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# LANEY COLLEGE

## DISTANCE EDUCATION PLAN

2021 - 2024

Building on the Peralta Community College District's Distance Education Plan and also based on guiding principles focused on learners and equity, the Laney College Distance Education Plan outlines the actions it will take to increase a) online student retention and success rates; b) the number and quality of resources and services for student support and learning support; and c) the number of courses that meet guidelines for quality, consistency, equity, and accessibility.





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Version Final

DATE 10/18/2022



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## EXECUTIVE SUMMARY

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Building on the district's Distance Education Plan, Laney College has outlined the actions it will take to implement the plan's goals to serve the needs of its online learners.

As the largest of four colleges in the Peralta Community College District (Peralta CCD), Laney College serves over one-third of total district enrollment (35.8% over the last three academic years), and almost one-third of total district online enrollment (27.5% over the last three academic years). Online students at Laney College have improved retention and success rates consistently over the last four years, but there are still large opportunity gaps to address.

This Distance Education (DE) Plan is directly aligned with Peralta CCD strategic goals and ACCJC standards, while taking into account the changing educational landscape and the nature of students in Peralta's service area. Among the district's guiding principles and values, this DE Plan and Program will be focused on learners and equity.

In support of Laney College goals (aligned with the goals of the PCCD District Plan), this Plan will assess the results of implementing Laney 2019-2021 DE Plan and outline projects that Laney College will complete (numbers refer to activity details in plan below):

- Set up and implement early alert initiative for online learners (1.1a, 1.1b, 1.2a);+\*
- Prepare Laney College students for online courses and online learning activities (1.2b);
- Identify and address gaps in support for online learners (2.1a, 2.2a, 2.1b, 2.2b);
- Confirm and adopt guidelines for online course review (3.1a, 3.2a);
- Create and facilitate professional development to address disparate success rates (1.1c, 1.2c), student support (2.1c, 2.2c), and course redesign (3.1b, 3.2b);
- Work with Peralta staff and committees to avoid duplicating efforts (4.1a) and share Laney data collection results (4.3a);
- Develop distance education policies and procedures (4.2a, 4.2b); and
- Provide additional resources to support distance education initiatives at Laney College (4.4a).

## INTRODUCTION

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The Peralta CCD Distance Education (DE) Plan outlines ten projects, numbered 1.1 through 4.4, in support of the following goals:

- Peralta DE Goal 1: To close achievement gaps, Peralta CCD will increase online student retention and success rates each year from AY2021-22 to AY2023-24, through research-based success strategies.
- Peralta DE Goal 2: To support students in achieving success in distance education courses, Laney will provide resources, support, and services that are specific to online students, that are necessary to close achievement gaps, and that meet regulatory requirements.
- Peralta DE Goal 3: To support both student and faculty success throughout their online course experiences, all Peralta CCD online courses will meet guidelines for quality, consistency, and accessibility in their design and facilitation.
- Peralta DE Goal 4: Peralta will complete all California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium requirements, as outlined in the consortium agreement.

Laney College's Distance Education Plan aligns with the college's vision, mission, and values (<https://laney.edu/about>), as well as several of its recently revised strategic plan goals and objectives (<https://laney.edu/college-strategic-plan/>):

- *Laney College Vision*: Dream. Flourish. Succeed.
- *Laney College Mission*: Laney College educates, supports, and inspires students to excel in an inclusive and diverse learning environment rooted in social justice.
- *Laney College Values*: Respect, Diversity, Appreciation, Competence, Integrity, Accountability, Innovation, and Collaboration.
- *Laney College Strategic Plan Goals*: Promote equity (Goal 1), offer students the highest quality curriculum and services (Goal 3), cultivate a culture of belonging, pride and

self-reflection for continuous improvement (Goal 4), and increase awareness and access to disproportionately impacted communities (Goal 5).

- *Laney College Strategic Plan Objectives*: Foster cultural humility and inclusion within programs and services (1.3), increase degree completion (3.3), increase course completion (3.4), increase completion of career education (3.5), restructure current professional development activities (4.2), design and deliver purposeful and seamless student support (4.5), and increase the number of veterans, foster youth, Latinx, and formerly incarcerated students (5.1).

## OVERVIEW OF DISTANCE EDUCATION AT LANEY COLLEGE

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The Laney College Distance Education plan is designed to:

- Support excellence in online teaching and learning;
- Reduce education gaps in student achievement; and
- Ensure that all online and hybrid classes meet federal, state, and accreditation standards.

### LANEY DISTANCE EDUCATION COMMITTEE CHARGE

The Laney College Distance Education Committee will serve as the college’s primary recommending body on matters related to distance education – specifically, focusing on supporting excellence in distance education teaching and learning; recommending policies, procedures, and resources to support effective, innovative, and equitable distance education at Laney College; and ensuring that Laney College distance education classes meet federal, state, and accreditation standards.

### RESPONSE TO COVID, GOING ONLINE (REFERENCED [ICER](#))

#### ***Students:***

During the COVID-19 crisis, the turn in Spring ‘20 to 100% “remote learning” drove the College and District to purchase laptop computers and arrange for free and low-cost wi-fi for students at their homes. By mid-November 2020, Laney College have loaned or given away more than 1000

chromebooks and provided at-home internet access to approximately 500 students. In Summer and Fall 2022, 1400 chromebooks had been passed out for permanent use. Additionally, areas such as Culinary Arts, Art, and Carpentry prepared kits for students to use when studying harder-to-move online courses in a nonetheless remote setting.

During the COVID-19 crisis closure, the library continues to meet the needs of students by offering both synchronous and asynchronous online library orientations, online chat support, Zoom research appointments, phone support during weekdays, and a well-organized and comprehensive website designed to provide remote students with the resources and library support services they need to succeed. Tutoring and labs have adjusted to serve students remotely and have found many ways to deliver or facilitate learning support via web-based and tele-conferencing platforms. Laney Counseling set up online scheduling to facilitate virtual visits using ConnexEd. Implementation started in Spring 2021 and is ongoing. Giving students remote methods of setting up appointments or initiating contact without physically coming to the campus meets the needs of this emergency.

