



Las Positas College Annual Distance Education Report 2025-26

Submitted by Kat King, Instructional Technology Coordinator

August 18, 2026

Introduction

Distance Education (DE) remains central to access, completion, transfer, career education, and lifelong learning at Las Positas College. Our robust online student services and asynchronous, synchronous, hybrid, HyFlex, and web-enhanced instruction provide critical pathways for students balancing coursework with employment and family responsibilities.

In 2025-26, LPC strengthened online course quality, expanded participation in the California Virtual Campus Exchange, launched a successful Winter Intersession, and supported faculty through an evolving regulatory landscape.

This Board Report provides a high-level summary of DE stakeholders, data, accomplishments, support systems, and forward-looking priorities.

Key DE Stakeholders

Kat King, Instructional Technology Coordinator

Kat provides Canvas, instructional technology, and DE training for faculty at LPC. She serves as DE Committee Co-Chair and is a member of the Technology Committee, Technology Coordinating Committee, CVC Implementation Team Lead, Districtwide Accessibility Taskforce, Accreditation Steering Committee, and California Community Colleges Distance Education Coordinating Committee. She works closely with LPC's Vice President of Academic Services and Academic Senate to help the college align with federal, state, and accreditation regulations.

Wanda Butterly, Instructional Technology Specialist

LPC employees rely on Wanda's expertise in Canvas, accessibility, instructional technology, and artificial intelligence. Wanda serves on LPC's Professional Development Committee, DE Committee, and Districtwide Accessibility Taskforce. She was recently recognized with the What's Right at LPC award and by LPC's Academic Senate as the AI Bot Wizard for her local and statewide leadership in AI innovation.

Distance Education Committee

Faculty, Classified Professionals, and Administrators serve on LPC's Distance Education Committee. Members meet on third Fridays to review and recommend policies, procedures, and tools that improve online teaching, learning, and services.

Distance Education Data

LPC's Instructional Technology team, DE Committee, and Office of Research, Planning, and Institutional Effectiveness continue to collaborate to track data that aids in strategic scheduling and improving student outcomes.

In the figures and tables in this section, updated data was provided by LPC's Office of Research, Planning, and Institutional Effectiveness on July 1, 2026.

