



2020-21 LPC Annual Distance Education Report

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Introduction

Las Positas College is pleased to present its annual Distance Education (DE) report for the 2020-21 academic year. This report attempts to give a comprehensive review of DE activities, data, and important issues that affect the LPC community. While reading it, keep in mind that the ultimate goal of the DE program is to provide high-quality instruction, while also supporting students, enhancing learning, and allowing students the opportunity to attain their educational goals. The information in this report is used for making key decisions in the future.

Preparing for Online Teaching

After working frantically during the latter half of the spring 2020 term to transition all instruction online, faculty, staff, and administrators at LPC began preparing for the college's first-ever completely online summer term. Veteran online instructors were tabbed to teach during the summer, along with many instructors whose only online teaching experience came just after the quick transition. Those instructors had not undergone proper online pedagogical training, so they were offered entrance into LPC's Online Course Development Program (OCDP). Twenty-six instructors completed training prior to the summer 2020 term.

The bigger challenge, however, was training all the remaining instructors to be prepared to teach in fall 2020. A district-wide task force created a summer training program to handle this dilemma. At LPC, the program consisted of enrolling all volunteering faculty into the OCDP and dividing them into six cohorts, each led by an experienced online instructor. Originally, there were four cohorts, but two more had to be added due to high demand. Each cohort "coach" was responsible for reviewing work, giving feedback, encouraging participants, and answering all questions. These faculty coaches were Victoria Austin, Amy Chovnick, Tracey Coleman, Nadiyah Taylor, Drew Patterson, and Sheena Turner-August.

Here is the faculty data from the summer program, which ended August 16, just prior to the start of the fall 2020 term:

- 129 completed the program
- 114 completed Level 1 (the OCDP)
- 15 completed Level 2 (selected content within the OCDP)
- 228 were inputted into the OCDP
- 6 indicated early that they were dropping out
- 21 did no work
- 72 did some work but did not finish

Although more than half of the faculty who joined the program ended up completing it, a substantial number did not. It was decided that the program would continue, albeit without the financial incentive negotiated for the summer by the District and the Faculty Association. Humanities instructor—and veteran online teacher—Kimberly Tomlinson was selected as the faculty coach for the fall. During the fall 2020 term, 7 instructors completed the OCDP, and in spring 2021, again with Kimberly as the coach, 11 completed the program.

More Training

The OCDP was not the only method used for training instructors to use Canvas and other tools to deliver online instruction. Canvas Studio, a multimedia tool used for the creation of videos and audio files, was introduced in early August, and the first training on it was conducted August 7. Twenty-eight instructors participated in that workshop. As usual, the Teaching and Learning Center (TLC) staff conducted or sponsored a plethora of workshops and flex day activities during the fall and spring terms, along with offering one-on-one training sessions.

Attendance figures for training opportunities during 2020-21:

- Appointments with TLC staff: 132
- Forty-eight workshops offered by the TLC staff: 159
- Two Flex Day workshops “Making your Canvas Course Site ADA-Compliant”: 23
- Fall Flex Day workshop “Canvas Studio”: 32
- Spring Flex Day workshop “Designing More Interaction into Your Online Course”: 58
- Spring Flex Day workshop “Video Editing in Canvas Studio”: 33

ConferZoom

At the outset of the pandemic in March 2020, ConferZoom—the branded name of the Zoom tool for the CCCs—became the primary method for faculty to continue teaching their courses in a synchronous manner. Although ConferZoom solved a critical need, it was not without its challenges, most of which were in the technical realm. Faculty struggled with technical issues surrounding account creation, integration within Canvas, and “zoom-bombing”, among others. The vendor, realizing that so much instruction nationwide was moving onto its platform, made countless updates, offered several upgrades, and added many features conducive to teaching and learning. This resulted in a significant decrease in support requests for LPC faculty.

With many technical issues resolved, the focus then turned to legal issues. Some students began questioning why they were being required to have their web cameras turned on, why they were being recorded, why their sessions were not being captioned, etc. In response, the California Community College Chancellor's Office of General Counsel issued two legal opinions on October 19 related to real-time captioning and cameras as requirements in live, online synchronous classes. Those

opinions, coupled with the opinions of the CLPCCD legal team on similar issues (plus online proctoring) resulted in a document titled *Grace Guidance for Faculty: Cameras, Recording, and Proctoring* that was distributed by the LPC administration to all college faculty on November 6.

Due to heavy ConferZoom usage throughout the CCCs, the State Chancellor's Office released a memo March 1 telling users to delete old ConferZoom cloud recordings by March 8 to free up space to ensure cloud storage for the fall term. However, a few days later, the State Chancellor's Office pushed that deadline back to June 30.

For several months, the district's Technology Coordinating Committee (TCC) discussed an upgrade of ConferZoom that was being offered by CCC TechConnect, the organization that runs ConferZoom for the state. This upgrade of moving from the statewide sub-account to the district sub-account provides an enhanced interface for ConferZoom within Canvas, along with giving the district the ability to support its users without sending them to CCC TechConnect's web site or phone support line. The DE committees at both Chabot and Las Positas recommended the upgrade to the TCC. At its March 12 meeting, the TCC voted to recommend to Chancellor Gerhard that the district upgrade to a ConferZoom sub-account "at a time with the least impact on instruction." According to District CTO Bruce Griffin, Chancellor Gerhard accepted the TCC's recommendation, though no date for the move was given.

Accreditation

In preparation for its upcoming accreditation review and to ensure that LPC is compliant with federal regulations that went into effect July 1, 2021, the college DE Committee revised its Regular Effective Contact Guidelines. The revised guidelines were approved by the committee January 22 and by the Academic Senate on March 10.

The federal regulations were publicized on August 24 when the U.S. Department of Education released its final rule on distance learning. Among the new regulations, Regular and Substantive Interaction, which is the federal equivalent to the CCC's Regular Effective Contact, was defined. Interaction in a DE class meets the federal definition if it satisfies at least two of five conditions:

- i. Providing direct instruction;
- ii. Assessing or providing feedback on a student's course work;
- iii. Providing information or responding to questions about the content of a course or competency;
- iv. Facilitating a group discussion regarding the content of a course or competency;
- v. Other instructional activities approved by the institution's or program's accrediting agency.

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency,;

- i. Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
- ii. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

LPC's Regular Effective Contact Guidelines were approved by the DE Committee and Academic Senate with the realization that they might be updated in the near future when the State Chancellor's Office releases its oft-delayed DE Guidelines. That will most likely become a certainty because in mid-May, the state released not only the proposed revisions to the DE Guidelines, but also proposed revisions to Title 5. The revisions are an attempt to better align state law and the guidelines to the federal regulations.