Resources to promote student learning online include the following, many of which are available on the [College's Online Learning Resources page](#):

- Comprehensive [student resources page](#) in Canvas
- [Student Success Center](#)—a hub for face-to-face and online tutoring
- Web tutorials to support students' access and use of Learning Management Systems
- [Student system access in handout form](#)

The Laney Distance Education Committee also conducted a survey in Fall 2020 to gauge students' experiences online during the pandemic period. Here are the [results of the survey](#).

### ***Faculty:***

Since the March 2020 campus closure due to the COVID-19 health emergency, Laney College has increased efforts to bolster faculty and student effectiveness in DE classes. As the classes were pivoting en masse to an online platform, the President led the effort to provide faculty and classified professionals to assist those who suddenly had to transition. Called “remote coaches,”

these individuals began immediate service until April, when a remote coaching coordinator and several coaches were hired and paid with stipends through an internal process to hold office hours and conduct workshops. The coordinator also worked with the Distance Education Coordinator and the Vice President of Instruction's office to launch two @One courses –Introduction to Canvas and Humanizing Online Teaching & Learning–to enable faculty one avenue to fulfill the requirements detailed in AP4105, specifically the requirements to take a Learning Management System training as well as a Pedagogy course to teach online. In addition to Laney Resources, the Vice President of Instruction disseminated training and course opportunities that were also available for faculty at the other Peralta Colleges.

The DE committee and leadership did extensive work on canvas resources that includes topics such as: recommendations for teaching online, what the courses should include, what faculty should do, and how to meet student needs. This was built into a comprehensive faculty canvas class.

- Extensive “how to videos” were created
- Built and ‘Online teaching 101’ guide for faculty for online teaching strategies
- An ‘All about Canvas’ module on how to use canvas and start building a course
- How do use videos in canvas classes
- Specific office hours with DE experts
- How to create assignments
- A whole module on LTI's
- A compilation of resources on support for both faculty and students

## ONLINE COURSE OFFERINGS AND ENROLLMENT AT LANEY COLLEGE

The COVID pandemic shifted academic learning drastically at Laney College. In Spring 2017 there were 809 face to face sections and only 89 online. In Spring 2022 there are 88 face to face sections and 608 online (including hybrid). While the college has been pushing to return classes back to the classroom, students overwhelmingly enrolled in the online classes. Many classes will return to the classroom, but online learning is here to stay. The Distance Education Committee believes that departments should review their SLO assessments and program reviews from the

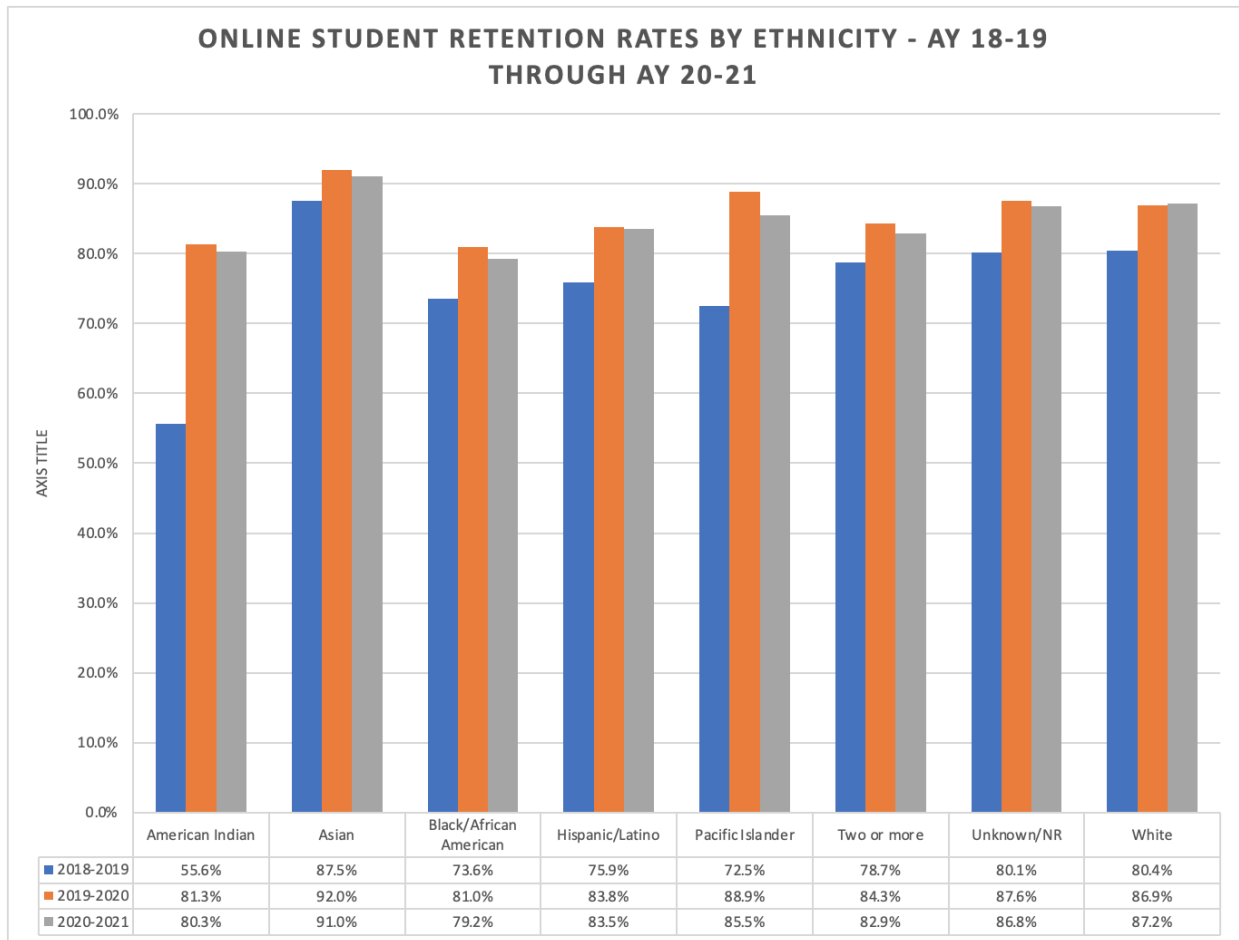


past 5 years to determine which and how many of their classes and programs could remain online and which should be predominantly face to face.

