Distance Education
Strategic Plan
2022 – 2027

Contra Costa Community College District

pathways to success

Distance Education

About the Contra Costa Community College District (4CD)

The Contra Costa Community College District serves 52,000 students annually at its five campuses, including three colleges and two campus centers. The campuses are physically located within the East Bay's Contra Costa County, reaching from San Pablo in the west, through San Ramon and Pleasant Hill, and stretching east into Pittsburgh and Brentwood. The District Office is centrally located in the county seat of Martinez. The student population is diverse in age, cultural background, working status and educational goals. The 4CD, through its Distance Education program, is committed to providing access to high-quality engaging online courses that are equitable, accessible, and welcoming to all.

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Introduction

Improving student learning and completion across all district campuses is the first goal of the Contra Costa Community College District Strategic Plan Distance Education is a valuable means to help achieve that goal, as is demonstrated in the objective that states the need to "Foster high-quality distance education across the District as a vehicle for achieving Vision for Success goals and promoting all forms of student success."

In alignment with that objective and Strategic Direction, the 4CD Districtwide Distance Education Council (DDEC) created this plan, the 4CD Distance Education Strategic Plan 2022-2027. The plan builds upon the goals and objectives developed in the district's first DE Strategic Plan 2017-2022. The new plan's purpose is to guide distance education development over the next five years through districtwide goals and broad strategic recommendations that support the colleges' distance education programs. The plan also outlines clear objectives to facilitate achieving adopted strategic Distance Education goals.

DE Strategic Plan Development Chronology

Date	Event/Action
Oct. 15, 2021	DDEC Strategic Planning Retreat and drafting of broad goals
Nov. 18, 2021	Districtwide Town Hall meeting, goals presentation and break-out groups with captured feedback
Nov. 18, 2021 and ongoing	Continuous opportunities for feedback through Canvas discussions and SharePoint documents
Jan. 26, 2022	Presentation to DDEC for discussion and feedback;
Feb. 9, 2022	Development of Action Steps
Spring 2022	Draft presented to campus Academic Senates and other shared governance committees
March 2022	Revisions to draft based on campus feedback
April 13, 2022	Final Draft presented to DDEC
May 11, 2022	Presentation of final DE Strategic Plan to 4CD Governing Board

In Appreciation

Many thanks to all who were directly involved in the preparation of this plan, as well as to those who invested their time to participate in the Districtwide Town Hall and campus meetings, and/or provided asynchronous comments. Your contributions improved and deepened the breadth of our plan.

## Plan Participants And Contributors

Town Hall Participants

Allison Albright
Nicole Almassey
Rachel Anicetti
Maritez Apigo
Lindsay Arentz
Dora Argueta-Rico
William (Bill) Bankhead
Jeffrey Benford
Jason Berner
Emma Blackthorne
Sarah Boland Drain
Liesl Boswell
Crystala Button
Arminda Calagui
Phyllis Carter
Eloine Chapman
Carl Chiu
Rayshell Clapper
Rain Dougan
Drew Douglass
Abigai Duldulao
Roseann Erwin
Robert Estrada
James Eyestone
Nicholas Falasco
Angela Fantuzzi
Catherine Franco
Dennis Franco
John Freytag
Louie Giambattista
Brandy Gibson
Lisa Smiley-Ratchford
Irena Stefanova
Bethann Stone
Christina Goff

Concha Gomez
Letta Greene
Marisa Greenberg
Paula Gunder
David Hagerty
Joy Hakola-Dardin
Kathleen Halaszynski
Steven Hales
Rikki Hall
Robert Hawkins
Scott Hubbard
Katrina Keating
Kathleen King
Anne Kingsley
Bob Kratochvil
Sabrina Kwist
Allan Lacayo
Susan Lamb
Timothy Leong
Lynda Letona -Rodriguez
Vicki Ferguson
Mercedes Lezama
Ken Lira
Lan Lo
Brandon Marshall
Carla Matute
Tanisha Maxwell
Michele McCabe
Cindy McGrath
Mojdeh Mehdizadeh
Joanna Miller
Carrie Million
Elizabeth Vega
Grace Villegas
Sandra Moore

Emily Moss
Yasser Moten
Nikki Moultrie
Kristy Myers
James Noel
Aprill Nogarr
Janith Norman
George Olgin
Mayra Padilla
Jeanette Peavler
Marcia Perata
Anne Petersen
Lizette Ponthier
Matthew Powell
Arek Puzia
Michael Quinn
Charles Ramos
Kelly Ramos
Amy Raymond
Win Rein
Cesar Reyes
Virginia Richards
Tia Robinson-Cooper
Richard Robison
Sonia Robles
Emma Rogers
Eric Sanchez
Tara Sanders
Kim Schenk
Gabriela Segade
Mario Tejada
Chase Wheeler
Maya Yamato

Districtwide Distance Education Council

Nicole Almassey
Maritez Apigo – Co-chair (2021-2022)
Jason Berner
Crystala Button
Courtney Diputado
Sarah Boland Drain
James Eyestone
Scott Hubbard
Kathleen King
Anne Kingsley – past Co-chair (2020-2021)

Monica Landeros
Brandon Marshall
Carrie Million
April Nogarr
Janith Norman
Jeanette Peavler
Emma Rogers
Richard Robison
Joanna Miller – Co-chair
Mojdeh Mehdizadeh
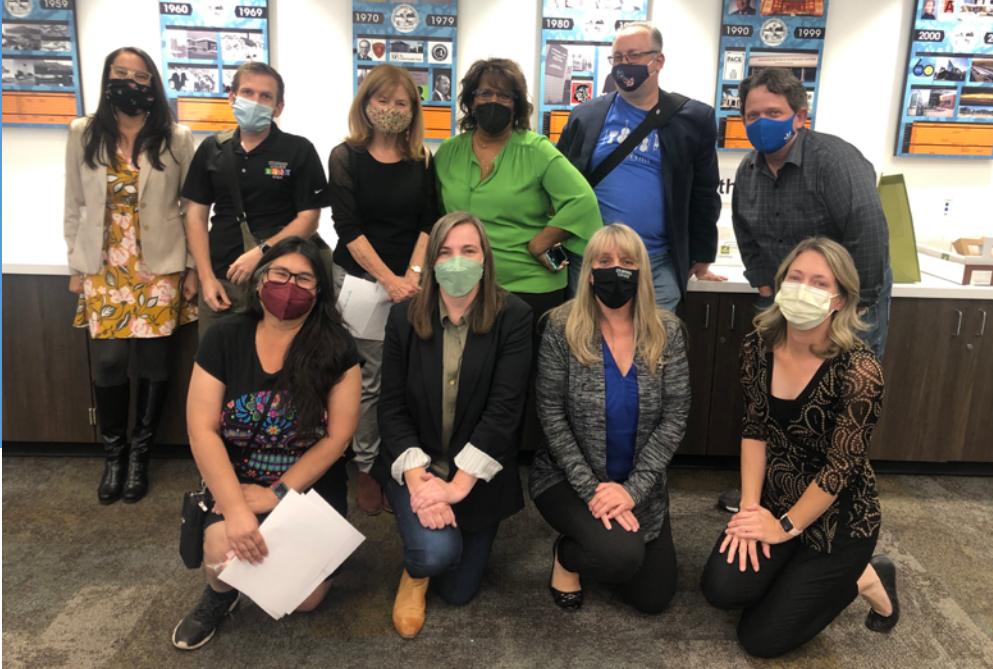
DE Strategic Planning Retreat Oct. 15, 2021, 4CD District Office:

Pictured from left, back row, Maritez Apigo, Scott Hubbard, Joanna Miller, Janith Norman, Jason Berner, Richard Robison, and from left, front row, Mónica Landeros, Anne Kingsley, Nicole Almassey, and Carrie Million. Not pictured, Mojdeh Mehdizadeh.

Contra Costa Community College District
Core Beliefs and Strategic Goals
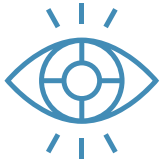
Vision

To provide educational excellence, support social justice, and contribute to the economic vitality for all our students and the surrounding community.

Mission

To empower all students to fulfill their educational and career aspirations and thrive in the modern world.

Values

Student-Centered

We know that keeping the student experience central in all policy, program, process, and practice decisions is vital to advancing students' success. We recognize that every member of the District community has a part to play in strengthening students' learning and achievement and are dedicated to actively carrying out this role.

Access

We provide a bridge to opportunity that connects all students to excellent educational experiences and supports in alignment with their goals, including new and returning students, skill builders, career changers, and lifelong learners. This foundational commitment is vital to ensuring all members of the Contra Costa County community—particularly those historically underrepresented— know they have an educational home in our District.

Equity

We are committed to social justice and relentlessly work to ensure student's social and economic mobility. We believe all students can succeed and have high expectations for their potential, performance and achievement. We act to identify student groups experiencing disproportionate impact, recognize unintended consequences of our beliefs and behaviors, disrupt inequitable systems and practices, and close achievement gaps.

Innovation and Excellence

We hold ourselves to the highest standards, engaging students in excellent programs, practices, experiences, and supports. We know that while often challenging, adapting to change and embracing improvement is essential to addressing longstanding student success issues. We take strategic, data-driven action to increase outcomes for all our students, enhance our institutions' wellbeing and sustainability, and assess our effectiveness.

Academic Freedom

We value the freedom of faculty and students to pursue knowledge without constraint and to explore the life of the mind and express observations in an open, responsible, and respectful academic environment. We know that in this environment, imaginations thrive, and intellectual skills develop.

Safety

We are uncompromising in our commitment to the physical, emotional, and intellectual wellbeing of every member of our District. We strive for students, faculty, staff, administrators, and community members alike to view the District and our colleges as secure spaces and trust that a threat to their security will be taken seriously and immediately addressed.

Diversity and Inclusivity

We embrace and celebrate the remarkable diversity of all members of the District. We are committed to promoting an environment where all people can thrive and contribute by practicing mutual respect and cultural competency. We honor the experiences and perspectives of all individuals and practice inclusive decision-making.

Community Engagement

We regard connection with our surrounding community as essential to our District's success and are dedicated to being a good neighbor, collaborator, and partner. We know that when we work in concert with the Contra Costa County community, we are best able to share its values and more effectively respond to its needs.

Communication

We know communication throughout the District, driven by our common interests and goals, and free of restrictions, is key to serving our students with increasing success. Open channels among leaders Districtwide enable us to make strategic decisions based on our long-term objectives.

Accountability

We show our deep gratitude for Contra Costa County's faith and investment in our District and our colleges through the prudent stewarding of our financial, human, and environmental resources and through transparency with all stakeholders.

Collaboration

We promote unguarded cooperation across the District, our colleges, programs, and departments to facilitate a student learning experience that is cohesive and meaningful. We foster strong partnerships between the District, other educational segments, employers, and community organizations to ensure students can move seamlessly through their postsecondary journey and effectively into the workforce.

Integrity

We are steadfast in promoting a culture where all people are intentional in their action, considerate of their impact, and dedicated to carrying out our collective values. Through regular reflection and use of evidence, we ensure our actions align with the District's goals and the best interests of students and hold each other responsible for fulfilling these commitments.

Contra Costa Community College District
Strategic Directions

1 **Improve Student Learning and Completion across District Colleges**

Support all college faculty, staff, and administrators in advancing student learning and completion. Strengthen college efforts to implement high-quality academic programs and champion the provision of proactive student support, including the adoption and scaling of effective practices.

2 **Decrease Equity Gaps for All Students**

Support college efforts to eliminate inequities in student access and outcomes. Help colleges identify which student groups are less likely to arrive prepared for college-level work and achieve their goals; understand the specific factors impacting the success of these learners; and explore what these student groups need to succeed and feel a sense of belonging. Promote the adoption of evidence-based strategies for rapidly improving their outcomes.