The current LPC Regular Effective Contact Guidelines are included in the college's DE Handbook, which was fully updated in summer 2020 and is available on the LPC web site.

State Authorization

State Authorization has been discussed for many years at the college and district levels without any long-term solutions decided upon. At issue is the college's/district's response to students who complete their course work from a state other than California. There are different laws in each state that govern how their residents are educated online. Some states charge thousands of dollars to educate their students, while other states allow exemptions. This issue was broached at the district TCC in the fall and sent from there to the District Enrollment Management Committee (DEMC).

On March 5, Instructional Technology Coordinator Scott Vigallon and his counterpart at Chabot, Christina Davis, made a presentation to the DEMC about State Authorization. Aside from defining the issue and explaining its importance to that committee, the presentation detailed the commitment on the part of the colleges/district, explained what is currently being done at the colleges, and offered choices on how to resolve the issue. The DEMC indicated that it would look into the issue further.

Substantive Change

On February 16, the Accrediting Commission for Community and Junior Colleges (ACCJC) approved LPC's Substantive Change request to offer 15 additional degrees and certificates online. Those programs are:

- Administration of Justice AA
- Advanced ESL Communication Studies Certificate of Completion
- Public Health Science AS-T
- Radio Communications Certificate of Achievement
- Actors Conservatory Certificate of Achievement
- Computer Desktop OS Security Certificate of Achievement
- Computer Network Technician Certificate of Achievement
- Emergency Medical Services EMT- Paramedic AS
- Emergency Medical Services EMT- Paramedic Certificate of Achievement
- Project Management Certificate of Achievement
- Web Development Certificate of Achievement
- Administration of Justice AA
- Emergency Medical Responder Certificate of Accomplishment
- IT Support Professional Certificate of Achievement
- Theater Arts AA

Online Equity

Each instructor who completed the Online Course Development Program (OCDP) course in 2020-21 received training in culturally responsive online teaching. Training materials included practical tips for reaching students from diverse backgrounds, the Peralta Community College District's Equity Rubric, and webinar recordings from the 2020 USC Center for Urban Education webinar series titled Racial Equity in Online Environments and from the Center for Organizational Responsibility and Advancement.

Outside of the OCDP, faculty were offered training and resources in culturally responsive teaching from a variety of resources that included a new course offered by the California Virtual Campus titled Equity and Culturally Responsive Online Teaching, workshops and webinars publicized by the Professional Development Committee and others at LPC, and workshops offered at the fall and spring Flex days. For example, the fall Flex Day included a session titled Culturally Responsive Feedback: Language So Rich, Why We Stiflin?, along with a keynote titled Social Justice Educators as Facilitators of Student Empowerment. At the spring Flex Day, among the sessions offered were Care Through Linguistic Justice in the Classroom and You Good? Black Mental Wellness on Campus.

Planning for, and the drafting of, LPC's next iteration of its student equity plan is supposed to commence soon. Scott Vigallon and fellow DE Committee member Frances Denisco have

committed to working with Director of Student Equity & Success Shawn Taylor and his team to integrate DE into that plan.

Web Accessibility

To prepare for accreditation, the LPC DE Committee sought a separate district-wide policy focused on creating instructional content that is accessible to students with disabilities in accordance with federal law and state Title 5 regulations. The topic was discussed by the district TCC, which originally decided that since a board policy on web accessibility would be numbered in the 3000 range, it would not come up for review until next year. Therefore, it was tabled. However, at its May 14 meeting, the topic was addressed again, and this time, the TCC voted to recommend to the chancellor the creation of a web accessibility board policy covering academic and administrative web sites as soon as possible to fulfill accreditation requirements. The policy should also incorporate the appropriate professional development.

In the meantime, a senior investigator from the Office of Civil Rights (OCR) presented at the March 19 statewide DE Coordinators meeting, and among her comments were that the OCR holds institutions, not individuals, responsible for ADA violations and that colleges should have a system to check if faculty are posting accessible content in their courses or not. The latter coincides with the following DE Committee goal: Develop a process to periodically review existing DE courses to ensure adherence to ADA requirements. It also coincides with the Responsibilities for Compliance in Accessibility Standard issued by the State Chancellor's Office in 2018, which states: "The CCCCCO recommends that districts establish written procedures for the compliance process, including procedures for periodically monitoring the accessibility of instructional websites and materials."

The DE Committee decided to handle the policy issue and the monitoring issue by, first, approving its own Distance Education Accessibility Guidelines, and second, by approving the installation of software that will allow faculty to check their Canvas sites for accessibility. The LPC Distance Education Accessibility Guidelines spell out the legal and regulatory foundation for making instructional content accessible to students with disabilities, in addition to explaining faculty and staff training availability, training topics, standards to be used, and courses being checked for accessibility. These guidelines were approved with the knowledge that they will eventually be superseded by any district board policies and administrative procedures.

To address the issue of monitoring course content for compliance, the DE Committee recommended installation of Pope Tech into Canvas in time for the start of the fall 2021 term. Pope Tech reviews Canvas pages for potential accessibility errors and prompts faculty with the necessary changes to fix issues. It is offered freely through the CCC Accessibility Center. Faculty training will be offered prior to, and after, the start of the fall term. The committee also plans to offer a fall Flex Day session in which faculty will learn how to use Pope Tech and check their content for accessibility—and remediate it—at the same time.