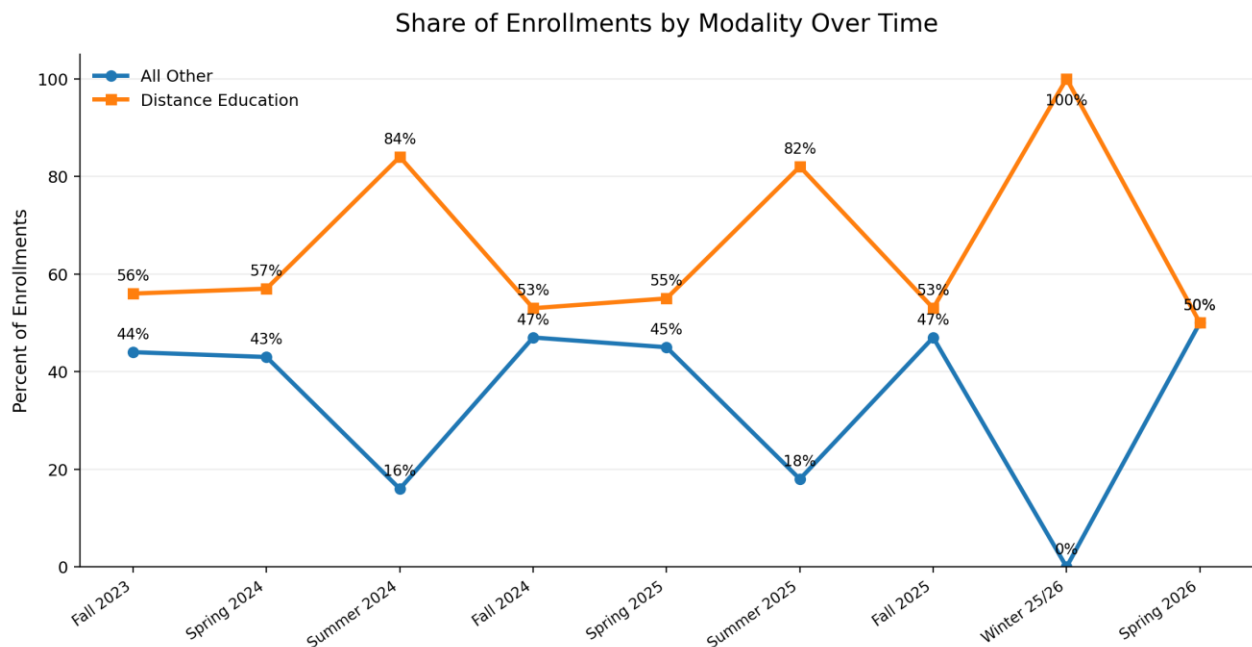
Enrollments by Modality

Distance Education remains a major access point for LPC students. **Half or more of enrollments** involved DE, with higher online enrollment shares during summer and 100% online during LPC's first Winter Intersession.

In the figure below:

- **Distance Education:** Sections with online instruction, including courses coded as ASYNCH (asynchronous), SYNC (synchronous), COMB (combination), HYBR (hybrid), and HYFL (HyFlex)
- **All Other:** Sections coded as F2F (face-to-face; delivered in a physical classroom).

Figure 1. Share of Enrollments by Modality



Success Rates by Modality

The gap between DE and on-campus success rates continues to narrow. For example, in Fall 2016, DE success rates trailed on-campus success by 11 percentage points; by Fall 2025, the **gap narrowed to 3 percentage points**.

In all the tables that follow:

- DE: Sections with online instruction, including ASYNCH, SYNC, COMB, HYBR, and HYFL
- Other: Sections coded as F2F (face-to-face; delivered in a physical classroom)
- Success: Students completed with grades A, B, C, CR, NCP, P, NCA, NCB, or NCC
- Non-Success: Students received grades D, F, NC, NCNP, NP, NCD, or NCF
- Withdrew: Students did not complete the course (W, EW, MW, NCW, CW, or XW)

Table 1. Success Rates for Distance Education and Other Courses.

	SU 25		FA 25		WI 25/26		SP 26	
	DE	Other	DE	Other	DE	Other	DE	Other
Success	82%	85%	76%	79%	91%	–	77%	80%
Non-Success	8%	6%	12%	12%	4%	–	11%	11%
Withdrew	10%	9%	12%	9%	6%	–	11%	9%

Note: All sections in Winter Intersession were offered through Distance Education modalities.

Success Rates Trends by Term

For the 2025-26 academic year, DE success rates continued to increase or remained stable when compared to the same period in 2024-2025.

- Summer 2025 DE success rates increased to **82%, up 5 percentage points**.
- Fall 2025 DE success rates increased to **76%, up 2 percentage points**.
- Spring 2026 DE success remained **stable at 77%**.
- LPC's first Winter Intersession was fully online and produced strong results, with 1,369 enrollments and a **90.5% success rate**.

Table 2: Summer DE Trends

	SU '17	SU '18	SU '19	SU '20	SU '21	SU '22	SU '23	SU '24	SU '25
Success	75%	78%	79%	78%	76%	77%	76%	77%	82%
Non-Success	10%	10%	9%	8%	8%	10%	9%	10%	8%
Withdrew	15%	12%	13%	14%	16%	12%	15%	13%	10%

Table 3: Summer Other Trends

	SU '17	SU '18	SU '19	SU '20	SU '21	SU '22	SU '23	SU '24	SU '25
Success	80%	79%	79%	N/A	78%	87%	84%	80%	85%
Non-Success	9%	9%	10%	N/A	10%	8%	7%	9%	6%
Withdrew	11%	12%	11%	N/A	12%	5%	9%	11%	9%