3 **Advance Existing Community Partnerships and Create New Collaborations to Strengthen Student Pathways**

Support college efforts to align with key K-12, university, community, and workforce partners to facilitate students' movement into and through their institutions and transition to additional education and living-wage employment.

4 **Cultivate a Culture of Engagement throughout the District**

Ensure all members of the District community feel safe, connected, engaged, and valued. Support the professional learning and continuous improvement of all District faculty, staff, and administrators. Foster effective communication between the District and colleges and encourage active participation in decision-making.

5 **Responsibly, Effectively, and Sustainably Steward District Resources**

Prudently and judiciously steward Contra Costa County's investment in the District by leveraging all District resources. Ensure fiscal responsibility and environmental sustainability are key considerations in all decision-making and understood as essential to a student-centered environment. In the new state funding paradigm, maintain financial stability. Maintain strong alignment and coordination among the District and its three colleges, leveraging the distinct assets of each institution as well as the unique power of their combined efforts to strategically tackle challenges, increase resource efficiency, and better serve our students.

Distance Education

4CD Distance Education

Distance Education Mission

Empower students to achieve their educational goals through a commitment to providing access to innovative, equitable and high-quality online learning opportunities and student support services.

Background Summary

Contra Costa Community College District (4CD) is a leader in statewide distance education, with its three colleges among the first 15 to become fully integrated teaching institutions on the California Virtual Campus Course Exchange. In addition, the 4CD and United Faculty have established a negotiated requirement for formal training to qualify to teach online in the district. The 4CD recognizes online education as a valuable and important delivery option for its diverse student body, many of whom are working, parenting or caregiving, or facing other challenges with transportation or accessibility.

It's been a 20-year journey to arrive at the current state, and the journey continues still. The focus of this path is on continuous improvement to provide high-quality, inclusive distance education classes and programs, with equitable outcomes to narrow achievement gaps and to ensure opportunities and support for all learners to achieve their goals.

A Unifying Learning Management System

In 2011, Distance Education at 4CD was an individual college experience. Each college had its own learning management system or platform with little continuity across campuses. In an effort to improve student experiences, the district and colleges formed a Learning Management System Taskforce to investigate and choose a common learning management system (LMS) that would allow students at one college to adapt more easily to classes at sister campuses, with a seamless experience across the district. By summer of 2013, all classes districtwide had been migrated to one system, a forerunner to a second districtwide LMS adoption that would come two years later. The taskforce became the Learning Management System Workgroup and included campus Distance Education Coordinators and Information Technology representatives, under the direction of the district Director of IT.

It soon became clear that the LMS was an important technological aspect, but only one component of a complex and increasingly important mode of delivery. DE campus committee chairs and coordinators soon came together to informally create the District Distance Education Council (DDEC.)

Formation of the Districtwide Distance Education Council

With Distance Education growing within the district and across the state, 4CD DE leaders recognized the need for a broader view for the council that would encompass online pedagogy, professional development, student services, student support, evaluation, state and federal requirements, accreditation and more. DDEC was formally charged by the 4CD Chancellor's Cabinet with work that included developing strategic direction for Distance Education, drawing on the campus Distance Education Committees and joining forces with the LMS workgroup. The council name was later amended in 2019 to reflect the truly collaborative nature and operation of the group, becoming the Districtwide Distance Education Council. DDEC continues to report directly to the District's Consultation Council.

A New Statewide Entity, the California Virtual Campus

Meanwhile, a new entity had been created in 2013 through a grant from the California Community Colleges Chancellor's Office to provide leadership in developing high-quality online instruction across the state and in helping students complete their educational goals and degrees more quickly. The Online Education Initiative (OEI), now the California Virtual Campus-OEI (CVC-OEI or just CVC) launched a program to bring all of the then 112 California Community Colleges onto a single learning management system platform. After months of vetting and student focus group sampling, the CVC-OEI chose the innovative Canvas LMS, and purchased licenses to provide Canvas to all CCC's free of charge. In late 2015, all 4CD campuses adopted Canvas, and offered the first courses on that platform by summer 2016. By summer 2017, all courses had been migrated to the new LMS. Along with the Canvas platform, the CVC also provided 24-7 online help for students and faculty at no charge at that time.

In 2018, with the support of their Academic Senates, Diablo Valley College and Contra Costa College joined the California Virtual Campus Consortium to take advantage of additional free student support services. Los Medanos College joined the Consortium in 2020.

As part of the CVC Consortium, the campuses agreed to work towards aligning 20% of their online offerings with the CVC Online Course Design Rubric. The rubric provides a rigorous course map for creating high-quality, inclusive and interactive online courses with ample student and instructor interaction, and has since been adopted by the colleges as a guiding Best Practices document.

The CVC also launched a platform called the Course Exchange, or the Exchange, that lists all online offerings at all California Community Colleges, allowing students to search for online classes across the state through a single online location. (Courses offered at Calbright are not part of the CVC Exchange.) As of August 2021, 4CD colleges had worked with the CVC in tandem with District IT, Campus Admissions and Records and Financial Aid to further integrate systems, making 4CD colleges among the first 15 'Teaching Colleges' in the CVC network. The additional integration allows students from 49 other eligible colleges across the state to enroll in and register for classes at 4CD colleges without filling out additional individual applications. In addition, these students' financial aid and transcripts are combined and coordinated among the colleges providing the classes and the students' home colleges.

The CVC also provided seed money through grant opportunities for colleges to improve the quality and breadth of their online courses in career education and related general education fields. Through the work of campus distance education coordinators, all three 4CD colleges sought and were awarded nearly $500,000 per campus to help move more career education courses and programs online. Campuses used additional funds to improve online course quality by establishing peer mentoring programs to help faculty align courses with the CVC's Online Course Design Rubric. The 4CD campuses' course mentoring and alignment programs, which were ongoing in 2022 and are expected to continue, culminate with a collaborative districtwide review of the courses. That districtwide review program was recognized by the CVC in Spring 2022, making the 3 colleges among only 22 in California that are now authorized to badge their own courses to appear as 'Quality Reviewed' on the CVC Exchange.

Districtwide Agreement to Require Training to Teach Online

In early 2019, the California Code of Regulations, Title 5, Section 55210 was amended to require for the first time that instructors be prepared to teach in the online mode of delivery. Throughout 2019, many DDEC members served on a Distance Education workgroup with representatives of United Faculty, which represents 4CD faculty. The workgroup's recommendation to require a training developed by the district (or a course equivalent) to be eligible to teach online, whether 100% online or hybrid, was accepted and successfully negotiated between the District and union. The requirement, which was an element of Article 27 on Distance Education, was implemented in Spring 2020 but allowed faculty already teaching online until 2021 to take the training. As discussed later in this plan, the requirement was soon suspended, and subsequently reactivated for Fall 2022.

The Strategic Plan Development Process

DE leaders across the 4CD came together in 2016 to create the district's first Distance Education Strategic Plan. The group drafted goals, objectives and steps to strengthen and guide distance education within the colleges and across the district. The plan took shape over six months, through districtwide presentations, feedback, revisions, and review. The 4CD Distance Education Strategic Plan, 2017-2022, included five goals, each with its own set of objectives and action steps, and was adopted by the 4CD Governing Board on Dec. 14, 2016. Among objectives in the 2017 plan were those to establish a districtwide training calendar, adopt Best Practices, create a data dashboard to enable evaluation of student success online, and create a districtwide position to coordinate Distance Education.

The new DE Strategic Plan 2022-2027, which builds on the goals and framework of the first plan to guide growth and development over the next five years, was similarly created with input from diverse groups across campuses. This plan's development began in earnest in October 2021 with DDEC coming together at a retreat for several hours of brainstorming and drafting goals. After a DDEC review of goals and creation of objectives with some possible action steps, a districtwide Town Hall was held virtually on Nov. 18. More than 100 participants, including all three college presidents, deans, managers, faculty and classified staff joined the forum to help shape the new plan. Additional comments were collected online, and incorporated into the draft.

The new draft plan was reviewed again by DDEC in January, and after more revisions, was taken to campus Academic Senates, Distance Education Committees, and other college-wide committees for additional review and feedback in Spring 2022. Based on that feedback, a final draft plan was created and approved by DDEC in April. The approved and finalized plan was presented to the 4CD Governing Board at their meeting on May 11, 2022.

Current Trends

Contra Costa Community College District (4CD) is a leader in statewide distance education, with its three colleges among the first 15 to become fully integrated teaching institutions on the California Virtual Campus Course Exchange. In addition, the 4CD and United Faculty have established a negotiated requirement for formal training to qualify to teach online in the district. (The requirement was temporarily suspended during the pandemic, and is to be reinstated in Fall 2022.) The 4CD recognizes online education as a valuable and important delivery option for its diverse student body, many of whom are working, parenting or caregiving, or facing other challenges with transportation or accessibility.

It's been a 20-year journey to arrive at the current state, and the journey continues still. The focus of this path is on continuous improvement to provide high-quality, inclusive distance education classes and programs, with equitable outcomes to narrow achievement gaps and to ensure opportunities and support for all learners to achieve their goals.

Then and Now

Distance Education at 4CD was slowly but steadily advancing over time, with new disciplines and additional classes coming online to enhance distance offerings to students. By Fall 2015, enrollments in online classes across the district were approaching about 9% of total enrollments. That number continued to gradually grow. By Fall 2019, online offerings districtwide accounted for a little more than 10% of total classes scheduled. That trend continued through early Spring 2020, when suddenly, explosively, nearly everything in education and in life in general radically changed with the declaration of a global COVID-19 pandemic. By April 2020, 100% of classes offered at 4CD were online and 100% of students were learning online.

Response to COVID-19 Transition to 100% Online Classes

When the COVID pandemic struck in early spring 2020 and physical presence was restricted on all 4CD campuses, the district was well situated to massively scale its Professional Development for online teaching. A key cadre of individual faculty on all three campuses who were already well-versed in online teaching and many already part of the DDEC team, quickly responded informally to the immediate need to help colleagues transition to online teaching within a few harried days to minimize disruption to student learning. But they and hundreds of others still needed formal training.

Over the previous two years, DDEC had established the 4CD Institute for Online Teaching and created the 4-week Becoming an Effective Online Instructor (BEOI) as its signature and foundational class for instruction in technological and pedagogical skills needed to teach online. Because the District and faculty union had already negotiated an agreement to require training to teach online in 4CD, and because BEOI or its equivalent had been set as the standard training requirement, the class was already established and familiar to faculty and facilitators when the COVID demand hit.

Prior to COVID, the districtwide professional development team had offered two classes per semester with about 30 faculty participants per session. When all classes were moved online in March 2020, the 4CD team quickly ramped up, immediately offering a third spring 2020 course, and preparing for the onslaught of demand for training that was to come. By June 2020, a new cohort of BEOI with 150 faculty participants and six facilitators began every week for six weeks throughout the summer. Additional sessions continued into Fall. More than 1,200 faculty of the district's estimated 1,700 faculty at any given time have been trained in effective online teaching.

Additional and Ongoing Improvements to Professional Development

BEOI and a second class in Becoming an Effective Hybrid Instructor will undergo revisions to ensure focus on important aspects in diversity, equity and cultural inclusivity as Distance Education redoubles efforts to narrow persistent equity gaps in online student success.

A re-envisioned hybrid class was piloted in Summer 2021 and added to the schedule for Winter and Spring 2022. A class in providing instruction online synchronously (real time) was piloted in Summer 2021 as well, and will be revised and later added to the schedule. These classes were added to reflect the modes of instruction that faculty were using in the 4CD and their requests for additional training to improve their understanding of pedagogy and practices. Professional Development in Distance Education at 4CD will continue to adapt and innovate as needs and technology evolve.

Enrollment Trends

Growth in online education throughout the state of California had been gradual but constant over the past years. Well into early 2020, online enrollments were the only areas of growth at most California Community Colleges statewide.