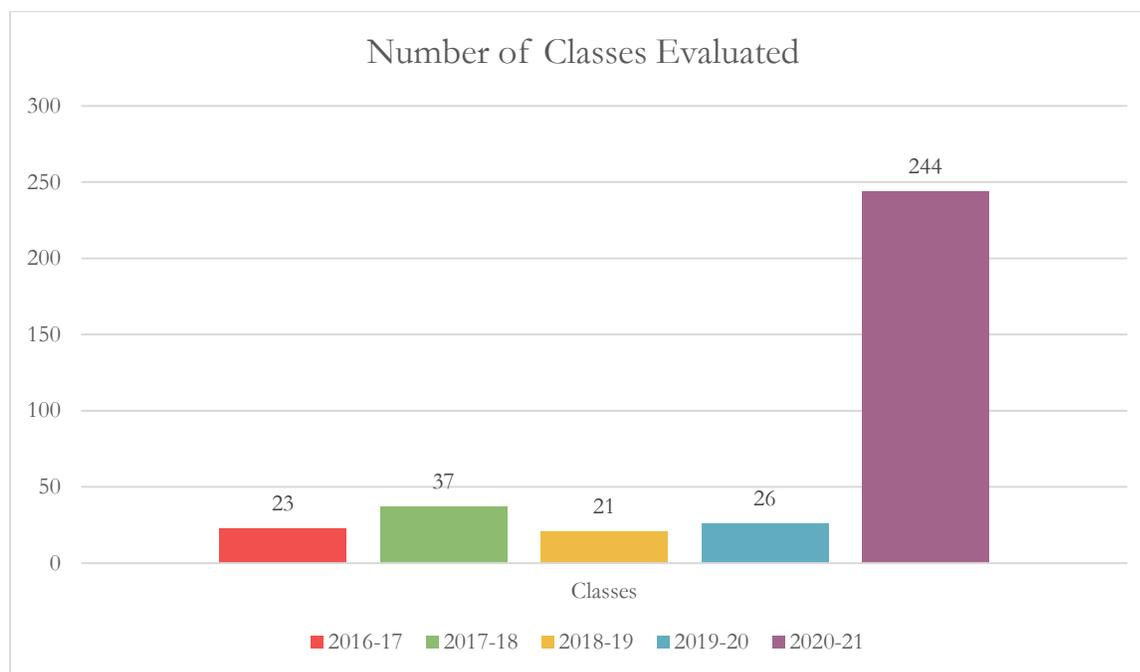
Other web accessibility developments:

- LPC's Web Accessibility Course in Canvas, which is used for training purposes, was revised over the winter break. The revisions align it to instructions and information given on accessibility in the OCDP. All faculty are automatically enrolled in the Web Accessibility Course.
- Late last fall, colleges were informed about a change made in 3C Media Solutions' video captioning process. Essentially, 3C Media, which hosts video content for all CCCs, prioritized the captioning of asynchronous videos for instructors to those who have students with a documented Academic Accommodation Plan (AAP) through their local Disabled Student Programs & Services (DSPS) office. All other requests were given the lowest priority.
- At LPC, faculty who needed an ASL interpreter for a synchronous class per a student's AAP were told to contact DSPS immediately so the necessary accommodation could be made.
- The TLC continued training faculty on captioning videos during its workshops on Canvas Studio Basics. It also introduced a new workshop titled Canvas Studio Advanced Captioning Techniques that trained participants to download videos from YouTube and 3C Media, generate caption files, then sync them together in Studio.

Online Evaluation

During the fall 2020 term, a district-wide task force was formed to research software tools that would streamline the student surveys that are part of the Faculty Association's online instructor evaluation process and produce a higher rate of return. Scott Vigallon, interim dean Erick Bell, and FA reps Victoria Austin and Tom Orf represented LPC. When the research phase was finished, the tool EvaluationKit by Watermark, was selected to process the online student surveys within Canvas. An MOU was drafted and agreed upon by the district and FA that, among other things, created a timeline for processing evaluations. Scott Vigallon and Chabot's Instructional Technology Coordinator Christina Davis were tabbed to administer EvaluationKit for the creation of the class surveys and for the collection and distribution of the results.

For both the fall 2020 and spring 2021 terms, two rounds of surveys were conducted. In the fall, surveys for 91 LPC classes were launched in the first round, and 18 were launched in the second. Overall, for both colleges, the return rate in fall 2020 was 60%, much higher than the previous return rates that typically hovered in the 10-15% range. In the spring, surveys for 113 LPC classes were launched in the first round, and 22 were launched in the second. The return rate for both colleges in spring 2021 was 52%.



California Virtual Campus-Online Education Initiative

LPC continued its membership in the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium that it joined in 2018. Because of the pandemic, the State Chancellor’s Office directed the CVC-OEI to work with all colleges to place their courses into the CVC Exchange, regardless if they are in the CVC-OEI Consortium or not. The CVC Exchange allows students at any CCC to enroll in online courses offered at other, eligible colleges without filling out a separate application. The idea is to ensure that all students have access to courses in order to complete their educational goals.

On November 10, the State Chancellor’s Office sent a memo to all colleges titled CVC Course Exchange: Preparing Your College for Student-Centered Cross Enrollment. This memo stated that all colleges “are encouraged to leverage this enhanced technology platform and its functionalities to fully support student success.” Colleges begin their entry in the Exchange as Home colleges. Becoming a Home college allows LPC students to take online courses elsewhere. The memo listed the steps to becoming a Home college, and LPC completed them (Chabot did, too). In order to become Teaching colleges, whereby students at other colleges can enroll in online courses offered by LPC and Chabot, District ITS must complete the required technical integration between district systems and the CVC Exchange. Incidentally, both colleges have to go into the Exchange simultaneously because it is a district-wide implementation. The CVC-OEI expects all colleges to be both Home and Teaching colleges by June 2023.

At the May 14 district Technology Coordinating Committee (TCC), it was announced that since District ITS recently finished the important technical aspect of uncoupling summer registration from fall, it would now be able to begin the required technical integration.

Peer Online Course Review

LPC continued its efforts to offer quality asynchronous online courses through its Peer Online Course Review (POCR) program. Established in 2019, POCR allows a group of trained faculty members to review voluntarily submitted online courses against the standards of the CVC-OEI Course Design Rubric, then give instructors feedback in order to make sure that the courses are aligned with the rubric. Instructors then work with the Instructional Technology Coordinator to ensure alignment and work with the Instructional Technology Specialist to ensure that their courses are accessible to students with disabilities. Once completed, these courses are then submitted to the CVC-OEI Course Design Academy for final approval.

Lisa Everett and Victoria Austin handled the LPC POCR lead duties, and during the academic year, eight courses were reviewed. Adjunct Business instructor Julie Stein played a major role in shepherding two unfinished courses through the review process. Four courses passed local review, and six were eventually approved by the CVC-OEI (two were left over from the previous year). In total, LPC has 21 courses that have achieved final approval by the CVC-OEI, with four remaining in the pipeline to be reviewed by that organization.

Online Learning Tools

In its relatively brief history, the CVC-OEI has funded online learning tools for colleges within, and outside of, the Consortium. This has allowed colleges to not only use Canvas freely, but also to use tools such as Canvas Studio, Zoom, NetTutor, Labster, Proctorio, Ally, and Cranium Café at no cost. That changed last winter as budgetary issues emanating from the pandemic emerged. In November, the state announced it would no longer fund Proctorio, which is an online proctoring tool, and Cranium Café, which is used for online counseling. District covered those costs through the CCC's Systemwide Technology Access Collaborative (STAC) program that offers discounted pricing on the tools. This allowed those tools to be used through June 30, 2021.

