

Substantive Change Application
Distance Education – 50% of Students or Courses

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

Email completed application to substantivechange@accjc.org.

Institution name:	Laney College		
Address:	900 Fallon Street, Oakland, CA 94607		
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Select the type of Distance Education approval:

50 percent or more of all the institution’s students enrolled in at least one course offered through distance education

__9693__ Total number of students

__6318__ Total number of students enrolled in at least one distance education course

50 percent or more of all the institution’s courses available to be offered in the distance education modality

__1166__ Total number of courses in catalog

__813__ Total number of courses, not sections, available to be offered in distance education modality

It is the institution’s responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards¹. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

Describe how the distance education modality is consistent with the mission of the institution (<i>Standard 1.1</i>).
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¹ 34 CFR § 602.16(a)

Laney College’s mission is to “empower our community and to promote student success and social justice” as described in the Educational Master Plan (1). The College achieves its mission through instruction, student support, and learning resources which enable students to earn associate degrees and certificates and attain careers, transfer, and skills for lifelong success. By offering online classes, Laney provides maximum flexibility for students to reach their academic goals.

Laney’s commitment to social justice is built into the Online Equity Rubric (2) that is used for faculty professional development. Laney faculty built the rubric and continue to teach state-wide trainings about the rubric.

Describe how distance education will be integrated into the institution’s regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).

Every four years the College renews its Distance Education Plan (3), which articulates goals and projects to support those goals. The College plan is based on the Peralta District Distance Education Plan (4). Student demographic, success, and retention data are used to create and evaluate the plan. The plan was developed with input from administrators, faculty, classified professionals, the Faculty Senate, the Curriculum Committee, and the Technology Committee.

The District’s Distance Education Plan (4) integrates disaggregated data to evaluate progress and inform goals for improvement. For an example, see PCCD Distant Education Plan (4), Figure 2. Peralta CCD – Comparing Online and Traditional Student Success Rates by Ethnicity – AY2014-15 to AY2019-20, page 8.

The Distance Education Committee surveys students and faculty (5). These surveys provide data on the student and faculty experience with online learning, accessibility, support, as well as their evaluation of technology tools. The surveys are used to inform the roster of professional development opportunities for faculty and guide the projects in the Distance Education Plan.

In the College’s annual program review process, all instructional units examine course success outcomes by modality and demographic factors in their reviews For samples, see the biology review page on page six (6) and the English review page six (7).

Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (Standard 2.6).

Distance education expands access to students who may not be able to come to campus, reduces students costs by eliminating commuting, allows for flexibility in scheduling, and can be more cost effective for school supplies as well.

Laney’s Distance Education Committee surveys students (5) and the Peralta District Distance Education Committee has taken over this responsibility since 2023. In those surveys, students express their preferences for online or hybrid courses as those are more convenient for

them. In the surveys, students shared that online classes also expand access across a range of devices, so students can access class through phones, computers, or tablets.

To ensure curriculum needs are met, all courses being offered through distance education “shall be reviewed and approved separately by the local College Curriculum Committee. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education” as per district Administrative Procedure 4105 Distance Education (8).

Additionally, the Laney Distance Education Committee and committee chairs regularly instruct faculty on the Peralta Online Equity Rubric (9 and 10). By using this rubric, faculty can design and ensure that their classes are more equitable, humanized, and accessible.

Describe how the institution designs and delivers equitable and effective services and programs (e.g., counseling, advising, tutoring, library, etc.) that support students in the distance education modality (Standard 2.7).

The College has made student services available to online learning students, especially since 2020. In all Laney Canvas classes, students have a permanent menu option that takes them to the library and other student services (11). If students are not yet enrolled at Laney or are not in Canvas yet, they can access the live chats and/or video conferencing options on the units respective webpages.

Students can make changes to their school accounts or make changes to their schedules remotely. If students need additional assistance, the College uses the online service ConexEd for counseling, tutoring, welcome center assistance, the library, and support from Admissions and Records and Financial Aid (12). Through this tool, students can access most services and programs whether in-person or remotely.

The College has a comprehensive web presence (13) as well as a chatbot that allows for 24 hour a day access to important information. Offices have services available through email and via the telephone.