Beginning in March 2020, the pandemic precipitated the tumultuous full-system move from in-person learning to online learning. But the statewide system coding for tracking online enrollment did not fully adjust until a year later in spring 2021, as it was not anticipated that the full transition to distance education would be in effect for more than a year.

What is seen in the online enrollment trends in the following chart truly accounts for a half-year (Spring 2021) with corrected coding and tracking mechanisms fully in place. A more thorough accounting of sections, enrollment, and success will be available at the conclusion of the 2021-22 academic year. Although the data post-March 2020 should be considered preliminary, an upward trend in success and closing of the achievement gap between modalities predates the pandemic-required transition to fully online.

Figure 1. Multiyear Trend in 100% Online Course Enrollment

Five Year Trend Enrollment 100% Online

Modality
■ 100% Online

29,325

53,018

156,164

2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

Online Enrollment Total by College

LMC
24.49%

DVC
60.17%

CCC
15.34%

College
■ CCC
■ DVC
■ LMC
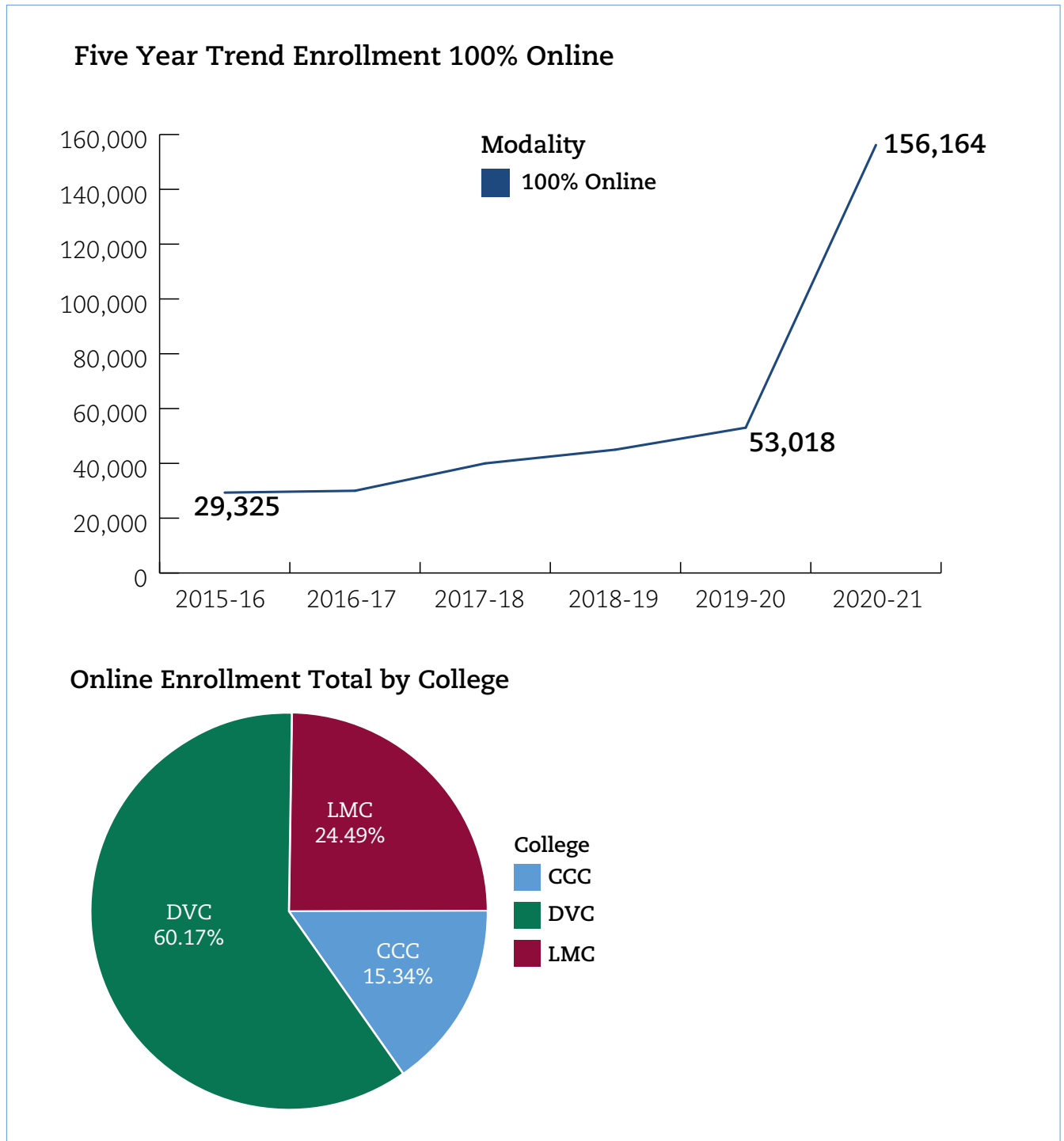
Figure 1 demonstrates that growth in distance education has been continuous through the last several years. Clearly the most significant gains in distance education enrollment were experienced during the 2020-21 academic year due to the pandemic.

Figure 2: District Sections Online Percentage 2020-21

Summary of District Sections Online by Percentage of Online Components 2020-2021
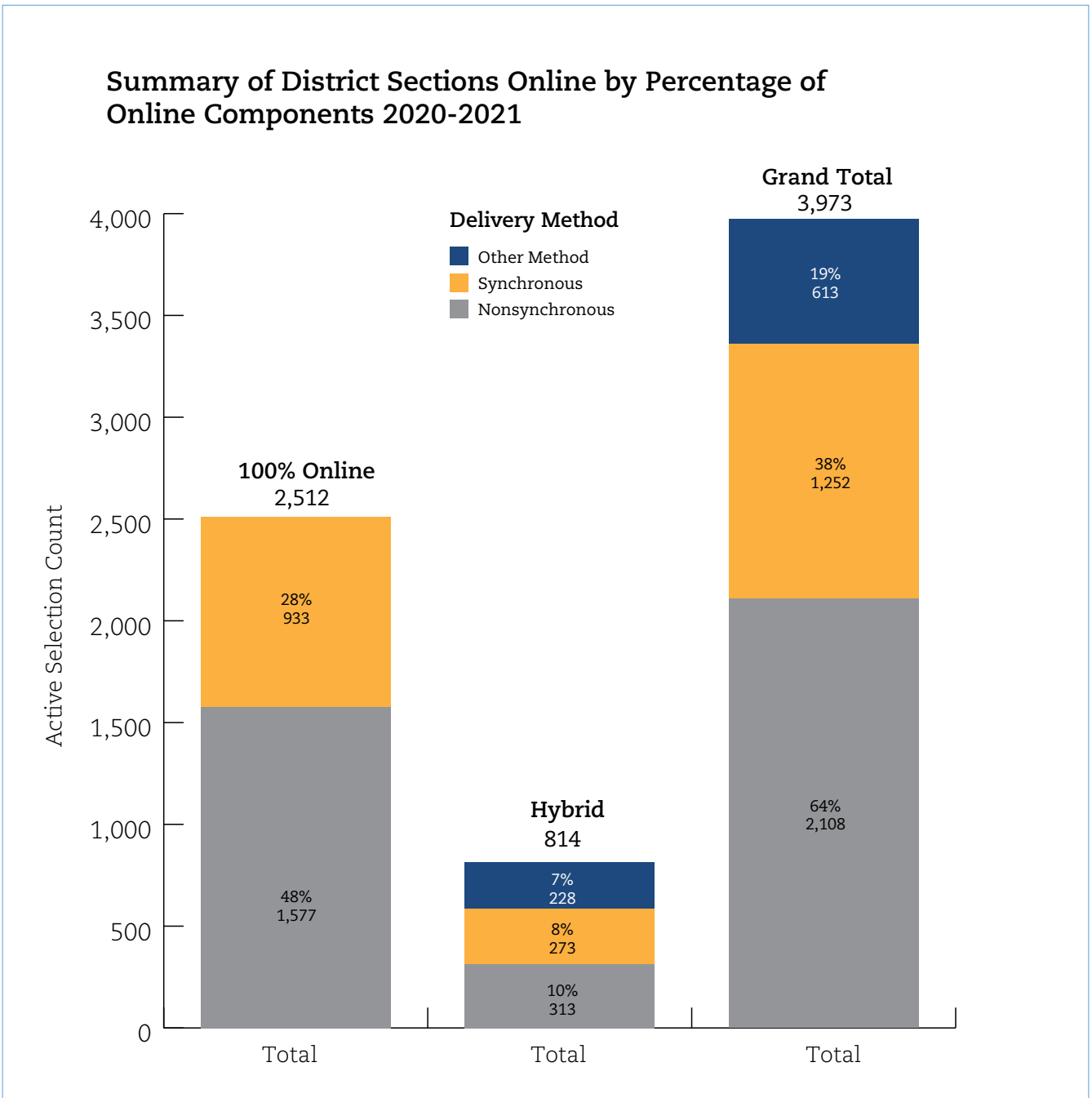
Figure 2 is a summary of the number of total sections districtwide and the associated modalities and instructional delivery methods for both 100% online and hybrid sections. The grand total column includes all modalities for comparison (in-person, hybrid and 100% online). Fully in-person sections only account for 647 sections in total districtwide during the 2020-21 academic year, whereas the vast majority were delivered either synchronously or asynchronously in an online learning environment.

Figure 3. District Sections Online Summary by College

Summary of District Sections Online by Percentage of Online Components 2020-2021
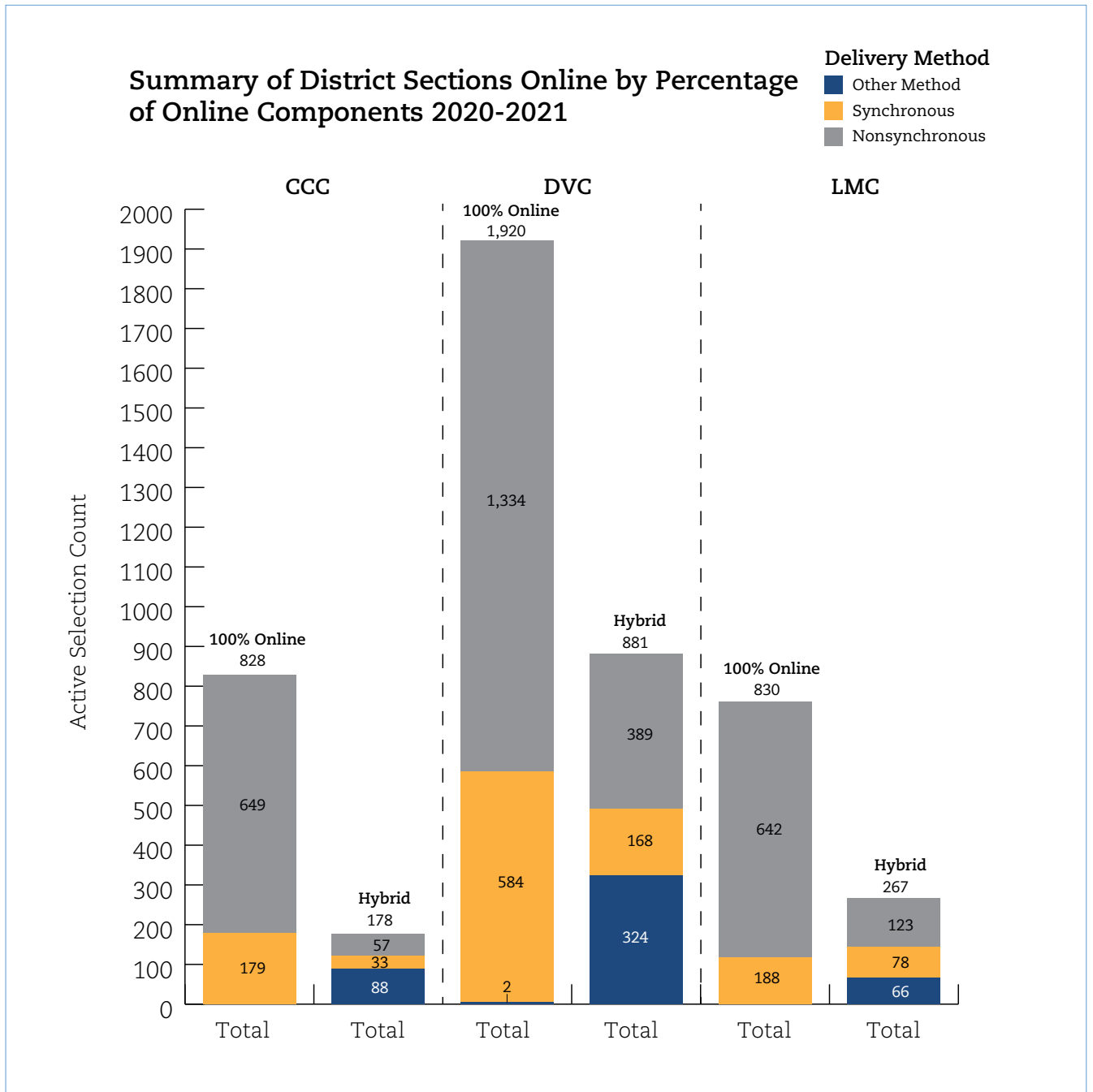
Figures 3 and 4 provide further drill-in detail by examining the section delivery modalities at each college.