#### ONLINE RETENTION RATES AT LANEY COLLEGE

Overall, online student retention rates—i.e., the percentage of students completing an online course— over the past three academic years for all Laney students ethnicity groups. (see Figure 1). Online retention rates have gone up over the past three years for all groups and have stayed above 80%. This shows students are staying in the online learning environment. This could be due to several factors including: technology support from COVID protocols, increased professional development for faculty in online education, increased student support services online, and increase access to course work 24/7. However, this data may only show a subset of students that prefer online learning. But this does show that the students who do take online classes stay in them.

Figure 1. Laney College – Online Student Retention Rates by Ethnicity – AY18-19 through AY20-21

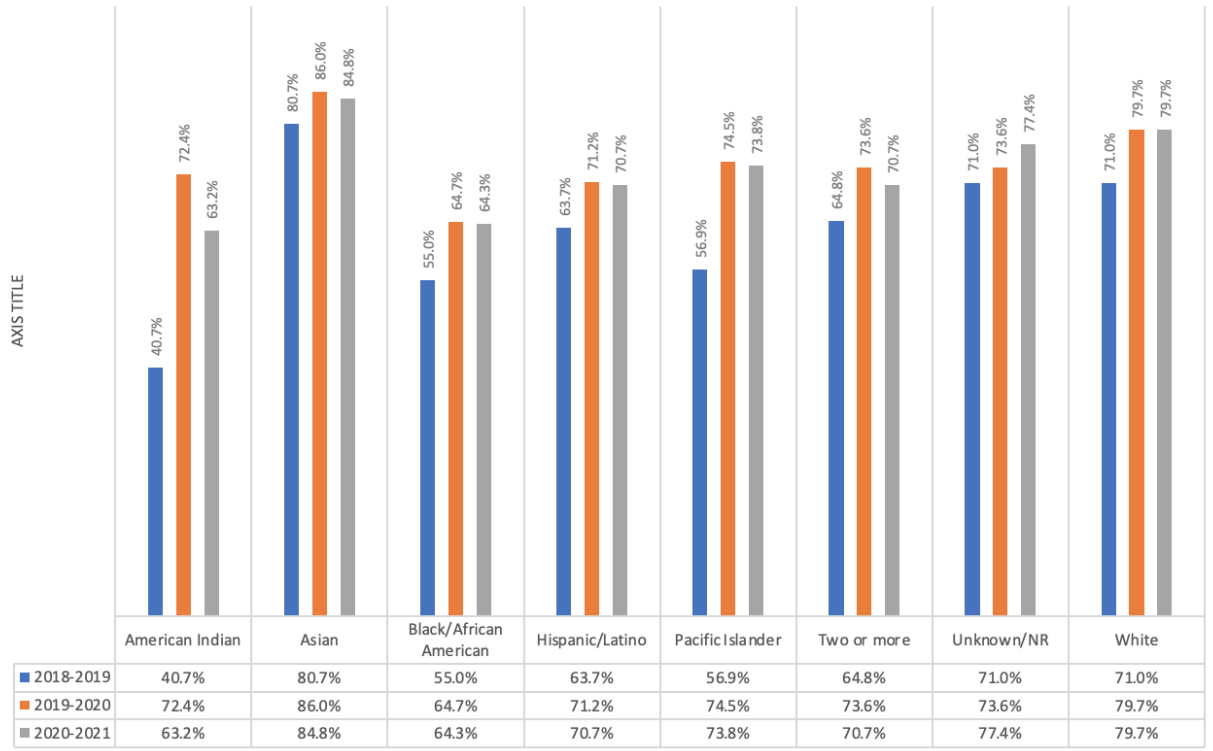


### ONLINE SUCCESS RATES AT LANEY COLLEGE

Overall, online student success rates—i.e., the percentage of students earning a passing grade—over the past three academic years for all Laney students' ethnicity groups. (see Figure 2). The data show that in all groups, more students earned passing grades. Two groups that showed the biggest increases are American Indian and Pacific Islander. Two groups were under 65% passing: American Indian and Black/African American. All other groups were above 70%.

Figure 2. Laney College – Online Student Success Rates by Ethnicity – AY18-19 through AY20-21

**ONLINE STUDENT SUCCESS RATES BY ETHNICITY – AY18-10  
THROUGH AY20-21**



## LANEY COLLEGE DISTANCE EDUCATION ACTIVITIES

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To put the Peralta CCD Distance Education Plan into action locally, Laney College intends to complete the following Distance Education Activities.

### GOALS 2021-24

1. **DE Goal 1**— Increase online student retention and success rates, and reduce achievement gaps. Goals within activities (1.1 through 1.2) are meant to increase Retention and Success rates for Online Learners through early intervention activities and other actions that Laney College developed and implemented through FY 2021 - 2024.
2. **DE Goal 2**—Provide resources, support, and services that are specific to online students. Goals within activities (2.1 through 2.2c) are to assess and summarize the needs for support services at Laney College; while addressing the gaps to institutionalize the needed support services and structures identified through the Needs Assessment.
3. **DE Goal 3**— Increase the number of online courses that meet guidelines for equity, quality, consistency, and accessibility. Goals within activities (3.1 through 3.2) are to review online courses for equity, quality and accessibility while identifying professional development needs related to course design and teaching online according to district and (O.E.I.) consortium guidelines.
4. **DE Goal 4** - In support of all three Peralta DE Goal. Goals within activities (4.1 through 4.4) are to delineate college & district roles, and responsibilities by working with district DE and Laney DE to avoid duplication of efforts; while developing recommendation of policies and procedures to address DE issues. In addition, improve information and communication related to DE across the district.