Tutoring Services at the college offer a drop-in remote Math Lab (14) 5 days a week, drop-in remote writing support (15) and ESOL support 4 days a week (with zoom meetings supervised by staff), and student technology tutoring online by appointment. The college uses NetTutor to fill in gaps for subjects and operation times that are not currently offered (15). Additional STEM tutoring is available by the CCTutoring/CalTeach program where students from UC Berkeley and UC Merced partner with community colleges to provide online tutoring services (16).

The Library has an online reference service available six days a week (17). The Library also offers research help appointments through Zoom (18). Additionally, students can check out laptops for use within the Laney library to attend class, complete assignments, etc.

Describe how the institution ensures that “regular and substantive interaction” occurs between students and instructors (Policy on Distance Education and Correspondence Education).

Regular and substantive interaction for distance education courses is defined under AP 4105, in alignment with the California Code of Regulations, Title 5 55204 (8). Specifically, Part B of Section VI. Creating Accountability within Distance Education Courses states:

“B. Instructors who are teaching any portion of a course offered through distance education shall provide regular and substantive interaction between: a) The instructor(s) and students and b) among students as described in the course outline of record either synchronously or asynchronously through some or all of the following; 1. Group or individual meetings 2. Orientation and review sessions 3. Supplemental seminar or study sessions 4. Field trips 5. Library workshops 6. Telephone contact 7. Voice mail 8. Email 9. Course messaging 10. Discussion Forums 11. Announcements 12. Home page updates 13. Or other activities.”

This criterion is applied during course approval and reviewed as part of the routine faculty evaluation process in Section G part 13 of the Faculty Evaluation Handbook (19). In classroom observations evaluators can review the interactions that take place through Canvas or Zoom.

The college informs faculty of requirements for regular and substantive interaction through the Peer Online Course Review Jan 2024 showcase (20), professional development workshops like the Oct 2023 Lightning session (21 and 22), online classes, and newsletters (23).

Describe how the institution authenticates students in distance education courses (*Policy on Distance Education and Correspondence Education*).

The Perlata District Office of Educational Services, working collaboratively with representatives from the four colleges, Distance Education Coordinators, and Information Technology staff, assumes responsibility for monitoring the changing distance education requirements for institutions of higher education, as well as options available for meeting the expectations of assuring a student’s identity. AP 4105 Section V. Student Authentication details the procedure utilized in authenticating students (8). The main elements of the authentication process include:

“A. Students who enroll in online courses are authenticated by being provided with a specific login ID and an initial password to access the online Learning Management System (LMS).

B. Students are encouraged to change their password. New passwords must be sufficiently complex so that they cannot be easily decoded.

C. The district policies/procedures regarding academic honesty and acceptable use of Information Technology Services include penalties for unauthorized use of another individual’s name and password, cheating on examinations, and other types of academic dishonesty. Students must agree to these policies/procedures the first time they login to the district LMS. This approach promotes a pedagogical focus rather than a punitive approach to academic honesty. This is an approach to educate students as to the consequences of academic dishonesty.

D. Complete information about “Academic Dishonesty, Due Process, and Conduct” is posted on the district distance education site, on the distance education sites for each of the

colleges, as well as on the LMS at the following link:

<https://www.peralta.edu/admissions/student-campus-solutions/>

E. Students also are authenticated through sufficient interaction between students and instructors which contributes to verifying a student’s identity.

F. Instructors also can require low-stakes assignments through the LMS, including setting notifications, adding a profile picture and biography, completing a survey, recording their name on NameCoach or assigning a proctored examination, all of which can serve other methods of authentication.”

The district uses IDme software to identify fraudulent students.

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (Standard 3.1).

District Board Policy 7120 , Administrative Procedure 7211, Administrative Procedure 7121 and Administrative Procedure 7122 outline hiring processes for all employees (24). All hires must meet minimum qualifications for their positions. Additionally, the College can continually augment the desirable qualifications for specific positions to support and sustain the distance education modality.

Administrative Procedure 4105 creates accountability for faculty teaching in online and hybrid modalities (8). Faculty are required to have successfully completed training or be actively enrolled in training about online accessibility, the current LMS, Section B of the CVC-OEI rubric and/or the course badged as quality reviewed, or the Peralta Online Equity Training and/or get their course badged as aligned to the rubric. The College will continue to support and sustain this Administrative Procedure through professional development workshops and classes.