The following figures examine enrollment trends; first by academic division, then by ethnicity/race, gender, and age for the 2020-21 academic year. Keeping in mind that the academic year was the first full academic year during the pandemic, overall enrollment in the 100% online mode naturally increased among all categories, with corresponding decreases in the in-person face-to-face instructional modalities.

Figure 4: Enrollment Summary for 100% Online by Division 2020-21

Summary Online Enrollment Percentage by Division 2020-2021

Division	% of Total Census Enrollment
D40-Counseling Division	100%
D10-College Admissions Office	100%
C10-College Admissions Office	100%
B60-Occupational Education	100%
D46-Math/Computer Science Div.	100%
D45-Social Science	98%
D36-Business Division	88%
D30-Applied/Fine Arts Division	81%
L70-Instructional Services	81%
C70-NSAS Division	71%
C30-Liberal Arts	67%
D39-Kinesiology	62%
L60-Occupational Education	57%
B50-Liberal Arts & Sciences	55%
S47-San Ramon Campus	51%
L50-Liberal Arts & Sciences	48%
C80-LAVA Division	43%
D37-English Division	25%
D35-Biological Sciences Division	22%
D41-Pysical Science/Engineering Div.	18%

% of Total Census Enrollment

Figure 5. Enrollment Trend in 100% Online by Student Race/Ethnicity

Enrollment for 100% Online by Student Race/Ethnicity

Ethnicity
- African American
- Asian
- Hispanic
- White
- Other

% of Total Census Enrollment

34%
32%
30%
28%
26%
24%
22%
20%
18%
16%
14%
12%
10%
8%
6%
4%
2%
0%

33.47%
21.94%
20.08%
15.82%
8.69%

32.76%
23.33%
19.25%
16.45%
8.21%

2015-16   2016-17   2017-18   2018-19   2019-20   2020-21
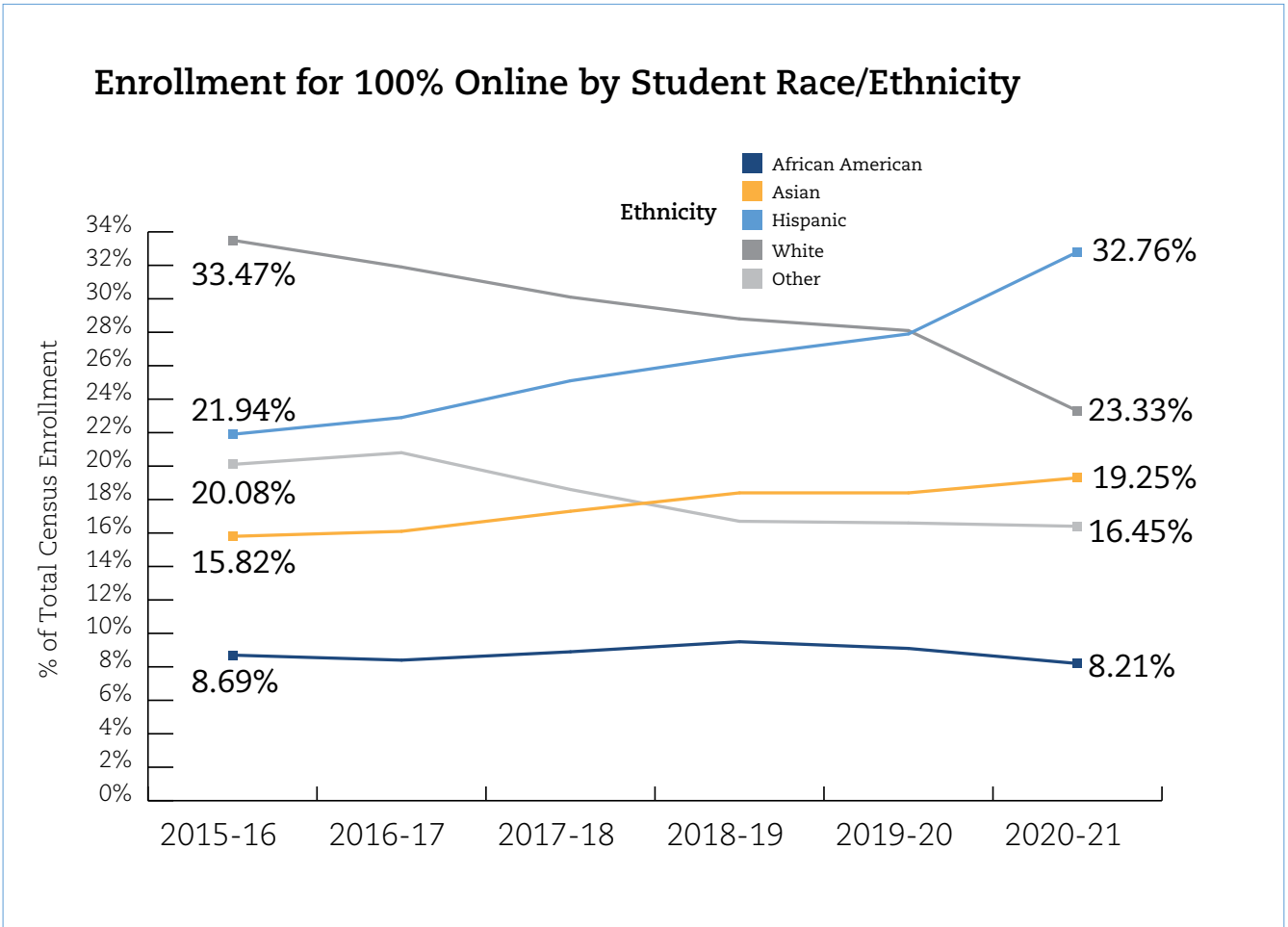
Figure 6: Enrollment Trend in 100% Online by Student Gender

Enrollment Participation for 100% Online by Student Gender

% of Total Census Enrollment

Gender
- Female
- Male
- Undeclared

5.9%
4.9%
3.8%

33.4%
32.2%
31.2%

2015-16   2016-17   2017-18   2018-19   2019-20   2020-21
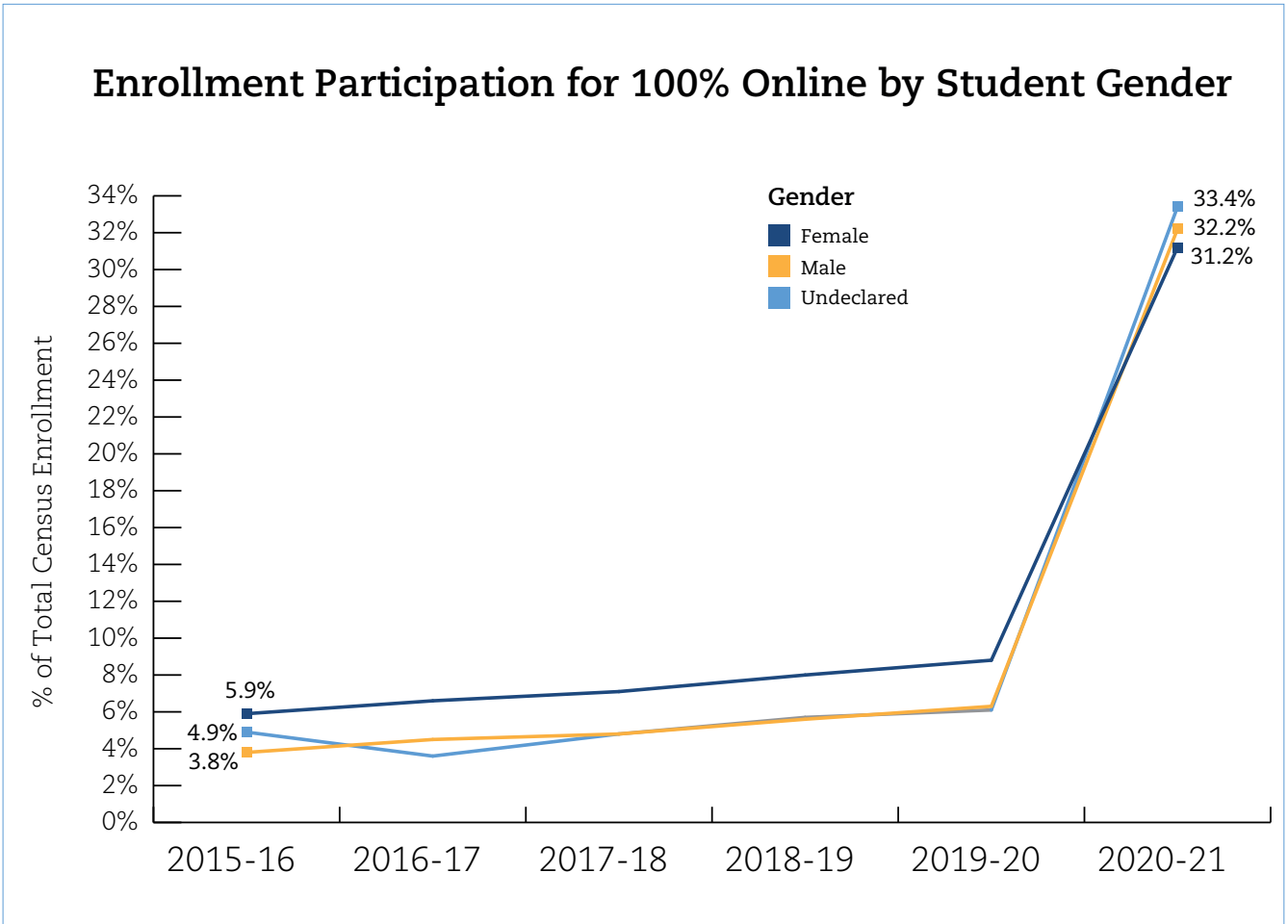
Figure 7. Enrollments 100% Online by Student Age

Participation Rates for 100% Online by Age

Age Group
- ■ <20 years old
- ■ 20 to 24 years old
- ■ 25 to 49 years old
- ■ 50 years and older