Table 4: Fall DE Trends

	FA '17	FA '18	FA '19	FA '20	FA '21	FA '22	FA '23	FA '24	FA '25
Success	63%	66%	66%	73%	70%	69%	72%	74%	76%
Non-Success	17%	15%	14%	8%	12%	14%	12%	12%	12%
Withdrew	20%	19%	20%	19%	18%	16%	15%	14%	12%

Table 5: Fall Other Trends

	FA '17	FA '18	FA '19	FA '20	FA '21	FA '22	FA '23	FA '24	FA '25
Success	72%	74%	72%	85%	81%	77%	76%	76%	79%
Non-Success	13%	13%	13%	3%	8%	11%	12%	13%	12%
Withdrew	15%	14%	25%	12%	11%	12%	12%	14%	9%

Table 6: Spring DE Trends

	SP '18	SP '19	SP '20	SP '21	SP '22	SP '23	SP'24	SP '25	SP '26
Success	69%	71%	70%	73%	72%	74%	74%	77%	77%
Non-Success	13%	14%	5%	10%	13%	12%	12%	11%	11%
Withdrew	18%	16%	25%	17%	14%	14%	14%	12%	11%

Table 7: Spring Other Trends

	SP '18	SP '19	SP '20	SP '21	SP '22	SP '23	SP'24	SP '25	SP '26
Success	74%	77%	71%	76%	79%	78%	78%	77%	80%
Non-Success	12%	12%	5%	9%	11%	11%	11%	12%	11%
Withdrew	14%	11%	23%	16%	10%	11%	11%	11%	9%

2025-26 Key Accomplishments

The DE Committee identified five priorities to advance in the 2025-26 academic year:

Advancing Accessibility Regulatory Readiness

- To help the college prepare for new federal web accessibility standards, provided **accessibility presentations** across campus, including Town Hall, Academic Senate, Classified Senate, Academic Services, Student Services, Administrators Team, Student Government, Flex Day, and Hackathon events.
- Continued to **monitor Canvas accessibility** trends and **target support**.

- Refined ComplyBot, a locally developed PlayLab tool that helps employees **streamline accessibility remediation** of documents, images, and Canvas content. ComplyBot has drawn statewide attention and has been featured in numerous webinars through the California Community College Chancellor's Office (CCCCO). It is now the **most-used PlayLab app** across the California Community Colleges.
- Redesigned LPC's Web Accessibility webpage to provide **curated, self-paced training resources** for common instructional and workplace technologies.

Providing Campus and Statewide Leadership on Artificial Intelligence

- Provided AI workshops during Fall and Spring Flex Days and curated **160 AI-related professional development opportunities** for faculty across disciplines.
- Participated in the **Bay Area Regional Artificial Intelligence Community of Practice** through the California Community Colleges Chancellor's Office.
- Helped coordinate the statewide **Reclaiming Joy: Human-First Teaching in the AI Era** conference and hosted the session Shift Happens: Using Custom Bots to Reclaim Time for Human Connection.
- Supported a districtwide pilot of **Respondus LockDown Browser** to support assessment integrity and deter unethical AI usage.
- Continued systemwide participation in faculty, administrator, and classified professional pilots of **PlayLab** and **Nectir AI**, with attention to innovation, ethical use, and accessibility.
- Updated faculty AI resources, including guidance for creating **AI course policies** grounded in ethical classroom use.

Supporting LPC's First Winter Intersession

- Worked closely with the Academic Services team to **anticipate needs** for supporting faculty and students during the new term.
- Designed and launched a new **Winter Intersession Training (WIT)**, a four-week asynchronous course supporting faculty with compressed online course design.
- Eleven faculty completed the training; **100%** of survey respondents rated WIT as **very effective** in preparing them to plan and condense their courses
- Developed student-facing resources through a **new Canvas Support Hub** and **Winter Intersession webpage**.
- Provided **timely Canvas and instructional technology support** throughout the new term.

