class Size)
- Review and revise applicable administrative procedures in Academic Affairs (4000 series) and Student Services (5000 series) to ensure alignment with online degree delivery
- Establish clear, consistent guidelines supporting online instruction, student services, and faculty responsibilities across the district





## Key Recommendation for Infrastructure: 3 of 3

### Establish a coordinated Institutional Research and Effectiveness framework to support continuous improvement of fully online degrees

- Create a districtwide research agenda based on student experience
- Conduct disaggregated analyses of student outcomes across online, in-person, and hybrid modalities
- Integrate student voice through surveys, focus groups, and analysis of service utilization data (e.g., ConexEd, LMS engagement)
- Document findings and integrate them into program review, strategic planning, and resource allocation processes to "close the loop"



## You Can't Build the House Without the Foundation

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- **Maintain leadership continuity in implementation**
  - Some members of the taskforce would like to take part in the implementation to ensure continuity and preserve institutional knowledge
- **Establish dedicated funding for distance education**
  - Allocate ongoing, dedicated funding to support distance education initiatives, including coordination, staffing, and technology
- **Implement the recommendations before launching degree programs**
  - Prioritize the implementation of districtwide coordination structures and processes before launching fully online degrees to ensure readiness, student success, and long-term sustainability
- **Phase implementation of fully online degree pathways**
  - Implement a phased rollout beginning with one pilot degree program at a college with strong departmental readiness, and establish a timeline for scaling additional degrees based on lessons learned



# Questions or Feedback?



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