% of Total Census Enrollment

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21

8.3%
7.7%
5.0%
2.8%

41.7%
32.6%
31.8%
30.2%
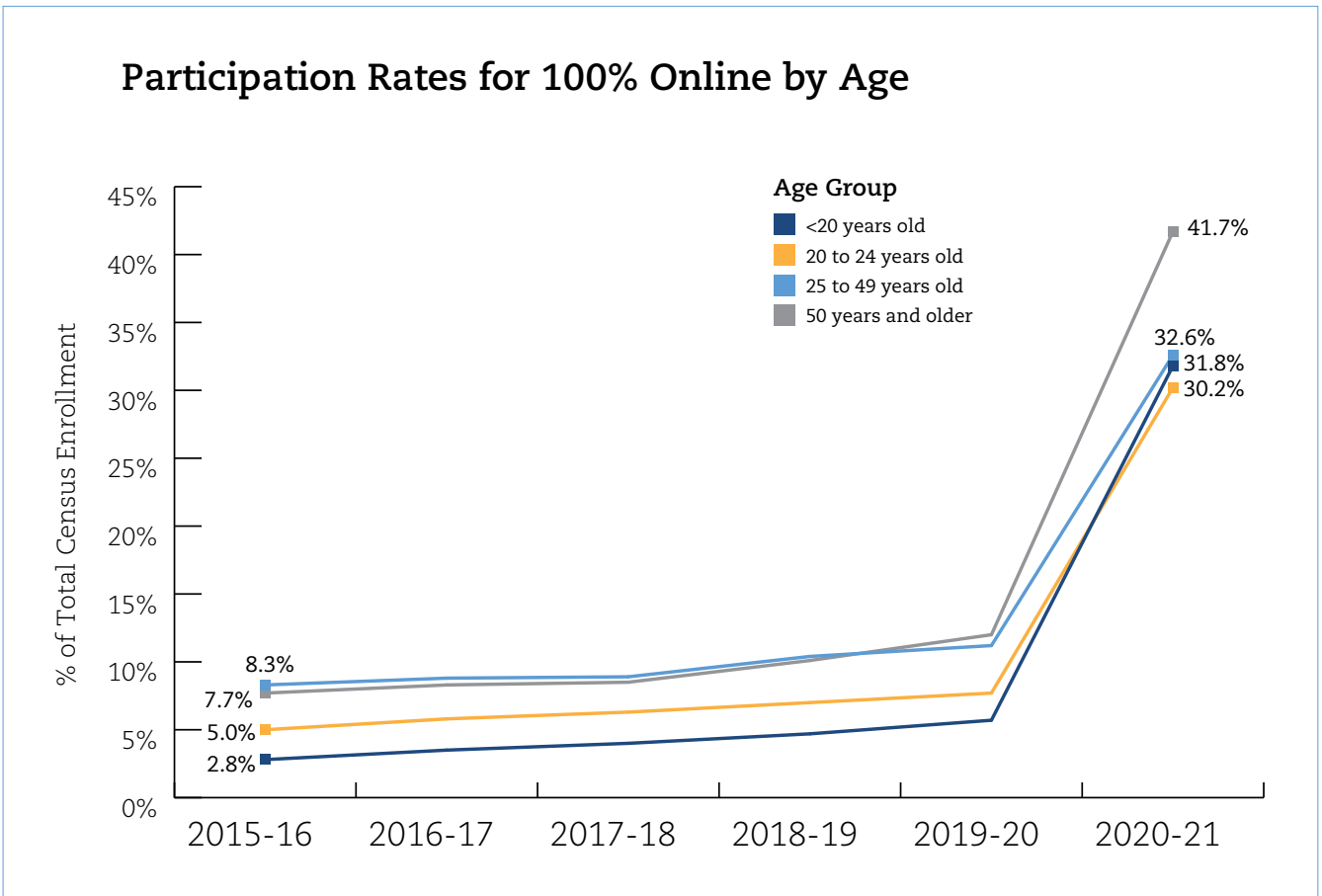
Along with the pandemic and transition to primarily distance education modalities, opportunities emerged for closing the performance gap between in-person and online modalities. Significant efforts and investments were made to improve the distance education learning environments, resulting in closure of the performance gap across all student characteristics. DDEC had already developed districtwide training for online instructors when classes moved online in Spring 2020. That training was immediately expanded, with a team of experienced online instructors quickly agreeing to facilitate multiple sections of the 4-week course in online pedagogy and practice. Those efforts, together with informal volunteer and paid mentoring on the campuses, resulted in online instruction training for more than 1,200 part- and full-time faculty.

Figure 8: 100% Online Performance Gap

Trend in Online Performance Gap (percent difference in course success; online to face-to-face)

Modality / Stc term (group)
100% Online

Trend in Online Performance Gap (percent difference in course success; online to face-to-face)

Stc Term (group)						
Modality	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Face to Face Success Rate	74.0%	74.7%	75.1%	75.4%	75.2%	75.0%
100% Online Success Rate	68.2%	69.9%	70.99%	70.2%	71.5%	74.7%
Hybrid Success Rate	67.9%	68.0%	67.6%	71.5%	70.5%	76.0%

Figure 9. Performance Gap by Student Race/Ethnicity

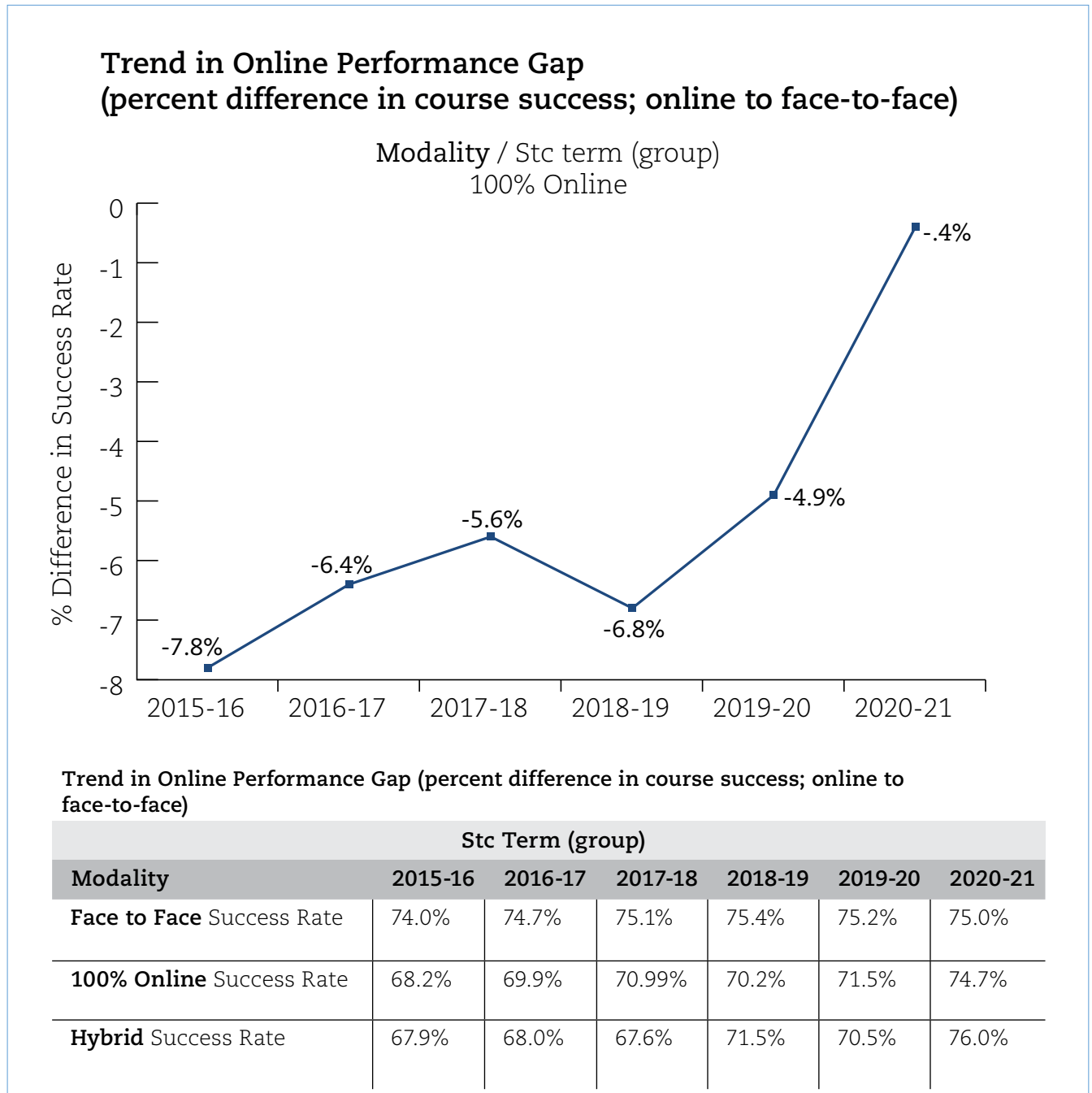### Trend in Online Performance Gap
(percent difference in course success; online to face-to-face)

Modality / Stc term (group)
100% Online

% Difference in Success Rate

Values labeled: -4.1%, -5.8%, -8.4%, -10.8%, -23.6%, 2.4%, -.1%, -.4%, -.5%, -6.1%

Ethnicity
- African American
- Asian
- Hispanic
- White
- Other

X-axis: 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

Trend in Online Performance Gap (percent difference in course success; modality compared to prior year)

Modality		Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21
Face to Face	Success Rate Change	African American	▲+0.9%	▲+0.3%	▼-0.9%	▲+1.6%	▼-0.8%
		Asian	▲+1.1%	▲+0.4%	▲+0.6%	▲+1.1%	▼-0.5%
		Hispanic	▲+0.6%	▲+0.3%	▼-0.2%	▼-0.3%	▼-0.5%
		White	▲+0.8%	▲+0.2%	▲+0.7%	▼-0.8%	▼-0.1%
		Other	▲+0.3%	▲+0.0%	▲+1.7%	▼-1.3%	▼-0.1%
100% Online	Success Rate Change	African American	▲+1.1%	▲+3.9%	▲+0.1%	▲+1.2%	▲+4.9%
		Asian	▲+1.7%	▲+2.2%	▼-0.7%	▲+2.2%	▲+3.6%
		Hispanic	▲+1.9%	▲+0.5%	▼-0.9%	▲+2.3%	▲+3.7%
		White	▲+0.9%	▲+2.0%	▼-0.3%	▲+1.5%	▲+2.8%
		Other	▲+2.3%	▼-0.5%	▼-0.2%	▼-1.6%	▲+3.3%
Hybrid	Success Rate Change	African American	▲+0.5%	▼-0.1%	▼-0.4%	▲+2.1%	▲+7.9%
		Asian	▲+1.9%	▼-0.6%	▲+4.5%	▼-1.1%	▲+1.7%
		Hispanic	▼-1.4%	▲+0.5%	▲+3.3%	▼-1.5%	▲+4.6%
		White	▲+0.3%	▼-0.1%	▲+4.1%	▼-3.0%	▲+8.1%
		Other	▼-0.2%	▼-2.8%	▲+4.4%	▲+1.4%	▲+6.0%