In late April, the state announced that, during fiscal year 2021-22, it would not fund any tools outside of Canvas, Canvas Studio, Canvas 24x7 Chat Support, Zoom, and Pisces (an online tutoring platform not used at LPC). Additionally, NetTutor would be partially funded. Again, it offered a STAC program, and an order was submitted to the district for NetTutor, Proctorio, Ally, Geographic Information System tool Esri, communications tool Pronto, and plagiarism-detection tool Turnitin to be funded for one year beginning July 1, 2021. Though Cranium Café was not part of the new STAC program, it was also submitted to be funded.

Canvas

Among the flurry of activity surrounding Canvas were two major events: the aforementioned introduction of Canvas Studio and a change in technical support offered by Canvas. Prior to December 31, 2020, the CVC-OEI funded 24x7 telephone support for both students and faculty. However, Canvas and the CVC-OEI renegotiated the support aspect of its contract, and the result was that the telephone support went away.

In its place, a new “self-service” support page was implemented within the Help menu in the Canvas global navigation menu. On the page, in addition to 24x7 live chat for students and faculty, there is 24x7 email support and tutorial pages. During the spring 2021 term, the Canvas support team handled 528 inquiries from LPC students and faculty. The self-service page is powered by LPC’s Knowledge Base that gives students and faculty answers to popular college-specific questions, such as: How do I access Canvas when the LPC web site is down? and How do I access the LPC bookstore? It is also powered by the CLPCCD Knowledge Base that answers more generic questions like: How do I log into Canvas? and I registered for a class, but why don’t I see it in Canvas? The Instructional Technology Coordinator populated both knowledge bases, which became available—along with the rest of the self-service page—on January 1, 2021.

One other support note: LPC President Dyrell Foster increased Instructional Technology Specialist Wanda Butterly’s hours from 25 to 40 per week for the period of August 17-December 31. This allowed Wanda to provide additional support during the fall 2020 term, which was the first full term that many instructors would be teaching solely online.

New Canvas Tools and Features

Aside from Canvas Studio, a variety of new tools, features, and updates were introduced into Canvas during the academic year. Here is a sampling:

- Hypothesis, a digital and social reading and annotation app, was installed into Canvas on August 3. Training was provided by the vendor and facilitated by English instructor Katie Eagan. The license for Hypothesis was ultimately extended for use through spring 2022.
- The New Rich Content Editor, which enhances the content creation experience in Canvas, and the Assignment Enhancements tool, which enhances the assignment submission process for students, were both implemented January 5.
- The Dashboard, Courses menu, and All Courses page now display both published and unpublished courses. This change helps instructors see what courses are unpublished in various Canvas locations.
- On October 17, Canvas introduced a new History icon in the global navigation menu that allows users to show the most recent pages viewed in Canvas up to the last three weeks.

Canvas Processes

In an effort to deal with some of the complicated, non-technical issues brought to the Canvas system administrator, the DE Committee produced language for three processes:

1. Develop policies/guidelines that govern placing users who are not students enrolled in the class or instructors officially assigned to teach the class into Canvas courses.
2. Develop recommendations or policies/procedures for student access to courses once a term ends.
3. Develop a process for deciding what to do with content in a Canvas course belonging to an instructor who no longer is teaching that course.

The language for the three processes were brought to the Academic Senate, which took no action on them, but instead, forwarded them to the level of the Chancellor. Nothing reportedly happened there, either, so the DE Committee will discuss a new course of action at the beginning of the fall 2021 term.

Other Noteworthy Canvas Items

The following items are also worth mentioning:

- In August 2020, the district's Turnitin license expired because of a billing snafu. Turnitin is an online anti-plagiarism service. The issue was cleared up in time for the start of fall classes.
- Forty-four non-instructional course sites were manually created in Canvas. These sites are not official LPC courses but merely sites that allow users to post information and, possibly, to communicate with one another. Typical uses include work within committees, task forces, departments, and Student Services areas.
- The Vice Presidents of Academic Services at LPC and Chabot agreed with their respective DE committees' recommendations to have Banner send one year's worth of data into Canvas each day, along with the current semester. Prior semesters will be deactivated. This allows data to keep flowing to recent semesters' classes without bogging down the entire Canvas system with data sent to each class in each semester dating to 2017. Students and their grades remain in all classes.
- After consultation with Bookstore manager Nolan Howe, the Follett Discover Access tool was incorporated into the new Student Support Hub. The tool provides students with single-signon access to the digital materials they have already purchased. By logging into Follett Discover Access through Canvas, students can then access all of their digital books and materials from publishers in one location without needing to access different publisher websites, eliminating the need for multiple logins, passwords, etc.
- A Canvas global messaging policy was agreed upon by the LPC Executive Council: LPC may use global messaging to push out "changes to policy and services that need to be

communicated evenly to students." This means that Canvas would not be used for global messaging for events and campaigns. Everbridge will be used for urgent messages.

- The LPC Model Course Template was placed into the Canvas Commons repository for any instructor to use. To access it, faculty just need to follow the steps detailed in the Model Course Template Instructions page on the Online Learning web site.
- The Canvas Storage Guidelines were approved by the DE Committee and posted to the Online Learning site and linked from the Policies/Guidelines/Agreements page.

Online Student Services

In a year in which support for students was as critical as ever, LPC stepped up to the challenge for its online students. Aside from continuing to support students in the areas of online tutoring, online counseling, online proctoring, and online readiness, the college implemented a new Student Support Hub inside Canvas. A DE Committee task force consisting of Counselor Christina Lee, Community Education Program Coordinator Frances Denisco, Webmaster Tim Druley, and Scott Vigallon, planned the hub, then worked over the summer and early fall to make the hub a reality.

Beginning September 1, students had one-click access to the following services: Technology Help, Tutoring, Library, Admissions & Records, Financial Aid, Counseling, Life Resources, Disability Resources, EOPS/CARE & CalWORKs, Veterans, and Health & Wellness. Included within Health and Wellness is the Wellness Central courses created by the CVC-OEI. Wellness Central, a free resource for California Community College students, is intended to provide guidance to students and connect them to local services. During the spring 2021 term, three more services were added to the hub: Career Coach, Academic & Career Pathways, and Handshake, which gives students access to LPC's job and internship board. For the academic year, the hub had 22,269 page views.