Strengthening Distance Education Quality and Compliance

- Finalized LPC's **California Virtual Campus project**, achieving **Teaching College status** on the CVC Exchange.
- Created custom MyPortal cards, student welcome communications, and campus workflows for **CVC Exchange students**.
- Used CVC Teaching College status to **increase online course enrollment beyond LPC's local service area**, beginning with 7 enrollments in Winter Intersession and 18 in Spring. Online

Math courses remain the most searched on the CVC Exchange, highlighting a potential opportunity for growth.

- Revitalized the local **Peer Online Course Review** program through a small pilot supported by temporary Career Technical Education funding; mentored **5 faculty** toward alignment with the CVC Online Course Design Rubric; **2 courses** finalized and badged as **Quality Reviewed, Zero Textbook Cost** on the CVC Exchange.
- Provided **Regular and Substantive Interaction** training through presentations at Academic Senate, division meetings, and Flex Day workshops to **support accreditation readiness** and alignment with new guidance from the Accrediting Commission for Community and Junior Colleges.
- Began updates to the **DE Committee Course Review Checklist** to align with new contractual minimum standards for Distance Education.

Improving Instructional Technology Governance

- Addressed the shift from LTI 1.1 course-level integrations to LTI 1.3 district-level integrations in Canvas through districtwide collaboration on **a new software vetting process**.
- Added review checkpoints for Higher Education Community Vendor Assessment Toolkit documentation and Voluntary Product Accessibility Template documentation to support **accessibility, data security, and privacy standards**.
- Procured K16 Solutions to **strengthen Canvas** functionality, accessibility, security, and continuity planning.
- Provided technical guidance and alternative storage solutions to prepare employees for CCC TechConnect's **Zoom Recording and Transcript Retention Policy**.
- Worked with partners in the Foundation for California Community Colleges to facilitate the inclusion of Hypothesis in the **Systemwide Technology Access Collaborative** program, which leverages systemwide buying power.
- Supported **budgeting, procurement coordination, and implementation planning** for key technologies, including Hypothesis, Pronto, Proctorio, Respondus, and Turnitin.

Core DE Support

In addition to work supporting the five priorities identified by the DE Committee, LPC sustained coordinated, ongoing support for faculty and students.

Faculty Support

LPC continues to invest in professional development to equip faculty with tools and strategies for effective online, hybrid, HyFlex, and web-enhanced instruction. These efforts support compliance, foster innovation, and improve equitable outcomes.

- **Orientations:** The Instructional Technology team participates in full and part-time faculty orientations each Fall and Spring.

- **Workshops:** Our team curated more than **250 workshops** in 2025-26, including 160 sessions related to AI, 23 sessions on accessibility and Universal Design for Learning, 23 sessions on social annotation and reading engagement, 20 sessions on DE quality and compliance, 15 sessions related to equity, and 15 sessions centered on assessment and academic integrity. Workshops are offered in a mix of online and on campus formats, and at various times to accommodate busy schedules.
- **Structured courses:** LPC supports faculty through our Introduction to Canvas, Web Accessibility, Online Course Development Program, HyFlex Training, and Peer Online Course Review courses. All courses are currently undergoing updates to align with new standards. Additional free courses are available through our partnership with the California Virtual Campus/Online Network of Educators (CVC@ONE).
- **One-on-one support:** The two-person Instructional Technology team handled an average of over **200 support cases per month** in 2025-26, up from about 150 per month in the prior year.

Student Support

Targeted online wrap-around support facilitates successful student outcomes:

- The Instructional Technology team offers **online learning orientations** ahead of each semester, covering login support, technology tutorials, and access to student services.
- Students receive **ongoing technology support** through the Computer Center for Canvas, Google Apps, Proctorio, Turnitin, and Zonemail. Students also have access to 24/7 Canvas support through chat or email.
- Tutoring is available to support student success; **demand for online tutoring increased** from 52 hours in the prior academic year to 147 hours in 2025-26, while on-campus tutoring remained steady with 611 appointments and 629 hours; to help meet demand on **nights, weekends, and Winter Intersession**, students have access to NetTutor.
- The **Student Support Hub in Canvas** provides convenient online access to Welcome Services, Financial Aid, Career and Transfer Services, wellness resources, technology support, and more.
- Guided Pathways Leads collaborate with the Instructional Technology Coordinator to post **monthly global Canvas announcements** that connect students with time-sensitive services and resources.