### Review of Distance Education Statistics

- Success and course retention rates with DE courses are strong.
- Clear theme that the rates are increasing across all groups and all modalities.
- Equity considerations among the Hispanic and African American groups; particularly with success rates; however, gains are being made.
- Reviewing Spring term data, the pandemic effects are more visible (last slides); the good news is that in Spring
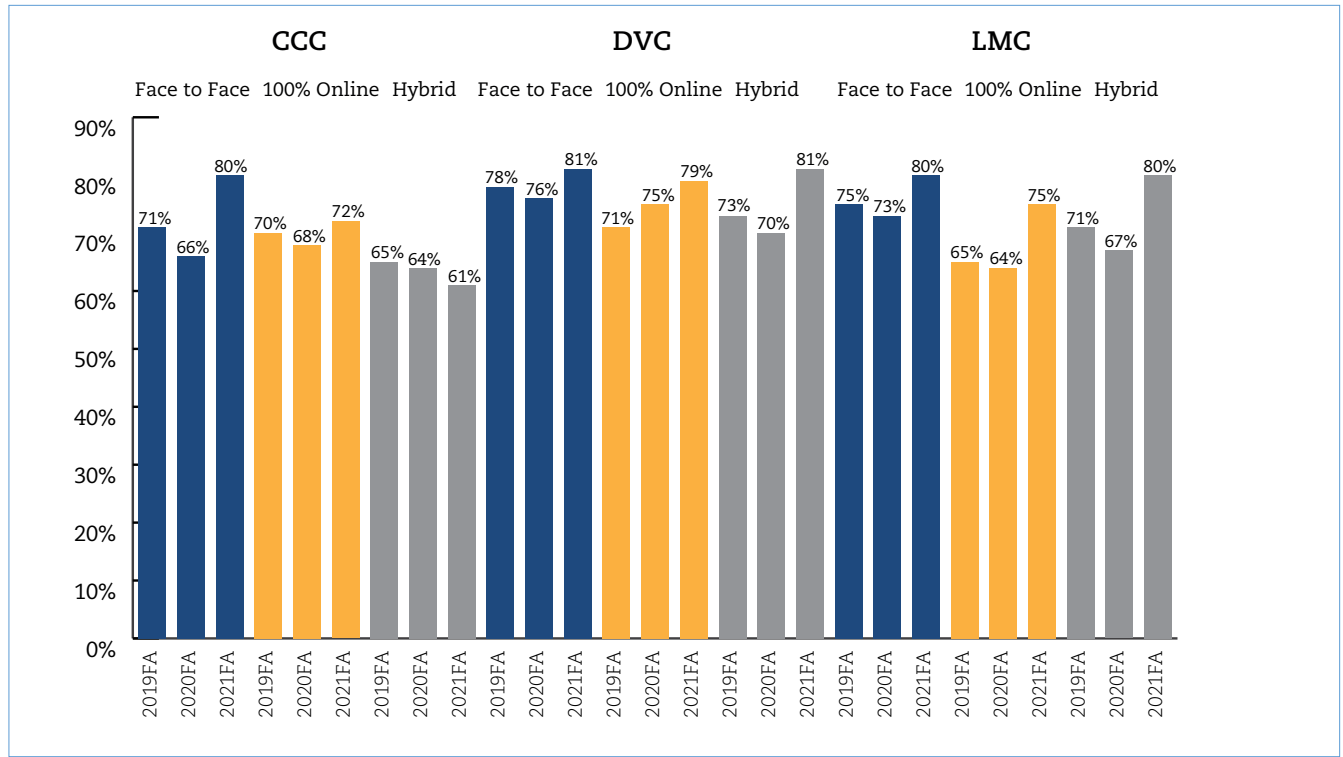
Success Rates Fall Terms: Rates in all modalities in all locations have increased over time.
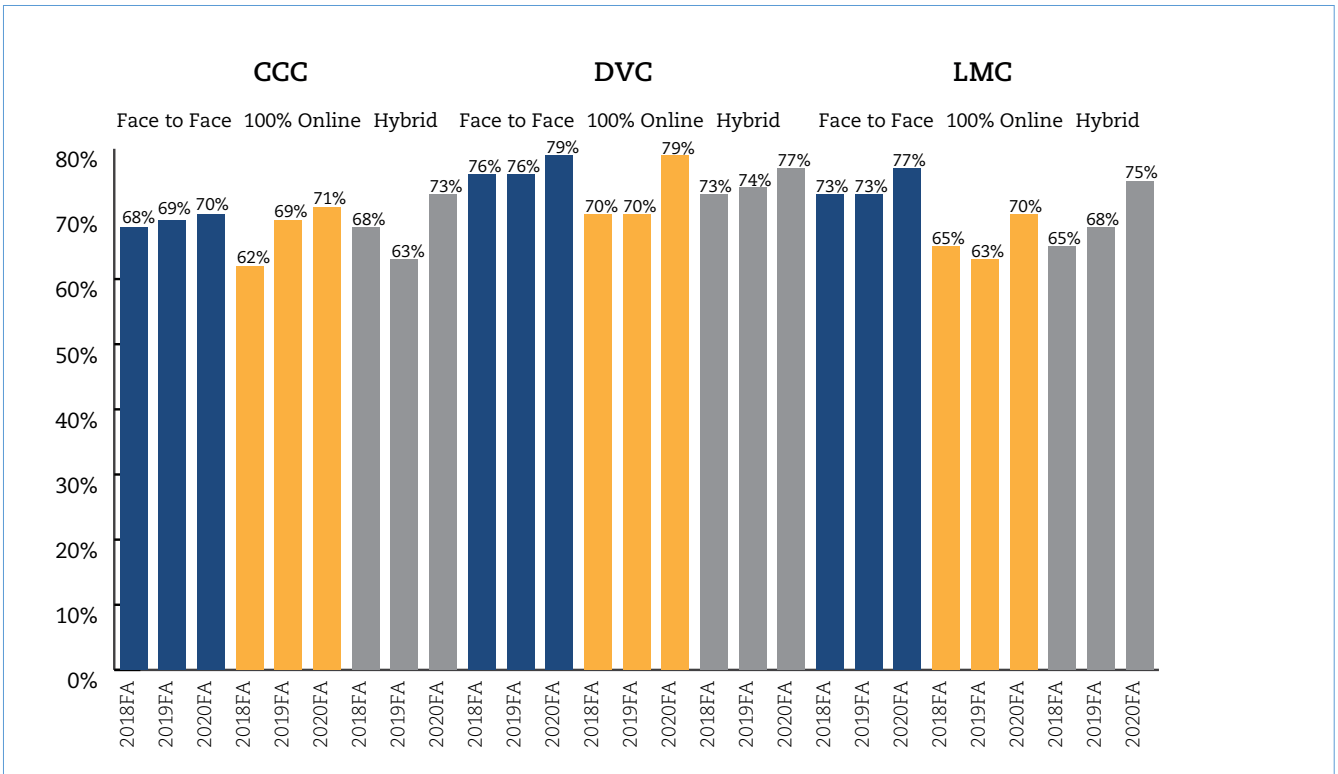
**Success Rates Fall Terms, by Ethnicity and Modality:** Success rates in all modalities have increased over time.
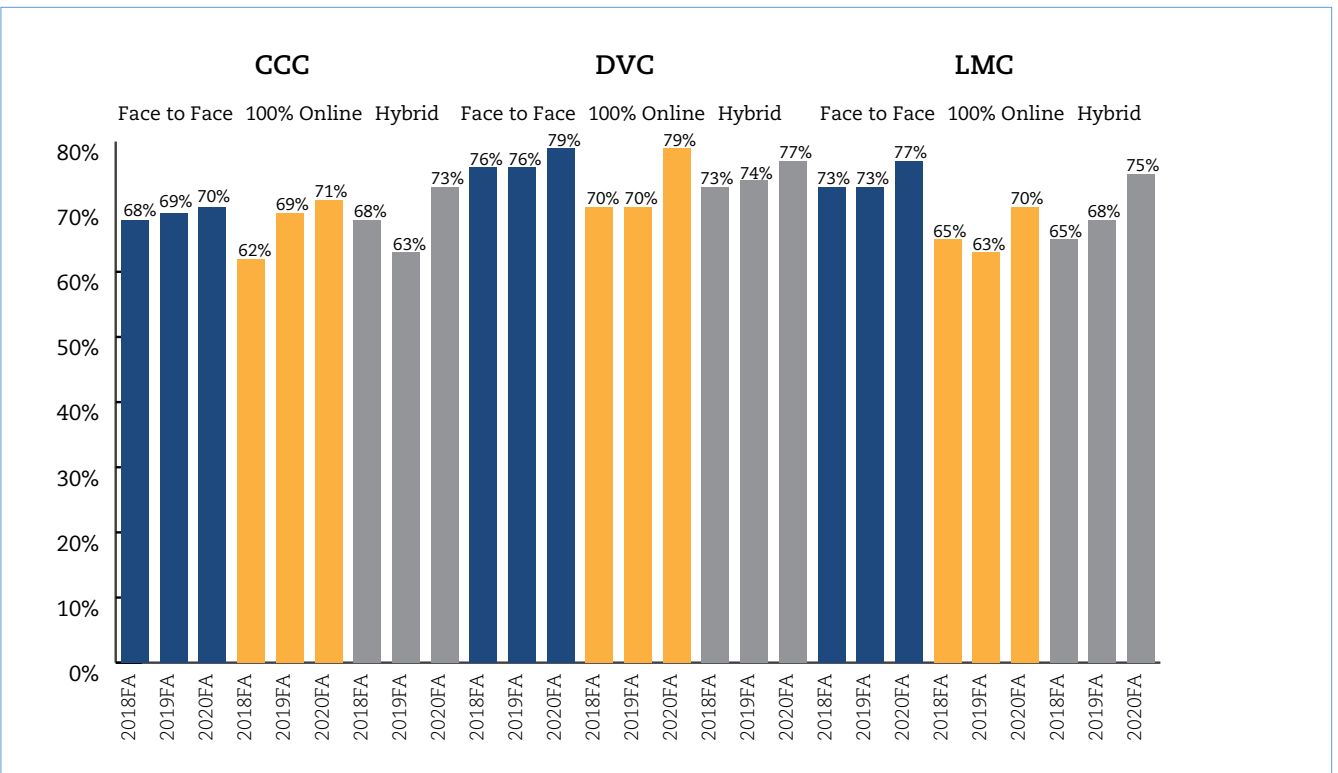
Course Success Rates Spring Terms by Modality: Clearly see the dip in success in Spring 2020 and generally a full recovery with growth Spring 2021.

Course Success Rate Spring Term by Ethnicity and Modality: Clearly see the dip in success in Spring 2020 and generally a full recovery with growth Spring 2021.
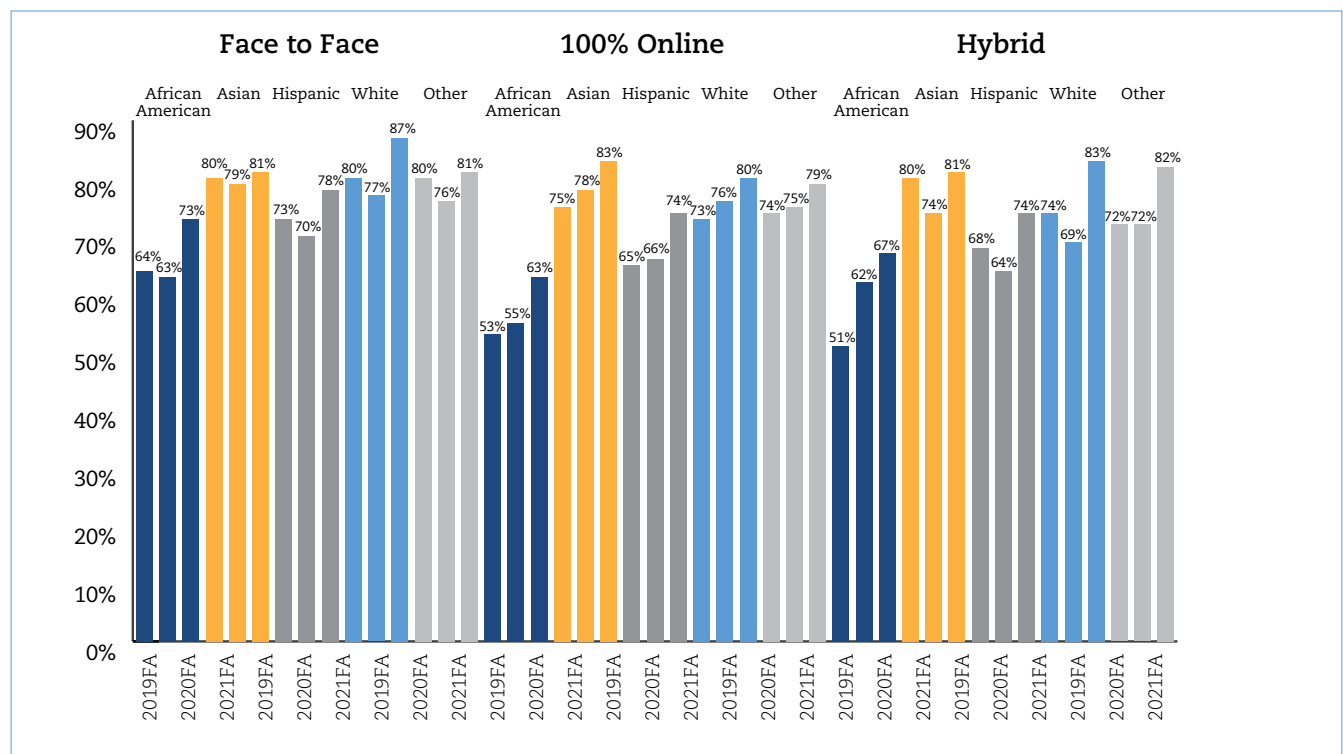
Distance Education
Strategic Plan Goals

The following goals, objectives and possible action steps were developed during the eight-month long Districtwide Distance Education Strategic Planning process.