Describe the institution’s fiscal resources to support and sustain the distance education modality (Standard 3.4).

Fiscal resources used to support and sustain distance education includes general funds, as well as categorical funding such as Lottery to support software licenses, Instructional Equipment and Library Materials fund to support technology equipment and software licenses, and bond measures, such as Measure G which is used for network upgrades and technology refreshment. Evidence of the availability and allocation of these resources may be found in the PCCD Annual Adopted Budget (25).

The College supports distance education by providing stipends for faculty who complete trainings and for participating in the Peer Online Course Review (POCR) program. Reassignment from courses is provided to faculty to serve as Distance Education Coordinators and to facilitate the POCR program. The college funds Learning Tools Interoperability (LTIs) which integrates applications into the course management system, Canvas.

Describe the institution’s physical resources including, if applicable, equipment and supplies, to support and sustain the distance education modality (Standard 3.8).

The College has several computer labs across the campus, including the Tech Center, Welcome Center, Library, Computer Science Labs, High-Tech Center for SAS students, Tutoring Center, and in Learning Community spaces. Open and free Wi-Fi is available across the campus. Additionally, the College has two programs to support students needing technology equipment. Students can check-out a portable computer from a laptop dispenser for two hours at a time for library use and students can check out a Chromebook to take home for an entire semester. In the Library, there are 5 public access desktops equipped with video-conferencing software, cameras, and audio headsets for students to attend online classes.

Describe the institution’s technology resources to support and sustain the distance education modality (Standard 3.9).

The Peralta District supports Canvas as its Learning Management System and participates in the Systemwide Technology Access Collaborative (STAC), a systemwide collaboration between the California Community Colleges Chancellor’s Office, the Foundation for California Community Colleges’ College Buys program, and the California Virtual Campus, designed to streamline the procurement of digital access tools. LTIs purchased and integrated to improve the user experience for this year include: Hypothesis, Respondus, Labster, Name Coach, and Turn it In. Laney College also provides instruction and services using Zoom Workplace with AI Companion as well as all Microsoft 365 applications including Teams. Courses with Zero Textbook Cost due to faculty employment of Open Educational Resources are indicated in the Schedule of Classes (26). Additionally, the Library provides free access to students to a variety of video and academic databases (27 & 28).

Describe how the institution’s decision-making structures support innovation and equitable student outcomes in the distance education modality (Standard 4.3).

The College’s Participatory Governance and Organization Manual (29), Technology Plan (30), Distance Education Plan (3), and Educational Master Plan (1) delineate decision making structures that support innovation and equitable student outcomes for the distance education modality. In addition, the district’s Distance Education Plan (4) and AP 4105 (8) describe data-based decision-making structures aligned to this purpose.

The College Distance Education Committee and the Technology Committee work collaboratively to make recommendations to the College Council and president to improve student outcomes in distance education. Before making recommendations, the committees review demographic data, success rates, retention rates, and students’ surveys. After data analysis, the information is shared widely including with the Faculty Senate. At the district level, the District Distance Education Committee is comprised of representatives from all four colleges. That committee makes recommendations to the Vice Chancellor of Educational Services.

Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment*.
 - Laney College Website (31)
 - Laney College Catalog (32)
 - Administrative Procedure 5010 Admissions (33)
 - Board Policy 5010, Admissions, Special Admissions, and Enrollment (34)
 - Administrative Procedure 3510 Nondiscrimination (35)
 - Refund of Fees Information (36)
 - Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.
 - Administrative Procedure 5500 Standards of Student Conduct, Discipline Procedures, and Due Process (37)
 - Administrative Procedure 5530 Student Rights and Grievance Procedure (38)
 - Administrative Procedure 4231 Grade Changes and Student Grievances (39)
 - Student concerns webpage (40)
 - Documentation of institution’s implementation of the required components of the Title IV Program (if applicable), including:
 - Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
 - Evidence of timely corrective action taken in response to any Title IV audits or program reviews
 - Title IV Compliance Consumer Information (41)
 - Cohort Default Rate History (42)
 - Peralta District Announcement DOE Letter 2022(43)
 - Program Review Determination DOE 2024 (44)
- See Policy on Institutional Compliance with Title IV*

Supporting Evidence

Please provide any evidence that supports the narrative above as separate files. Please link evidence where appropriate in the narrative. Do not embed evidence files into the application.