## ***DE Goal Descriptions:***

**DE Goal 1— Increase online student retention and success rates, and reduce achievement gaps.**

***Peralta DE Project 1.1: Develop recommendations for early interventions and other actions***

### **Laney DE Activity 1.1a:**

*Set up early alert for online learners*

1. Identify early alert specifications focused on or relevant to online learners at Laney College:  
Currently, Laney is using a link in canvas that directs faculty to a Microsoft Form to connect with counseling.
  - Laney College is using Early Support in Canvas. The Early Support sends the faculty to a Microsoft Form. This form requires faculty to fill in student name, ID #, class and faculty details. Once the form is submitted it goes directly to Laney Counseling.
  - ConexEd, a student services platform, is being utilized by Counseling for addressing various needs of student services, counselor-student appointments, virtual appointments and services. This is integrated into Peralta's student portal accounts.
    - ConexEd can be integrated into Canvas courses for embedded tutoring.
2. Identify factors that contribute to putting online learners at risk (DFW)
3. Identify tools (e.g., Canvas, ConexEd) that can be used to collect data

4. Outlook Forms - Particularly Surveys that can assist with assessing students. There should be one point of contact for each bucket within those areas.
- Student Services (VP Student Services)
    - Enrollment Process
    - Financial Aid
    - A & R
    - Counseling Support
  - Faculty/Academic ( VP of Instruction)
    - Tutoring/Embedded Tutoring
    - Lab Supplies and Materials
    - Learning Experience (DE Survey)

**Laney DE Activity 1.1b:** *Prepare resources to increase retention rates for online learners*

Based on Laney data:

- Review and/or revise recommendations from district DE Plan
- Research existing online learning readiness orientations and resources used at other institutions
  - Areas of Interest Jams - Learning Communities
  - Assessments based on student experiences being exposed to the various majors and careers.
- Identify appropriate self-assessment tools
- Identify counselor and assessment center support
- Identify directed support for stop-out points

**Laney DE Activity 1.1c:** *Prepare professional development materials to address disparate success rates for disproportionately impacted students in online courses*

- Research increasing multicultural awareness in the online environment (Humanizing course, Equity Rubric, Course Design)
- Develop the OER project through collaboration with OER cohort faculty members, administrators, classified professionals and students who are interested in creating or adopting Open Educational Resources (OER) to eliminate the challenge of textbook cost, and prepare students to be ready on the first day of the class with zero-cost/low-cost course materials.

***Peralta DE Project 1.2: Implement recommendations for early interventions and other actions***

**Laney DE Activity 1.2a: Implement early alert for online learners**

Implement an early alert initiative with online instructors at Laney College:

- Collect weekly online learner data from both Early Support and Canvas
- Collect more comprehensive, disaggregated data (e.g., students who are homeless or housing insecure, first-generation, veterans; greater variation of ethnicities)
- Disseminate information related to early alert for online learners
- Provide training and intervention resources for faculty
- Educate students about early alert for online learners

**Laney DE Activity 1.2b: *Prepare students for online courses and/or online learning activities at Laney***

- Create or revise the district's DE orientation module to provide training for all students to succeed with any online activities for online, hybrid or web-enhanced courses
- Offer a non-credit course to prepare students for successful online learning
- Identify potential intervention timeline with most likely stop-out or drop-out points (use data from Early Alert and Canvas)
  - Especially early in the semester

- Midterm time and/or at registration time
- Provide directed support for stop-out points, including specific intervention strategies and resources for faculty, counselors and staff; and resources to share with students
- Collect feedback from online learners and instructors, counselors, and student support staff

**Laney DE Activity 1.2c:** *Create and facilitate professional development opportunities to address disparate success rates for disproportionately impacted students in online courses*

- Create and facilitate face-to-face and online workshops on how to support online learners from disproportionately impacted groups (ie: using the Peralta Equity Rubric).
- Create and maintain a community of practice for Laney faculty and staff to share their experiences
  - POCR, smaller department or division level communities, Equity Group in STEM

**DE Goal 2—provide resources, support, and services that are specific to online students**

***Peralta DE Project 2.1:*** *Conduct a district-wide needs assessment of student support and learning support services available to online students*

**Laney DE Activity 2.1a:** Conduct a needs assessment for Laney College

- Document a baseline of existing student support and learning support services available to online students at Laney College (and share results with
- Identify goals for the types and levels of academic, technical and organizational support for online students at Laney (e.g., orientations, library services and instruction, tutoring, tech help desk, registration, financial aid)
- Collect data to inform DE growth planning at Laney College (e.g., number of online courses or sections offered)



**Laney DE Activity 2.1b:** Conduct an environmental scan of additional support structures for online learners

- Identify additional support structures that would help online students (e.g., supplemental instruction, library services and instruction, embedded tutors, peer mentors, 24/7 support, weekend/evening support)

**Laney DE Activity 2.1c:** Identify professional development needs related to student support

- Presentation and accessibility of all resources (design tech, courses and support services for ALL students)

*Peralta DE Project 2.2: Introduce new and make improvements to existing student support and learning support services for online students*

**Laney DE Activity 2.2a:** Address gaps in support identified during the needs assessment

- Provide face-to-face and online support for DE students at Laney College (e.g., librarians, welcome center, computer labs, peer-to-peer counseling) that is consistent with an equitable level of support at all four Peralta Colleges
  - Introduction to Virtual College Workshop
  - Canvas Orientations
  - Welcome Week Orientation
  - Pre-semester and Early-semester Online Workshop (how to access Campus Solutions/Portal, Canvas, Tech issues, Counseling, etc)

**Laney DE Activity 2.2b:** Institutionalize additional support structures for online learners

- Establish programs to implement recommendations, such as supplemental instruction, embedded tutors, peer mentors, online library, Laptop (Chromebook) program, free internet through comcast, US Fed infrastructure Bill has money, Laney library hotspot program, ZTC classes, online/in person tech tutoring, Math Lab, Writing Center, Laney campus online chat function, on site DE proctoring, ConexEd.
  - Ensuring that support services linked to retention are equitable and relevant for Laney's student population