Online Tutoring

NetTutor, a 24x7 online tutoring service, is still implemented in every Canvas course, but its usage had to be scaled back significantly for monetary reasons. In previous years, the CVC-OEI covered LPC's costs for 500 hours plus additional hours that other colleges were not using. The new model is FTES-based, and the CVC-OEI would only cover costs for the first 277 hours. After that, the college would have to pick up the tab. Although LPC had some banked hours, it was not nearly enough to sustain the college during a pandemic in which most students were learning online. During July 2020 alone, LPC used 193 hours. A typical, non-pandemic month sees 67-83 hours of usage.

As a response to the situation, Tutorial Coordinator Jin Tsubota emailed LPC in August about available Tutorial Center tutoring and encouraged instructors in Canvas to make the LPC Tutoring/RAW (Reading and Writing Center) link available to their students so they can get services

from the Tutorial Center tutors, as opposed to NetTutor. On September 28, Jin alerted everyone that as of October 1, LPC would discontinue the following functions of NetTutor: English tutoring, Math tutoring, and Paper Drop-off. Tutorial Center tutors would now handle those critical functions. Non-English and non- Math tutoring would still be available in NetTutor.

The current interface made available through the Tutoring/RAW link in Canvas proved to be frustrating to students and tutors alike, so on March 22, the Tutorial Center launched a new online service called Penji App. Through this app, it provided online tutoring, including tutoring from the RAW Center. Penji App does not integrate into Canvas, but links to it were placed in the Student Support Hub. The current LPC Tutoring/RAW link in each Canvas class was removed April 1.

In fall 2020, 338 students used online tutoring from the Tutorial Center, covering 816 hours. In Spring 2021, 292 used the services, covering 549 hours. According to the LPC Research, Planning, and Institutional Effectiveness survey on the Tutorial Center in March 2021, 93% of student users indicated that they were either satisfied or very satisfied with the tutoring they received.

Unsurprisingly, after the October 1 switch to the Tutorial Center providing English and Math online tutoring, NetTutor usage dropped significantly for the remainder of the year. During that time, 97 students used the service, covering 399 sessions and 158 hours.

Of the 30 student responses on the NetTutor satisfaction survey, 83% indicated they would definitely use NetTutor again, 83% indicated they were pleased with the overall effectiveness of their NetTutor experience, 77% indicated that the tutor suggested techniques that helped them learn the material, and 53% indicated that the tutor effectively improved their grade on the specific assignment or for the class in general.

Online Counseling

The LPC Counseling office takes a three-pronged approach to counseling students at a distance, utilizing E-SARS, Cranium Café, and email. E-SARS, or E-Advising, is used to track email inquiries by students with active W numbers, and those inquiries are collected in one central location with trackable data that is documented through the SARS system. This allows counselors to answer basic enrollment, transfer, or other questions and to provide information, degree progress checks, etc.

If a student needs services beyond the capacities of the E-SARS system, they are referred to online appointments using Cranium Café, a real-time, online counseling platform. These services include Student Education Plans using DegreeWorks, probation/dismissal, transcript evaluations, degree progress checks, forms and procedures review, sharing documents with students, sharing multimedia approaches to learning, and how to access campus resources. Cranium Café is used for all students (not just DE).

During the spring term, 919 students completed a satisfaction survey after their Cranium Café sessions, and 87% indicated that they were either satisfied or very satisfied with the counseling they just received. Moreover, 84% indicated that the software was either somewhat easy or very easy to use.

Other areas within Student Services that utilized Cranium Café were Financial Aid, EOPS/CalWORKS, the Disability Resource Center, Transfer Center, UMOJA, and the Veterans First Program.

Quest for Online Success

The Quest for Online Success course, which helps prepare new and experienced students for online learning, is an optional service provided to those interested. In 2020-21, 4,458 students self-enrolled into the course, with 2,718 completing at least one of the course's eight quizzes, and 642 completed all of the quizzes. For the Quest course as a whole, 72% of 284 survey respondents indicated that they felt either mostly prepared or very prepared to successfully complete an online course after finishing Quest.

Proctorio

Instructors who choose to use the online proctoring service Proctorio have many optional features at their disposal to implement during exams, including recording students and the room in which they are located, recording students' web browsing, locking down students' web browsers, and disabling copying, pasting, and printing. Due to the pandemic, online proctoring took on added importance as many instructors who typically give exams on campus sought to secure the integrity of their exams online. During fall 2020, students completed a total of 32,221 exams (one exam per student) using Proctorio. In December 2020, 24% of 431 students indicated on the annual DE Student Satisfaction survey that they had used Proctorio and were either satisfied or very satisfied with it. Another 25% indicated that they used the tool and were not satisfied with it. The remaining 51% had either never heard of Proctorio or never used it.

Online Learning Orientations

At the beginning of each semester, LPC offers an on-campus and a virtual orientation to students who want to learn how to be successful online learners. Obviously, during the past academic year, all orientations were held virtually. A total of 236 students attended. Once completed, students are asked to fill out a short survey that, among other things, measures the following outcome: *After completing an online learning orientation, students will indicate that they are prepared to successfully complete an online course.*

Of the 44 students who completed the survey, 68% indicated that they were either mostly prepared or very prepared to successfully complete an online course.

Distance Ed and LMS Statistics

It is almost meaningless to compare DE student and course data from 2020-21 to any previous academic year since 83% of classes were offered in the DE format due to the pandemic. By comparison, the previous year saw 15% of classes offered as DE, and that was the highest ever at LPC. Nevertheless, here is the DE data since 1999-2000, with the eye-popping 2020-21 data in the final column.

Distance Education statistics (1999-00 through 2020-21)

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Total sections	44	95	110	135	123	134	132	163	171	214	242
Total disciplines	12	13	14	17	15	20	26	25	26	29	30
Enrollment	1,746	2,196	2,571	3,405	3,369	4,366	4,744	4,991	5,669	6,795	7,851
WSCH	5,291	5,580	7,236	9,816	10,931	13,288	14,732	16,202	18,253	25,539	25,991
FTES	172.2	182.1	240.9	328.6	362.4	437.4	483.4	532.2	602.3	840.7	853.1
Online sections	8	65	89	124	123	134	132	163	157	176	205
Hybrid sections	0	0	0	0	0	0	0	0	14	38	37
Telecourse sec	34	30	21	12	0	0	0	0	0	0	0
Videoconf. sections	2	0	0	1	0	0	0	0	0	0	0

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Total sections	233	219	229	246	265	300	329	373	351	409	2047
Total disciplines	31	30	30	30	30	29	30	29	30	32	57
Enrollment	7,119	6,914	7,080	7,288	8,210	8,747	10,227	11,265	11,864	12,796	46,184
WSCH	23,606	24,309	24,224	25,713	27,945	28,992	34,210	36,114	38,611	41,936	177,294
FTES	774.4	795.1	790.1	836.1	911.2	945.3	1,110	1,175	1261.7	1,362	5,751
Online sections	198	188	188	198	224	256	288	341	322	374	2,036
Hybrid sections	35	31	41	48	41	44	41	32	29	40	11
Telecourse sec	0	0	0	0	0	0	0	0	0	0	0
Videoconf. sec	0	0	0	0	0	0	0	0	0	0	0

Below are the Learning Management System (LMS) statistics, but for the most part, the 2020-21 figures are not as striking compared to the past few years as are the DE statistics above. The main reason is that most courses—even though they were not offered as DE in the recent past—still used an LMS (in this case, Canvas) to enhance face-to-face instruction. That experience with Canvas paid off because many instructors were already familiar with tools inside of Canvas when they had to make the transition to DE.