1 Develop Principles of Excellence in Alignment with Diversity, Equity, Anti-racism, Inclusion, Accessibility and Student Success

Objectives:

1. Align courses with the CVC Course Design Rubric and equity rubrics.
2. Institutionalize campus Distance Education programs.
3. Evaluate and strengthen processes in Guided Pathways, Curriculum development, Scheduling, Student Learning Outcomes, and Open Educational Resources to reflect and include equity, inclusivity and accessibility online.
4. Improve online faculty evaluations to ensure that faculty provide regular and substantive interaction and other practices in high-quality online instruction.
5. Ensure continuity of negotiated requirement that all 4CD faculty have completed training to teach online to facilitate adherence to principles of excellence for diversity, anti-racism, inclusion, accessibility and success.

Possible Action Steps:

a. Define 'Excellence,' by identifying benchmarks for student achievement and support, faculty training levels.
b. Establish ongoing funding for campus programs to support high-quality online education.
c. Collaborate with librarians districtwide to facilitate professional development in technical skills and information on Open Educational Resources and Zero Textbook Cost courses and degrees.
d. Continue dialogue with management and United Faculty regarding online evaluations and training requirements.
e. Continuously improve and expand as needed the current districtwide professional development program to train/mentor online faculty to support high quality interaction with students.

2 Enhance Professional Development

Objectives:

1. Provide districtwide professional development through training, mentorship and coaching in equitable, accessible online pedagogy and practice that is regularly updated to ensure relevance and currency.
2. Integrate Diversity, Equity and Inclusion, and Social Justice in districtwide training courses in online teaching.
3. Establish districtwide training for accessibility in compliance with state and federal law.
4. Establish mechanisms for districtwide training as new technologies emerge.

Possible Action Steps:

a. Secure ongoing funding for faculty training, mentorship and coaching, and facilitation in professional development.
b. Secure ongoing funding and support for continuation of Peer Online Mentoring and Review program.
c. Establish regular DDEC annual review processes for online training courses.
d. Establish one or more DDEC workgroups, as appropriate to address emerging technologies.
e. Ensure access to accessibility training through districtwide, state or CVC resources.

3 Provide Comprehensive Online Student Support Services

Objectives:

1. Develop and implement best practices for delivering online student support services, and regularly evaluate effectiveness.
2. Establish a single-stop resource for information on best practices in online student services.
3. Assess opportunities for professional development in delivery of online student support services.
4. Assess opportunities for training in onboarding online tutors, instructional aides and providers of other student-facing services.

Possible Action Steps:

a. Regularly analyze budget through program review and other processes to ensure adequate support for program effectiveness in Distance Education student services.
b. Establish districtwide dialog to collaborate with Student Services to create best practices and professional development for online student services delivery.
c. Provide connection to resources in professional development for the delivery of online student services.
d. Survey online tutoring, instructional aides, and other student facing services to determine needs in professional development.
e. Evaluate student needs for individual technology and internet access.

4 Improve Technology Infrastructure and Support

Objectives:

1. Develop districtwide instructional technology procurement process that ensures equity, accessibility, and student privacy, and promotes equitable outcomes and student success.

2. Evaluate and adopt instructional technology to facilitate innovative online teaching that supports a variety of teaching modalities.

3. Explore emerging technologies, including Artificial Intelligence and Virtual Reality, that may lead to enhanced online learning.

4. Promote easy, reliable and secure student access to campus WiFi in collaboration with campus and district staff.

Possible Action Steps:

a. Analyze current campus, district, and DDEC processes for procuring instructional technology.

b. Collect and analyze best practices for technology procurement at other CCC districts, considering desirability, equity, and accessibility.

c. Explore and establish best practices for supporting student technology needs.

d. Explore best practices for supporting innovative online instruction.

5 Strengthen District Support for Coordination and Continuous Improvement

Objectives:

1. Institutionalize DE program-level support across all campuses to facilitate online student success with full-time DE Coordinators, trainers, and accessibility specialists.

2. Provide necessary infrastructure and technology to enable data-driven decisions districtwide.

3. Strengthen collaboration between DE and Equity with district support for diversity, equity, inclusion and anti-racism.

4. Develop districtwide collaboration to clarify, increase and promote online degrees and pathways.

5. Establish districtwide collaboration with the California Virtual Campus in development of regional certificates, degrees and pathways.

Possible Action Steps:

a. Explore opportunities for ongoing funding for campus DE Programs and technology.

b. Ensure program review process includes disaggregated data for Distance Education delivery of courses and programs.

c. Establish regular districtwide student survey to assess student demand and needs online.

d. Establish a districtwide collaborative group to explore, create and promote online pathways, certificates and degrees.

e. Establish a districtwide collaborative group to examine and create intentional opportunities for integration of diversity equity, inclusion and anti-racism in online classrooms.

f. Explore and access possibilities with the California Virtual Campus to develop regional or statewide certificates, degrees or pathways.

Proposed Five-Year Action Plan For Implementation

This grid lays out the timeline for implementing action steps to reach objectives and goals over the next five years.

Possible Action Item	Strategic Goal	Proposed Timeline
Establish a districtwide collaborative group to explore, create and promote online pathways, certificates and degrees.	5.4 Develop districtwide collaboration to clarify, increase and promote online degrees and pathways.	Fall 2022
Establish regular districtwide student survey to assess student demand and needs online.	5.2 Provide necessary infrastructure and technology to enable data-driven decisions districtwide.	Fall 2022
Secure ongoing funding for faculty training and facilitation in professional development.	2.1 Provide districtwide professional development in equitable, accessible online pedagogy and practice that is regularly updated to ensure relevance and currency.	Fall 2022
Explore opportunities for ongoing funding for campus DE Programs and technology.	5.1 Institutionalize DE program-level support across all campuses to facilitate online student success with full-time DE Coordinators, trainers, and accessibility specialists.	Fall 2022
Collect and analyze best practices for technology procurement at other CCC districts, considering desirability, equity and accessibility.	4.1 Develop districtwide technology procurement process that ensures equity, accessibility, and student privacy, and promotes equitable outcomes and student success.	Fall 2022
Provide connection to resources in professional development for the delivery of online student services.	3.3 Assess opportunities for professional development in delivery of online student support services.	Fall 2022
Provide connection to resources in professional development for the delivery of online student services.	3.4 Assess opportunities for training in onboarding online tutors, instructional aides and providers of other student-facing services.	Fall 2022
Establish ongoing funding for campus programs to support high-quality online education.	1.1 Align courses with the CVC Course Design Rubric and equity rubrics.	Fall 2022 ongoing

Possible Action Item	Strategic Goal	Proposed Timeline
Continue dialogue with management and United Faculty regarding online evaluations and training requirements.	1.5 Ensure continuity of negotiated requirement that all 4CD faculty have completed training to teach online to facilitate adherence to principles of excellence for diversity, anti-racism, inclusion, accessibility and success.	Fall 2022
Establish one or more DDEC workgroups, as appropriate to address emerging technologies.	2.4 Establish mechanisms for districtwide training as new technologies emerge.	Spring 2023
Establish districtwide dialog to collaborate with Student Services to create best practices and professional development for online student services delivery.	3.1 Develop and implement best practices for delivering online student support services,and evaluate effectiveness.	2022-2023
Analyze current campus, district, and DDEC processes for procuring instructional technology.	4.3 Explore emerging technologies, including Artificial Intelligence and Virtual Reality, that may lead to enhanced online learning.	2022-2023
Explore best practices for supporting innovative online instruction.	4.2 Evaluate and adopt technology to facilitate innovative online teaching that supports a variety of teaching modalities.	2022-2023
Explore and access possibilities with the California Virtual Campus to develop regional or statewide certificates, degrees or pathways.	5.5 Establish districtwide collaboration with the California Virtual Campus in development of regional certificates, degrees and pathways.	2023-2024
Establish a districtwide collaborative group to examine and create intentional opportunities for integration of diversity equity, inclusion and anti-racism in online classrooms.	5.3 Strengthen collaboration between DE and Equity with district support for diversity, equity, inclusion and anti-racism.	2023-2024

Possible Action Item	Strategic Goal	Proposed Timeline
Establish ongoing funding for campus programs to support high-quality online education.	1.2 Institutionalize campus Distance Education programs.	2023-2024
Continuously improve and expand as needed the current districtwide professional development program to train/mentor online faculty to support high quality interaction with students. Collaborate with librarians districtwide to facilitate professional development in technical skills and information on Open Educational Resources and Zero Textbook Cost courses and degrees.	1.3 Evaluate and strengthen processes in Guided Pathways, Curriculum development, Scheduling, Student Learning Outcomes, and Open Educational Resources to reflect and include equity, inclusivity and accessibility online.	2023-2024
Continue dialogue with management and United Faculty regarding online evaluations and training requirements.	1.4 Improve online faculty evaluations to ensure that faculty provide regular and substantive interaction and other practices in high-quality online instruction.	2022-2025
Establish districtwide accessibility training or ensure access to accessibility training through state or CVC resources.	2.3 Establish districtwide training for accessibility in compliance with state and federal law.	2023-2025
Establish regular DDEC annual review processes for online training courses.	2.2 Integrate Diversity, Equity and Inclusion, and Social Justice in districtwide training courses in online teaching.	2023-2025
Establish one or more DDEC workgroups, as appropriate to address emerging technologies.	2.4 Establish mechanisms for districtwide training as new technologies emerge.	2024-2025
Establish districtwide dialog to collaborate with Student Services to create best practices and professional development for online student services delivery	3.2 Establish a single-stop resource for information on best practices in online student services.	2025-2026
Explore and establish best practices for supporting student technology needs.	4.4 Promote easy, reliable and secure student access to campus WiFi in collaboration with campus and district staff.	2026-2027

Appendices

Appendix A: Definitions

4CD Institute of Online Teaching: The umbrella for districtwide online professional development courses and offerings at 4CD.

Becoming an Effective Online Instructor: The foundational professional development course required to teach online in 4CD. (Article 27, United Faculty Contract 2019-2022)

Canvas: A Learning Management System that is provided by the state Chancellor's Office through the California Virtual Campus at no cost to colleges, and adopted by the 4CD and other California Community Colleges.

Course Delivery Modality: The method of instruction delivery, which may include online and remote or in-person, or some combination of the two.

Fully online: (Also known as 100% online) Instruction involving regular and substantive online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system.

Partially online: (also known as Hybrid) Some part of instruction is conducted during scheduled in-person meetings and some part is conducted online.

Synchronous: Instruction conducted in real time, through which students and instructor are present at the same time and may interact.

Asynchronous: Instruction delivered remotely in which the instructor and students engage in course activities at different times and from different locations, usually during a specified period of time to complete assigned units.

Hyflex: An emerging modality that is not yet codified by the state of California through which students may be present in-person or online and class is conducted by the instructor simultaneously in both modalities.