**Laney DE Activity 2.2c:** Create and facilitate professional development opportunities related to student support

- Increase faculty and staff awareness about online students' support needs
- Train faculty to support online learners
- Accessibility training (POCR or other)
- Equity Training using the Peralta Equity Rubric

**DE Goal 3—increase the number of online courses that align to the CVC-OEI and Peralta Equity rubrics for equity, quality, consistency, and accessibility.**

*Peralta DE Project 3.1: Prepare and adopt course design and facilitation guidelines*

**Laney DE Activity 3.1a:** Confirm guidelines for reviewing online courses for equity, quality, accessibility according to District standards to increase retention and success

**Laney DE Actions 3.1a**

- Laney will complete all California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium requirements, as outlined in the consortium agreement.
- Define time investment for online instructors and online learners

- Establish course review process using the CVC-OEI Course Design and the Peralta Equity Rubrics
- Review and provide continued financial support for DE Coordinators, POCR Coordinator, Course Design Trainers and other DE support staff/faculty.
- Develop concrete strategies to support online instructors and learners, including
  - Timeframes
  - Rubrics
  - Planning guides and information for students

**Laney DE Future Outlook 3.1a**

- Peer Online Course Review (POCR) Mentorship Program is underway to foster professional development for faculty to align their online classes to meet CVC-OEI and Peralta Equity rubrics.
- Complete application to become a POCR certified campus by submitting 3 fully aligned OEI rubric courses to the CVC-OEI Consortium.
- Continued collaboration between sister schools to meet guidelines to become a Teaching College through the CVC-OEI Consortium.

**Laney DE Activity 3.1b:** Identify professional development needs related to preparing faculty to design and teach online according to guidelines

**Laney DE Actions 3.1b:**

- Examine online teacher training opportunities already offered through Peralta to ensure alignment with course design guidelines
- Examine how the campus is tracking and meeting the AP 4105 requirements for teacher training

***Peralta DE Project 3.2: Implement recommendations related to online course and instructor preparation***

**Laney DE Activity 3.2a:** Get faculty and administrative buy-in to adopt guidelines as requirements for Laney online courses

**Laney DE Actions 3.2a:**

- The Distance Education Department would coordinate professional development activities with the Professional Development Committee.
- Clarify expectations about online course development
- Work with union to get contract details negotiated and approved
- Work with departments to get distance education plans into program reviews.
- Provide support for departments in developing pilot online and hybrid pathways, such as
  - Instructional designer and accessibility expert
  - Load release for online course (re)design
  - Stipends and summer institutes with faculty
- Update every course with DE Addendum

**Laney DE Future Outlook 3.2a**

- Continued professional development and support for faculty to develop online instructional skills.
  - AP 4105 specific Online instructional courses (EDT, @One, Laney adapted online teaching courses, Peralta Online Equity Training (OET), etc.)
  - Accessibility designer support
  - Instructional designer support
  - Remote Canvas coaching
- Continue critical funding allocations for faculty resources to maintain accessibility experts, instructional design support and remote Canvas coaching.

**Laney DE Activity 3.2b:** Create and facilitate professional development opportunities related to preparing faculty to design and teach online according to guidelines

- Create infrastructure to support faculty in course redesign (OEI Course Exchange, Local Peer Online Course Review process, @ONE Workshops, Peralta Online Equity Program, peer summer institutes, communities of practice with peer mentors, extensive workshops led by DE Coordinator, EDT courses)

## **UPDATE**

The Faculty Senate voted to adopt the CVC OEI rubric and Peralta Equity Rubric Spring 2019. Laney and Peralta were accepted into the CVC OEI Consortium in December 2020. We launched POCR Community of Practice and trained 6 reviewers to use OEI rubric and Equity Rubric. We then aligned 3 courses with both rubrics in our POCR process. We are currently applying to be local POCR certified. As part of that process we have 6 faculty mentors and 6 faculty mentees enrolled to be added to the application.

### **District and Laney CVC-OEI Grant**

We adopted two @ONE courses at Laney College to prepare faculty to teach online according to statewide standards.

In Spring 2021:

- 125 Faculty took and completed the Introduction to Canvas course.
- 84 Faculty members completed the Humanizing Online Teaching and Learning courses at Laney
- 20 Faculty members completed Peralta Online Equity Training and aligned courses with the Equity Rubric.

In Fall 2021:

- # Faculty took and completed the Introduction to Canvas course.
- # Faculty members completed the Humanizing Online Teaching and Learning courses at Laney
- # Faculty members completed Peralta Online Equity Training and aligned courses with the Equity Rubric.

### **NEEDS WORK:**

- Equity for faculty

- make sure part-time don't get "stuck" all online
- establish guidelines for course design, intellectual property, and content when transferring between faculty or for retaining content if faculty leave school
- stipends for building new online course content
- Establish guidelines for teaching load between online vs F2F classes and compensation for building online classes
- Individual professional development funds for faculty to meet POOCR, @ONE training, Equity rubrics, remote coaching hours, instructional design hours
- infrastructure needs to be solidified and provided reliable budget
  - establish professional development funds for online
  - build a DE department
  - need a line item for POOCR (we are under contract with CVC)
  - EDT - establish canvas courses for faculty to take for step advancement, EDT certificates in basic canvas, humanizing, equity, etc.
  - Assist building EDT course descriptions to get through curriculum and establish certs.
    - Peralta Online Equity Training and @ONE Courses could be adopted by EDT so these trainings are high quality and give faculty salary advancement units

#### **DE Goal 4**

Peralta DE Goal 4: *Peralta will complete all California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium requirements, as outlined in the consortium agreement.*

**Laney DE Activity 4.1:** Delineate college and district roles and responsibilities related to distance education.

Laney DE Activity 4.1a: Work with Peralta CCD staff and DE Committee to avoid duplicating efforts and support district-sponsored activities.