*Learning Management System usage statistics (2003-04 through 2020-21)**

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Total sections	168	307	383	559	706	1055	1195	1115	1081
Enrlmt for total sections	4,426	8,618	11,361	16,094	18,958	26,143	32,295	31,553	31,838
Online course sections	116	134	132	163	157	176	205	198	188
Enrlmt for online course sections	3,338	4,366	4,744	4,991	5,338	6,053	7,105	6,485	6,233
Hybrid course sections (DE)	0	0	0	0	14	38	37	35	31
Enrlmt for hybrid sections (DE)	0	0	0	0	331	742	746	634	681
Hybrid course sections (non-DE)**	0	0	0	8	9	14	17	32	25
Enrlmt for hybrid sections (non-DE)	0	0	0	158	158	323	486	875	680
Web-enhanced sections	52	173	251	388	526	827	930	853	837
Enrlmt for web-enhanced sections	1,088	4,252	6,617	10,945	13,131	19,025	23,958	23,559	24,244

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Total sections	1091	1216	1247	1347	1,487	1,579	1,644	1,969	2,402
Enrlmt for total sections	32,225	34,942	35,912	38,730	41,794	41,230	43,609	47,593	48,454
Online course sections	188	198	224	256	288	341	322	374	2,036
Enrlmt for online course sections	6,335	6,475	7,316	7,903	10,227	10,483	11,197	12,110	46,016
Hybrid course sections (DE)	41	48	41	44	41	32	29	40	11
Enrlmt for hybrid sections (DE)	745	813	894	904	955	782	667	686	228
Hybrid course sections (non-DE)**	24	29	32	33	51	55	48	49	46
Enrlmt for hybrid sections (non-DE)	677	723	823	821	1,215	1,356	997	949	880
Web-enhanced sections	838	939	950	1,014	1,107	1,183	1,242	1,506	307
Enrlmt for web-enhanced sections	24,468	26,931	26,879	29,102	30,352	28,609	30,748	33,848	1,330

*The CLPCCD began using Blackboard in summer 2003 and Canvas in spring 2017. Statistics for 2017-18 include both Blackboard and Canvas.

**Hybrids that do not meet for 51 percent or more at a distance are not reported as DE classes.

Distance Education Satisfaction

Student Satisfaction

Four hundred forty-four students completed the annual DE Student Satisfaction Survey in December 2020, and overall, the results were not as positive as in previous years. This can probably be explained by the fact that nearly all instructors taught online, and nearly all students learned online due to the pandemic. Not all instructors had been trained to teach online, and not all felt

comfortable teaching online. Not all students were comfortable online, and many only enrolled in these classes because there were no on-campus alternatives.

When asked to rate their level of satisfaction with different components of online learning, 52% were mostly satisfied or very satisfied with the DE program as a whole (compared to 76% last year), 58% were mostly satisfied or very satisfied with the overall course quality (compared to 78% last year), and 56% were mostly satisfied or very satisfied with overall course satisfaction (compared to 74% last year).

When asked if they would take another DE course from LPC, 67% percent indicated that they would (86% last year). Students also indicated (40%) that they learned about the same in their DE classes than they would have in a similar on-campus class (61% last year). Also, 12% said they learned more in their DE classes (24% last year), and 47% said they learned less (16% last year).

When asked which, if any, degrees or certificates they would like to see offered online, students listed a wide variety of these programs. Also, 76% of students indicated that if they had the opportunity to take an online course at another California Community College because the course they need to take at LPC is either full or not offered, they would be interested in taking that course (83% last year).

“I really have been very impressed with Dr. Rosen and Timothy Heisler. They have done an excellent job adapting their classes online in a way that I think is still delivering top notch education value in what they are able to offer. I'm not a tech guy, and I prefer to be in person, but these two have set their students up for success and still managed to make this an excellent semester of learning for me.” – LPC online student

Complete DE Student Satisfaction Survey results can be found at <https://bit.ly/2RMesk1>.