Key Instructional Technologies

Chabot and Las Positas Instructional Technology Coordinators meet regularly to support the evaluation, procurement, budgeting, and training for instructional technologies critical to both DE and web-enhanced classroom instruction:

- **Access and Engagement Tools:** Canvas, Zoom, Pronto, Studio, and Hypothesis remain core districtwide technologies that support course delivery, student engagement, and Regular and Substantive Interaction.
- **Accessibility Tools:** Pope Tech remains a key technology to prepare for accessibility compliance expectations. The local innovation and development of ComplyBot to support accessible content will provide critical cost-saving in the coming year.
- **Academic Integrity and Assessment Tools:** After a successful districtwide Spring pilot, our colleges will transition from Proctorio to Respondus for secure online assessment. Respondus provides a more cost-effective solution for exam security in both on campus and online environments. Turnitin continues to provide instructors with additional tools that support academic integrity, including similarity review and AI-detection reports.
- **AI Innovation Tools:** Ongoing pilots of PlayLab and Nectir AI support responsible experimentation as the district considers pedagogy, privacy, academic integrity, and career skills. LPC's DE Committee continues to evaluate emerging AI features in Canvas.

Looking Ahead: 2026-27 Priorities

The 2025-26 record shows progress but also points to capacity risks. Accessibility compliance, artificial intelligence, assessment integrity, Canvas infrastructure, instructional technology vetting, and accreditation readiness are not small projects. They are core operating requirements for Distance Education and increasingly for all instruction.

Key priorities for the coming year include:

- **Address staffing capacity:** Identify funding sources to address the capacity issues regularly identified in Program Review, increasingly urgent as demands on our 2-person Instructional Technology team continue to expand in response to new regulatory and industry expectations.
- **Updates to core training and templates:** Align our local resources with evolving standards for accessibility, Universal Design for Learning, academic integrity, and Regular and Substantive Interaction.
- **Improve instructional technology governance and cybersecurity:** Clarify timelines, ownership, communication, and evidence requirements for software procurement, especially for Canvas-integrated tools. Strengthen instructional continuity plans and Canvas infrastructure.
- **Advance accessibility compliance:** Participate in the CCC Accessibility Center's Accessibility Capability Maturity Model in February 2027. Implement recommendations to support the district's adherence to web accessibility regulations set for April 2027.
- **Strengthen accreditation readiness:** Assess common Regular Substantive Interaction practices to better customize faculty training and ensure local alignment with ACCJC, state, and federal standards.

- **Support responsible AI literacy:** Help faculty and students understand practical, ethical, and discipline-specific AI use while protecting privacy, accessibility, and academic integrity.
-

Conclusion

Distance Education and instructional technology remain central to access, completion, and continuity at Las Positas College. In 2025-26, LPC strengthened online course quality, launched a successful fully online Winter Intersession, improved DE success outcomes in Summer and Fall, expanded enrollment opportunities by becoming a teaching college on the CVC Exchange, and advanced critical work in accessibility, artificial intelligence, academic integrity, and instructional technology governance.

Looking ahead, our work will become more complex. Accessibility compliance, AI literacy, and accreditation readiness are core institutional responsibilities with impacts on both on campus and online education. Continued investment in training and staffing will be necessary to sustain progress, mitigate institutional risk, and retain LPC's reputation as the fourth best Community College in America and second-best Community College in California. ([Niche 2026](#))

We appreciate the Board's continued support for high-quality, accessible, and student-centered Distance Education at Las Positas College.