- Assess efficacy of delineation plan
- Review and make recommendations to current district delineation of functions plan
- As part of its assessment activities, conduct a formal, annual review of the delineation of roles and responsibilities at college and district levels.

#### **NEEDS WORK:**

- No formal documentation or training regarding delineation of functions and overlap
- Need regular meetings/updates between district and laney DE teams (goal: close the communication loop)

**Peralta DE Project 4.2:** Develop recommendations for and/or revisions to policies and procedures to address distance education issues.

**Laney DE Activity 4.2a:** Create an institutional knowledge transfer process to bridge gaps created by committee members and staff changes each academic year.

- Create a knowledge base for new committee members to quickly learn key aspects of ongoing projects - REMOVE (low impact on goal)
- Lead development and maintenance of knowledge base available to the district and other Peralta Colleges to make sure they are all kept apprised of its efforts. (centralized place to find all DE related policies, resources, rubrics, etc)

**Laney DE Activity 4.2b:** Ensure recommended guidelines and requirements for all Laney online courses in place (needs wordsmithing) (see Laney DE Activity 3.2a above)

**COMPLETE:**

Adopted some recommended faculty guidelines for online teacher training (@One Courses), aligning course design with OEI Course Design Rubric and Online Equity Rubric

**Peralta DE Project 4.3:** Improve information and communication related to distance education across the district.

**Laney DE Activity 4.3a:** Share the results of Laney's needs assessment, environmental scan, and other data collection activities with the district to inform its larger efforts (see Laney DE Activities 1.1b, 1.1c, 2.1a, and 2.1b above)

- Share results with Laney and then with the district.

**Peralta DE Project 4.4:** Develop resource recommendations to support the goals and projects above (e.g. fiscal, human resource, tech, etc.)

**Laney DE Activity 4.4a:** Hire support staff and/or release faculty (\*done through Program Review)

**Laney DE Activity 4.4b:** Dedicate staff and/or faculty time to assess the impact of all Laney College's Distance Education Activities outlined in this plan\*

- Allocated funds towards training, LTI and app adoption.\*
- Provided DE support to faculty and extended HelpDesk support for Canvas and 24/7 Canvas support from Instructure
- Hired DE coordinators, Ed Tech Coordinator at District, Course Designers, allocated release faculty for POCR Review Team
- Created faculty surveys regarding online teaching in Fall 2020



## RECOMMENDATIONS FOR THE FUTURE

Faculty should continually update their skills and be aware of changes regarding online teaching.

- New DE faculty should follow the district AP 4105 policies, and the committee continually provides DE training.
- We should also provide resources and training for faculty who want to transfer their courses from face-to-face to hybrid classes; this is a way to combine the best of in-person and online teaching and might be appealing to students who have non-traditional schedules, a way to adopt emerging technology into the traditional instruction, and the first step to convert the course fully online from face-to-face.
- A faculty mentorship program should be established to help faculty maintain their currency in this area.
- There should also be ongoing professional development workshops and trainings regarding LTIs, the different Canvas tools (announcements, discussions, etc.), and issues regarding accessibility. And a library or archive of videos of faculty demonstrating their knowledge of LTIs and different Canvas tools.
- Resources and fundings available for faculty members who would like to have POQR review.
- Ongoing support for online course designer, accessibility expertise, remote coaches, educational technology professionals, etc.

Support students in different needs, campus information, tech-help and tutoring online.

- targeted students who need help/assist of using computer, or taking online courses successfully
- updated/accurate information for DE students and available to contact online
- provide online tutoring for all subjects
- Develop a student mentorship program that provides peer-to-peer interactions through the meaningful doing-by-learning

- continually providing laptops/chromebooks and hotpots for students who need to take online courses
- The committee recommends the college to review the survey and the plan to support working students who need to take synchronous classes online.

The committee continually assesses online teaching and learning through the DE survey from both faculty members and students every semester, and makes necessary changes to the DE Plan as the result of each survey.

## SUMMARY OF RESOURCE NEEDS

| <b>Proposed DE Activity</b>           | <b>Resource description</b>  | <b>Estimated cost</b> |
|---------------------------------------|--|-----------------------|
| 1.1, 1.2, 2.1, 2.2                    | Assess and purchase integrated software for student orientation and support (ie: tutoring, counseling)   | \$25,000              |
| 1.1, 1.2, 2.1, 2.2                    | Third Party LTIs: Notebowl, Namecoach, Respondus, Proctorio, Turnitin, Upswing, Padlet, Labster, Canvas Studio, Hypothesis   | \$91,500              |
| 2.2                                   | Two sets of Sufaces or iPads for student online learning support. Laptop and projector for DE Coordinator.   | \$18,000              |
| 2.1, 2.2                              | Permanent location for student online learning center.   | ?                     |
| 2.1, 2.2                              | Tech Tutors to provide student support for using Canvas, related technologies, and online pedagogy.  | \$15,000              |
| 1.1, 1.2, 2.1, 2.2                    | Full time DE program specialist to support students in their online learning, train online learners and faculty, develop online learning resources for students.   | \$150,000             |
| 1.1, 1.2, 2.1, 2.2, 3.1, 3.2,         | Full time faculty instructional designer and accessibility expert to ensure quality course design and alignment with statewide standards to better meet the needs of the diverse community of Laney students.  | \$115,000             |
| 3.1/3.2, 4.1, 4.2, 4.3, 4.4           | Faculty reassigned position for DE coordinating. Given that the District is projecting to only pay .4 for DE Coordinators and given that the tasks, projects, and responsibilities of the DE Coordinator have grown exponentially additional faculty reassignment to lead and support distance education is required.          | \$150,000             |
| 3.1/3.2                               | Professional development such as face-to-face and online workshops about how to support online learners from disproportionately impacted groups (ie: using the Peralta Equity Rubric); developing pilot and hybrid pathways; course redesign through summer institutes, workshops, online courses and communities of practice. | \$10,000              |
| 1.1, 1.2, 2.1, 2.2, 3.1, 3.2 4.2, 4.4 | Third party consultant to conduct needs assessment and suggest and implement improvements to existing DE program.  | \$25,000              |

|  |                      |           |
|--|----------------------|-----------|
|  | Total cost estimate* | \$464,500 |
|--|----------------------|-----------|