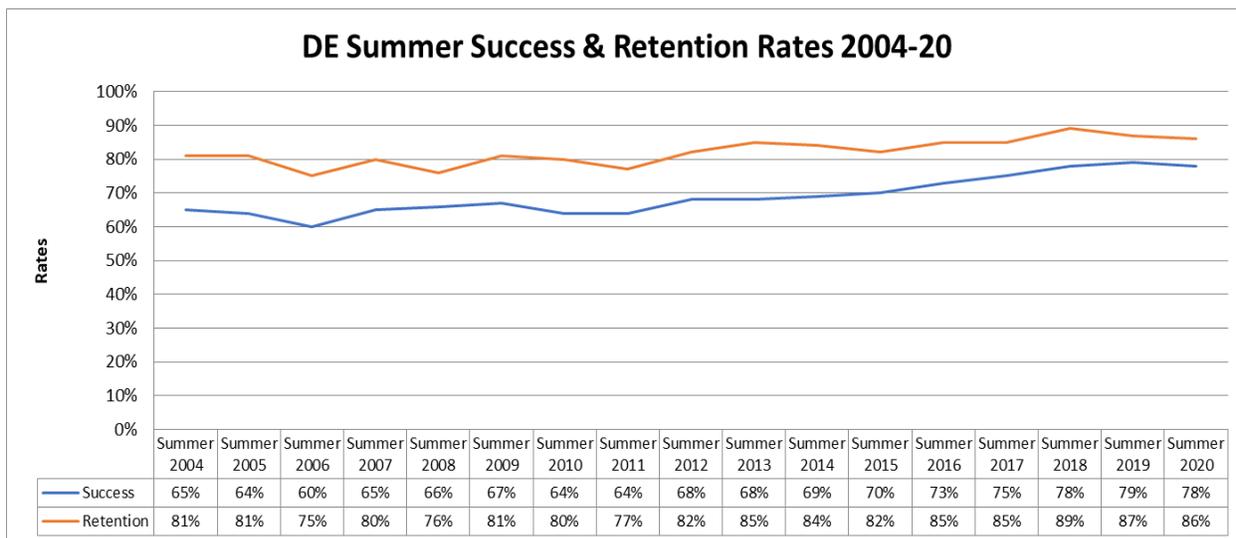
Success and Retention Rates

Overall DE Rates

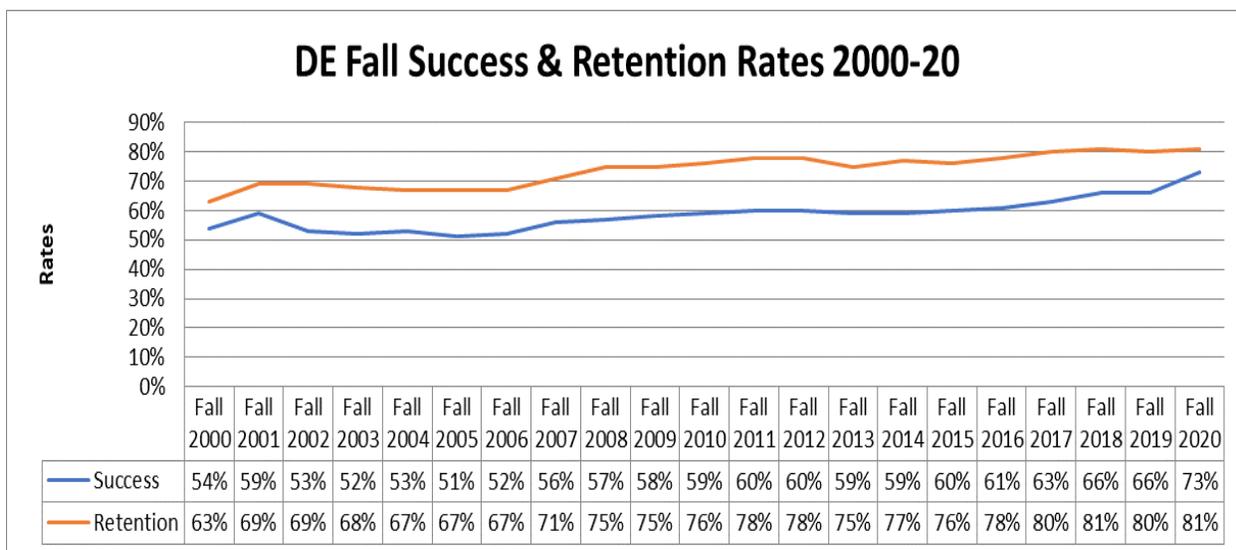
Success and retention rates of DE students continued to show progress during 2020-21 when compared against past LPC results. Success rates are defined as the percentage of students receiving a passing grade (A, B, C, CR, or P) relative to all students receiving a grade. Retention rates are the percentage of students receiving any grade other than a W (Withdrawal) relative to all students receiving a grade.

Summer 2020 marked the first time an entire summer session was held online, and LPC had a summer record enrollment of 6,282 students. The results of 78% success and 86% retention were

commensurate with the past two summer sessions, which had the best rates since the beginning of online learning at LPC.

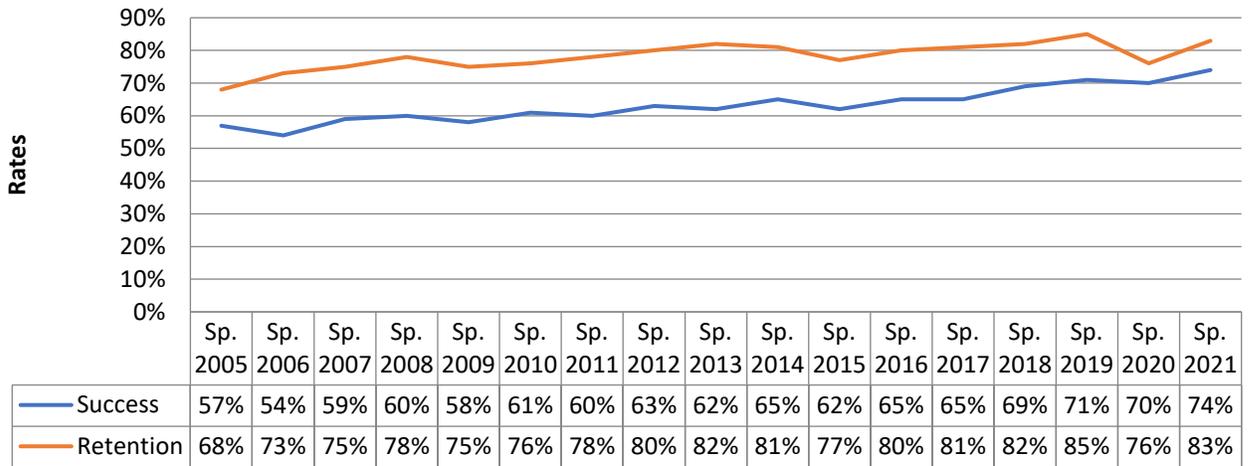


With most of the fall 2020 semester online, students earned a 73% success rate, which is 7 percentage points higher than the previous best for a fall term (66% in fall 2018 and fall 2019). It was also higher than any spring term by 2 percentage points (71% in spring 2019). The fall 2020 retention rate of 81% equaled the highest ever for a fall term (fall 2018).



In spring 2021, the success rate increased upon fall 2020 by one percentage point to 74%, making it the highest such rate ever at LPC during a spring or fall term. The previous spring high was 71% in spring 2019. As more and more students got used to online classes, they were retained at a rate of 83%. This was the second-highest rate ever at LPC, trailing only 85% in spring 2019.

DE Spring Success & Retention Rates 2005-21



The two tables below show the rates for the past two academic years (figures are rounded up). LPC rates were provided by the college’s Office of Institutional Research, while the state results come from the California Community Colleges Chancellor’s Office Data Mart.