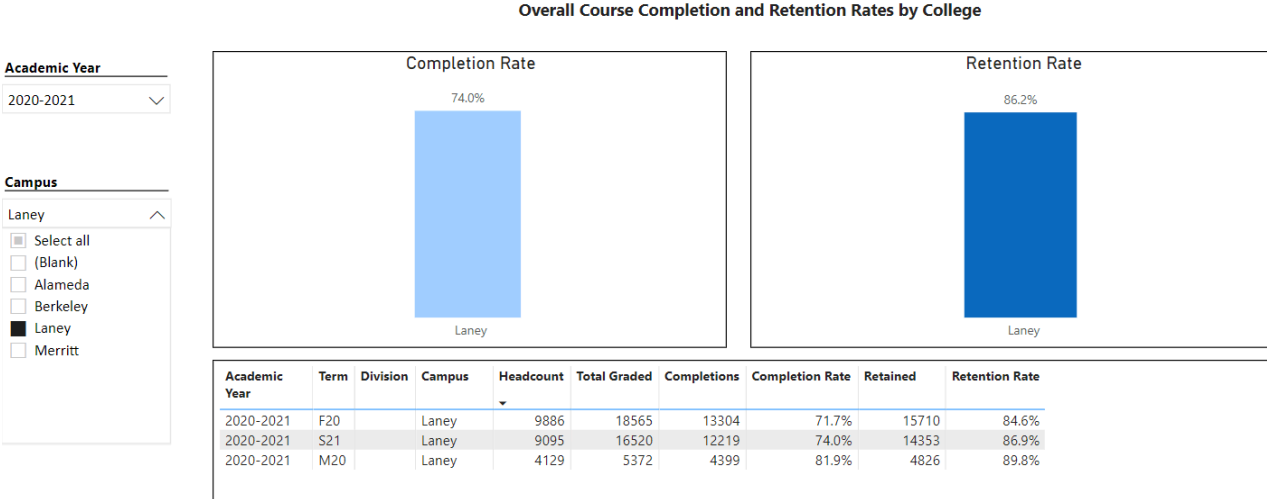
| Summary of District Paid Resources                                 | Estimated cost       |
|--|----------------------|
| PCCD Canvas Training Subscription (district wide)                  | \$5,000              |
| Canvas Helpdesk/Tech Support (district wide)<br>24/7 Phone Support | \$57,000<br>\$11,000 |
| DE Coordinator at .5 release                                       | \$60,000             |
| Total cost estimate*   | \$133,000            |

LANEY DISTANCE EDUCATION PLAN DEVELOPMENT PROCESS

| Date                           | Distance Education Plan Development Activity                                       |
|--------------------------------|--|
|                                | Development and Feedback   |
| 9/11/2019                      | Distance Education Committee began Plan Development                                |
| 9/12/2019 through<br>9/13/2022 | Laney DE Committee members and Consultant developed and reviewed DE Plan drafts    |
| 9/27/2022                      | Draft revision finalized by DE Committee   |
| 10/25/2022                     | DE Committee approves and makes public Draft Laney College Distance Education Plan |
|                                | Community Engagement, Shared Governance, and Approval                              |
| Fall semester 2019             | Laney College Distance Education Committee shares Draft DE Plan virtually          |
| October 2022                   | Submitted to Laney Academic Senate for approval                                    |
| December 2022                  | Submitted to _____ for approval  |
| December 2022                  | Submitted to _____ for approval  |

# APPENDIX A: ADDITIONAL DATA

Completion and retention rates are shown both graphically and in table formats for the 2020-2021 school year. The data show overall retention rates at 85.4% and the completion rate at 72.4%.



| Academic Year | Ethnicity                | Headcount    | Census Enrollment | Completion   | Completion*  | Retention    | Retention*   |
|---------------|--------------------------|--------------|-------------------|--------------|--------------|--------------|--------------|
| 2020-2021     | American Indian          | 66           | 217               | 58.0%        | 59.7%        | 79.7%        | 79.1%        |
| 2020-2021     | Asian                    | 7017         | 30918             | 82.5%        | 84.0%        | 90.7%        | 90.6%        |
| 2020-2021     | Black / African American | 5310         | 21604             | 62.2%        | 65.0%        | 81.1%        | 80.2%        |
| 2020-2021     | Hispanic / Latino        | 8605         | 32159             | 66.6%        | 69.5%        | 83.5%        | 82.8%        |
| 2020-2021     | Pacific Islander         | 168          | 842               | 68.5%        | 72.2%        | 83.8%        | 82.9%        |
| 2020-2021     | Two or More              | 1929         | 7656              | 69.1%        | 71.8%        | 84.2%        | 83.6%        |
| 2020-2021     | Unknown / NR             | 1144         | 4181              | 74.2%        | 76.5%        | 86.1%        | 85.6%        |
| 2020-2021     | White                    | 5851         | 20667             | 77.9%        | 79.9%        | 87.8%        | 87.5%        |
| <b>Total</b>  |                          | <b>30090</b> | <b>118244</b>     | <b>72.4%</b> | <b>74.8%</b> | <b>85.8%</b> | <b>85.4%</b> |

| Academic Year | Gender | Headcount    | Census Enrollment | Completion   | Completion*  | Retention    | Retention*   |
|---------------|--------|--------------|-------------------|--------------|--------------|--------------|--------------|
| 2020-2021     | F      | 8927         | 22170             | 74.7%        | 77.0%        | 86.5%        | 86.1%        |
| 2020-2021     | M      | 6508         | 17690             | 73.0%        | 75.1%        | 86.0%        | 85.6%        |
| 2020-2021     | X      | 523          | 1222              | 74.3%        | 76.7%        | 85.4%        | 85.0%        |
| <b>Total</b>  |        | <b>15958</b> | <b>41082</b>      | <b>74.0%</b> | <b>76.2%</b> | <b>86.2%</b> | <b>85.8%</b> |