	Summer 2020		Fall 2020		Spring 2021	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	78%	NA	73%	85%	74%	76%
State Success	81%	83%	NA	NA	NA	NA
LPC Retention	86%	NA	81%	88%	83%	84%
State Retention	91%	92%	NA	NA	NA	NA

	Summer 2019		Fall 2019		Spring 2020	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	79%	79%	66%	72%	70%	71%
State Success	75%	84%	67%	72%	NA	NA
LPC Retention	87%	89%	80%	85%	76%	77%
State Retention	87%	92%	84%	88%	NA	NA

Notes:

- 100% of classes were DE during summer 2020.
- 98% of classes were DE during Fall 2020.
- 73% of classes were DE during Spring 2021.
- According to the State Chancellor's Office, because of the pandemic, data from the CCC's Data Mart for terms beginning in spring 2020 "is not currently supported and is not recommended."

DE success and retention rates dating to spring 2021 can be found at <http://bit.ly/de-rates>.

DE Rates by Modality

The LPC Office of Institutional Research also provided figures that break down the college's DE success and retention by modality. The data is provided for spring 2021 only because that was the first semester in which section numbering was used to differentiate the DE modalities, which are defined below:

- Asynchronous is instruction that is not live and is delivered in Canvas.
- Synchronous is live instruction delivered via Zoom.
- Both includes asynchronous and synchronous instruction.
- Hybrid is delivered partly online and partly on campus.
- Other refers to classes delivered on campus.

The majority of instruction was delivered asynchronously, and students in this modality succeeded at a 75% rate and were retained at an 84% rate. These are slightly higher than the overall DE rates for LPC (74%, 83%) and higher than the rates for synchronous instruction (72%, 82%) and instruction delivered both asynchronously and synchronously (71%, 81%).

	Success		Non-Success		Withdrawal		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Asynchronous	8,157	75%	982	9%	1,776	16%	10,915	100%
Synchronous	3,138	72%	448	10%	781	18%	4,367	100%
Both: Async & Sync	2,794	71%	390	10%	737	19%	3,921	100%
Hybrid	449	81%	37	7%	65	12%	551	100%
Other	783	73%	101	9%	194	18%	1,078	100%
Total	15,321	74%	1,958	9%	3,553	17%	20,832	100%

Class-Web DE Acknowledgements Page

LPC uses the Class-Web DE acknowledgements page as another tool to analyze retention. The Class-Web DE acknowledgements page asks students to acknowledge that they: a) have access to the requisite technology for taking a DE class, b) possess basic technology skills, c) understand that DE classes require as much time as on-campus classes, d) will be completing and turning in their own work, and e) will abide by the district's student conduct and due process policy. Gathering these statistics allows LPC to determine how many students are receiving this important information.

Courtesy of District ITS, here are the findings for 2020-21:

1. Total unduplicated count of students currently enrolled including dropped = 6641
2. Total unduplicated count of students currently enrolled only not including dropped = 5104
3. Total students who agreed to DE agreement form from #1 = 574
4. Total students who agreed to DE agreement form from #2 = 380
5. Of the total in #1, how many dropped with an NGR and how many dropped with a W?
NGR = 1564, W = 1314
6. Of the total students who agreed to the DE agreement form (#3), how many dropped? And of those students who dropped, how many did so with an NGR and how many with a W?
(NGR = 178, W = 122)

Worth Noting

Other DE achievements during the 2019-20 academic year included:

- Adriana Santos was named the 2020-21 Online Student of the Year Scholarship winner. Adriana graduated in spring with an AA-T in History, AS-T in Early Childhood Education, and an AA in Liberal Arts and Sciences: Social & Behavioral Sciences. In fall 2021, she plans to attend CSU East Bay where she will major in History before completing a teaching credential program to ultimately become a high school History teacher. During the past year, Adriana, a 10-year veteran of the U.S. Marine Corps, carried a full load while raising three children during the pandemic while also serving as the Student Veterans Organization President. Additionally, Adriana, a first-generation college graduate and Manteca resident, volunteers at her local church's "Bread of Life" food outreach program and helps to organize, pack, and deliver "Blessing Bags" for the homeless in Tracy. She maintained a 3.6 GPA.
- Two key people in the DE program over the past 20 years, Greg Johns and Eric Stricklen, retired in December. Greg was responsible for the student DE help desk, and Eric was responsible for the integration of Banner into each of the learning management systems used by LPC. Both made outstanding contributions to DE, and both will be missed.
- On March 13, longtime DE Committee member Victoria Austin was honored by the Faculty Association of California Community Colleges as the statewide faculty of the year award winner.

- In September, another longtime DE Committee member, Christina Lee, won a Chancellor’s Award.
- The DE Committee reviewed 17 courses as part of its review process that attempts to help first-time DE instructors design courses that meet baseline standards, such as those for legal and accreditation requirements.
- The Canvas page on the Online Learning web site received the third-most page views (98,039) on the entire LPC web site, trailing only the LPC home page and the Admissions & Records home page.

Future Tasks

The next academic year, 2021-22, promises to be another eventful one though possibly be less challenging if plans to transition back to on-campus classes come to fruition. There should be fewer DE classes than this past year, but there will still be more than in non-pandemic years. It might be a year or longer before the “new normal” is defined.

Nevertheless, major tasks will be undertaken next year. Among them:

- Preparing LPC and Chabot to participate in the CVC Course Exchange. Aside from the technical work that needs to be done, Student Services—particularly in the areas of Admissions & Records, Counseling, Financial Aid, and DSPS—need to be able to handle the needs of students taking our online courses from outside of the district.
- Moving ConferZoom from the statewide sub-account to the district sub-account. Since this move comes with an upgraded version of Zoom within Canvas, faculty will need to be trained. They will also need to be supported, as will potentially all district employees who use Zoom.
- Integrating the web accessibility tool Pope Tech into Canvas. Faculty will need to be trained to use this equity tool that benefits students with disabilities.
- Integrating the communication platform Pronto into Canvas. Faculty will need to be trained to use this tool, too, as it has the potential to significantly increase the human interactivity of DE classes.
- Revising the LPC Regular Effective Contact Guidelines again. It is anticipated that Title 5 will be updated with new language surrounding DE, and after that occurs, the state DE Guidelines will be updated correspondingly.
- Creating a new web accessibility board policy. This will govern making content accessible to students with disabilities throughout the district.

And finally, since delivering Distance Education to thousands of students—particularly during a pandemic—is a collective effort, special thanks go to each of the LPC faculty members, classified professionals, administrators, and District ITS workers who make it happen every year.

Thank you for your time.

A handwritten signature in black ink, appearing to read "Scott Vigallon". The signature is fluid and cursive, with a prominent initial "S" and a long, sweeping tail.

Scott Vigallon
Instructional Technology Coordinator
Las Positas College