| Academic Year | Age        | Headcount    | Census Enrollment | Completion   | Completion*  | Retention    | Retention*   |
|---------------|------------|--------------|-------------------|--------------|--------------|--------------|--------------|
| 2020-2021     | 16-18      | 5259         | 14739             | 74.2%        | 79.2%        | 89.8%        | 89.1%        |
| 2020-2021     | 19-24      | 10699        | 50393             | 69.7%        | 71.9%        | 84.5%        | 84.0%        |
| 2020-2021     | 25-29      | 4721         | 17503             | 70.8%        | 72.6%        | 83.9%        | 83.5%        |
| 2020-2021     | 30-34      | 3247         | 11565             | 73.8%        | 75.7%        | 85.3%        | 84.9%        |
| 2020-2021     | 35-54      | 4982         | 18086             | 76.8%        | 78.5%        | 87.2%        | 86.9%        |
| 2020-2021     | 55-64      | 855          | 2815              | 75.8%        | 78.4%        | 87.1%        | 86.7%        |
| 2020-2021     | 65 & Above | 533          | 1488              | 78.3%        | 81.1%        | 90.0%        | 89.6%        |
| 2020-2021     | Under 16   | 990          | 1655              | 84.2%        | 88.5%        | 95.0%        | 94.8%        |
| <b>Total</b>  |            | <b>30090</b> | <b>118244</b>     | <b>72.4%</b> | <b>74.8%</b> | <b>85.8%</b> | <b>85.4%</b> |

## APPENDIX B: LANEY COLLEGE DISTANCE EDUCATION STUDENT SURVEY RESULTS

In Fall 2020, the Laney College Distance Education Committee surveyed students to gain understanding about their online learning experience. Students were asked 17-questions during the COVID Pandemic. Laney's courses had primarily been transitioned to online. The intention of this survey was to inform what student services were needed for improved student academic success while continuing to take online courses.

In Fall 2020, 654 students responded to the survey. 65% had taken an online course leaving 33% as first time online students. A majority of students (93%) accessed their online classes from home. About half used a laptop computer to access the classes and a little under half also accessed their classes from a smart phone.

## STUDENT SATISFACTION AND ACCESS

The top three benefits to students about online classes included: time saved on the commute, flexibility in class time, and safety. About 300 of them used the canvas support and phone line for help as well as the counseling online resources.

## PERCEIVED BARRIERS TO SUCCESSFUL LEARNING IN ONLINE COURSES (*CANVAS, ZOOM, COMMUNICATION*)

The top three benefits stu Students identified interactions with classmates and with instructors at the top two challenges to taking online classes. They also identified personal distractions as a top challenge. The obstacles they identified include: unemployment, disruptive living conditions, and health issues. Students did say that communication from their instructors was either somewhat or very effective (75%). About ½ students communicated about 1-2 hours a week with instructors, while 24% did not communicate at all.

## APPENDIX C: LANEY COLLEGE DISTANCE EDUCATION FACULTY SURVEY RESULTS

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### **Fall 2020 Faculty Survey – Summary**

Laney regularly conducts needs assessment activities to ensure its distance education program adequately supports the success of online faculty and students. It conducted an additional set of surveys when almost every Fall 2020 course went online due to the COVID-19 pandemic and campus closures. To help gather insight about faculty and student needs when almost all courses are being taught online, the district Distance Education (DE) Committee collected data from 46 faculty via a survey conducted between December 7 and December 18, 2020.

### **Demographic Information**

Most of the respondents expressed that they were somewhat or extremely confident about teaching online and exactly half, 24 of 48, have taught online for one year or less. There were very few respondents with more than 5 years of experience.

### **Perceived Barriers to Effective Distance Education**

Faculty respondents listed a variety of barriers to effective distance education. The top responses were: increased workload, communication with students, students facing barriers to access Peralta accounts and Canvas, technical support for students to ask questions and troubleshoot issues, and learning multiple new tools and technologies.

### **Faculty Training, Services, and Support**

The top areas faculty asked for support include: engaging students online, preparing students to learn in the online environment, and training in LTI use. Another top concern was ensuring equity in online learning. Most faculty were aware of the support available to them including: Peralta Canvas help tickets, Canvas 24/7 chat, the DE coordinators and the remote coaches/trainers. Faculty were also aware of the Faculty Resources on canvas, the Equity trainings, Professional Development, the Peralta DE Equity Rubric, and OER. Most faculty choose to get more training in accessibility for students with different abilities.

## **Fall 2021 Faculty Survey – Summary**

In this semester's survey, the Distance Education Committee surveyed 44 faculty at Laney College. This survey was open between November 23 and December 6, 2021.

### **Demographic Information**

The faculty that responded included 20% full-time faculty and 56% part-time faculty. The remaining folks (2%) were in the other category. The delivery mode was mixed between asynchronous and synchronous (45%). The vast majority felt confident (90%) about teaching online, and 66% had 2-5 years of experience teaching online.



## **Perceived Barriers to Effective Distance Education**

Faculty respondents listed a variety of barriers to effective distance education. The top responses were: students facing barriers to access Peralta account and Canvas, technical support for students to ask questions, increased workload, and learning multiple new tools and technologies.

## **Faculty Training, Services, and Support**

Faculty identified the same top three areas of support needed from the 2020 survey. Faculty need support and training with student engagement and preparation for online learning. Faculty also choose training with the LTI's as a top request. Faculty also asked for help making online classes equitable and accessible. Most faculty were aware of the supports available to them including: Peralta Canvas help tickets, Canvas 24/7 chat, the DE coordinators and the remote coaches/trainers. Faculty were also aware of the Faculty Resources on canvas, the Equity trainings, Professional Development, the Peralta DE Equity Rubric, and OER. Most faculty choose to get more training in accessibility for students with different abilities.

## **OER**

Most faculty have used creative commons in their online classes. However, only about 10% have switched to OER in the class. A similar number have searched OER textbooks or taken training in OER. The biggest concern of faculty is if OER is the same high quality of textbooks.