Distance Education: Please see Appendix B, U.S. Department of Education Definition of Distance Education, No. 1

Instructor Contact: Please see Appendix B, U.S. Department of Education Definition of Distance Education, No. 4

Learning Management System (LMS): The technology platform through which students' access online courses. A LMS generally includes software for creating and editing course content, communication tools, collaboration and feedback tools, assessment tools, and other features for managing the course.

Appendix B: References And Sources Of Authority

U.S. Department of Education Definition of Distance Education (34 C.F.R. § 600.2.)

Distance education means:

(1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s)1, either synchronously or asynchronously.

(2) The technologies may include: a) the internet; b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; c) audioconferencing; or d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).

(3) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency. 1Per Accreditation Standard III.A.2, instructors are faculty whose qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution.

(4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following— a) Providing direct instruction; b) Assessing or providing feedback on a student's coursework; c) Providing information or responding to questions about the content of a course or competency; d) Facilitating a group discussion regarding the content of a course or competency; or e) Other instructional activities approved by the institution's or program's accrediting agency.

(5) 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— a) 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 b) 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.

California Code of Regulations, Title 5, Sections 55200 - 55210

Title 5, Education; Division 6, California Community Colleges; Chapter 6, Curriculum and Instruction; Subchapter 3, Alternative Instructional Methodologies; Article 1, Distance Education.

5 CCR § 55200
§ 55200 Definition and Application

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; title 29 United States Code section 794d; and title 42 United States Code sections 12100, 12101, 12102, 12103, 12131, 12132, 12133 and 12134.

5 CCR § 55202
§ 55202 Course Quality Standards

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

5 CCR § 55204
§ 55204 Instructor Contact

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

5 CCR § 55206
§ 55206 Separate Course Approval

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

(a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and

(b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d)

The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

5 CCR § 55208
§ 55208 Faculty Selection and Workload

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

5 CCR § 55210
§ 55210 Ongoing Responsibility of Districts

If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

(a) maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education ;

(b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;

(c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Contra Costa Community College District Board Policy 4014
Distance And Correspondence Education

To ensure the integrity of the Distance and Correspondence Education offerings and comply with federal regulations (34 CFR Section 602.17g) and ACCJC policies, each college will ensure student authentication to Distance and Correspondence Education classes using the unique student ID and password issued by the Contra Costa Community College District as part of the enrollment process. Required use of the student ID and password serves as a means to validate that the student who is registered for a course is the same student doing the work and receiving the grades/credits. The District and the colleges will, at all times, work to ensure that each student's password is protected against public disclosure. Students shall be notified about steps to take in order to request the issuance of a new password should they believe that their existing password has been compromised.

The District will make available to each student, at the time of registration, a statement of the process in place to ensure student privacy.

Definitions per Federal Regulations

Distance Education means [34 CFR Section 602.3]:

Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor either synchronously or asynchronously. The technologies may include:

1. the internet;
2. one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. audio conferencing; or
4. video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Correspondence education means [34 CFR Section 602.3]:

1. education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor;
2. interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student;
3. correspondence courses are typically self-paced; and
4. correspondence education is not distance education.

Course Review and Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately.

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. The occasional online assignment does not necessitate separate Approval. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Curriculum and Instruction Procedure 4008, Review, Establishment, Modification and Discontinuance of Courses and Programs. Distance education courses shall be approved under the same conditions and criteria as all other courses and must be in compliance with the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973.

Instructor Preparation to Teach Distance Education. Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with district policies and negotiated agreements.

Certification

When approving distance education courses, the college curriculum/instruction committee will certify the following:

- Course Quality Standards – The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.

- Course Quality Determinations – Determinations and judgments about the quality of the distance education course were made with the full involvement of the college curriculum/instruction committee and followed the adopted course approval procedures.

- Instructor and Student Contact – Each section of the course that is delivered through distance education will include regular effective contact between instructor and students, as well as among students, either synchronously or asynchronously.

- Addendum to Course Outline - An addendum to the official course outline of record shall be made if any portion of the instruction of a new or existing course is provided through distance education.

The addendum must be approved according to the District's curriculum approval procedure (Curriculum and Instruction Procedure 4008) and must address the following:

  - How course outcomes will be achieved in a distance education mode;

  - How the portion of instruction delivered via distance education provides regular and effective contact between instructor and students and among students; and

  - How the portion of the instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

- Duration of Approval – All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

- Student Learning Outcomes - All distance education courses must demonstrate how they will achieve the student learning outcomes in an online learning environment
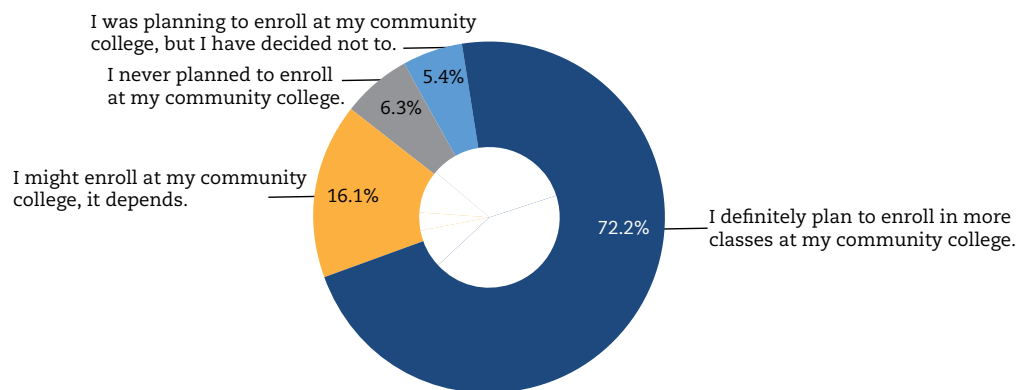
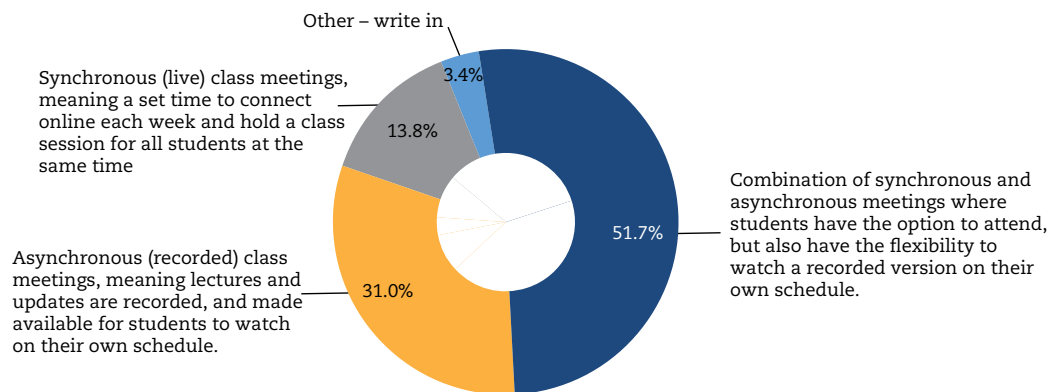# Appendix C: Student Survey Instruction Modality Preferences

Since the start of the pandemic, March 2020, 4CD has actively been engaging students to provide feedback and preferences for instructional modalities.

Initially students were surveyed in June 2020 through the California Community Colleges Chancellor's office (CCCCO) and internally through 4CD internal survey methods. Students were asked to respond to numerous questions about their prior and current experiences with online learning, responses were provided by 483 students to the CCCCO survey and 126 responses to the internal 4CD survey (2020). Most students did not have any significant experience with online learning, 21.8% regularly enrolled in online courses and 72.2% planned to enroll in courses for fall 2020 despite the significant changes to their lives and high degree of stress. Asked about their preferences for course delivery, 51% wanted a combination of synchronous and asynchronous courses, and 13.8% wanted only in person courses.

27. What are your plans for fall 2020?

- I was planning to enroll at my community college, but I have decided not to. — 5.4%
- I never planned to enroll at my community college. — 6.3%
- I might enroll at my community college, it depends. — 16.1%
- I definitely plan to enroll in more classes at my community college. — 72.2%

29. If courses remain online in fall 2020, how would you prefer they be offered?

- Other – write in — 3.4%
- Synchronous (live) class meetings, meaning a set time to connect online each week and hold a class session for all students at the same time — 13.8%
- Asynchronous (recorded) class meetings, meaning lectures and updates are recorded, and made available for students to watch on their own schedule. — 31.0%
- Combination of synchronous and asynchronous meetings where students have the option to attend, but also have the flexibility to watch a recorded version on their own schedule. — 51.7%

Similarly, students responding to the internal survey 41% of students responded they did not like or did not feel comfortable with distance learning.

Can you tell me more about why you dropped your course(s)?
Telephone interviewer: please check the area of need expressed by the student (Check all that apply)
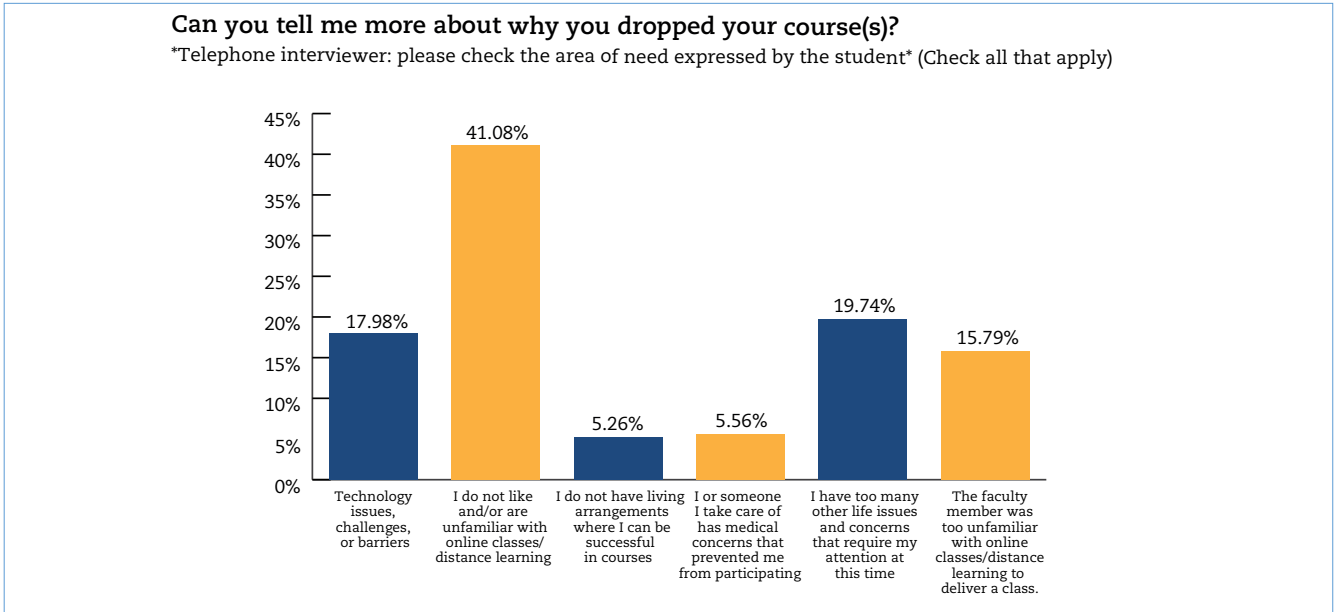
This survey was followed by another conducted in Spring 2021, a year after the beginning of the pandemic. This survey focused on what course modalities students preferred to enroll in for Fall 2021. A total of 4206 students responded. A total of 89% of students responded that they plan to enroll in Fall 2021.

I am planning to enroll in classes at CCC, DVC, or LMC for Fall 2021?
Answered: 4,200 Skipped: 7

Answer Choices	Responses	
Yes	88.9%	1,734
No	4.17%	175
Not sure	6.93%	291
Total		4,200
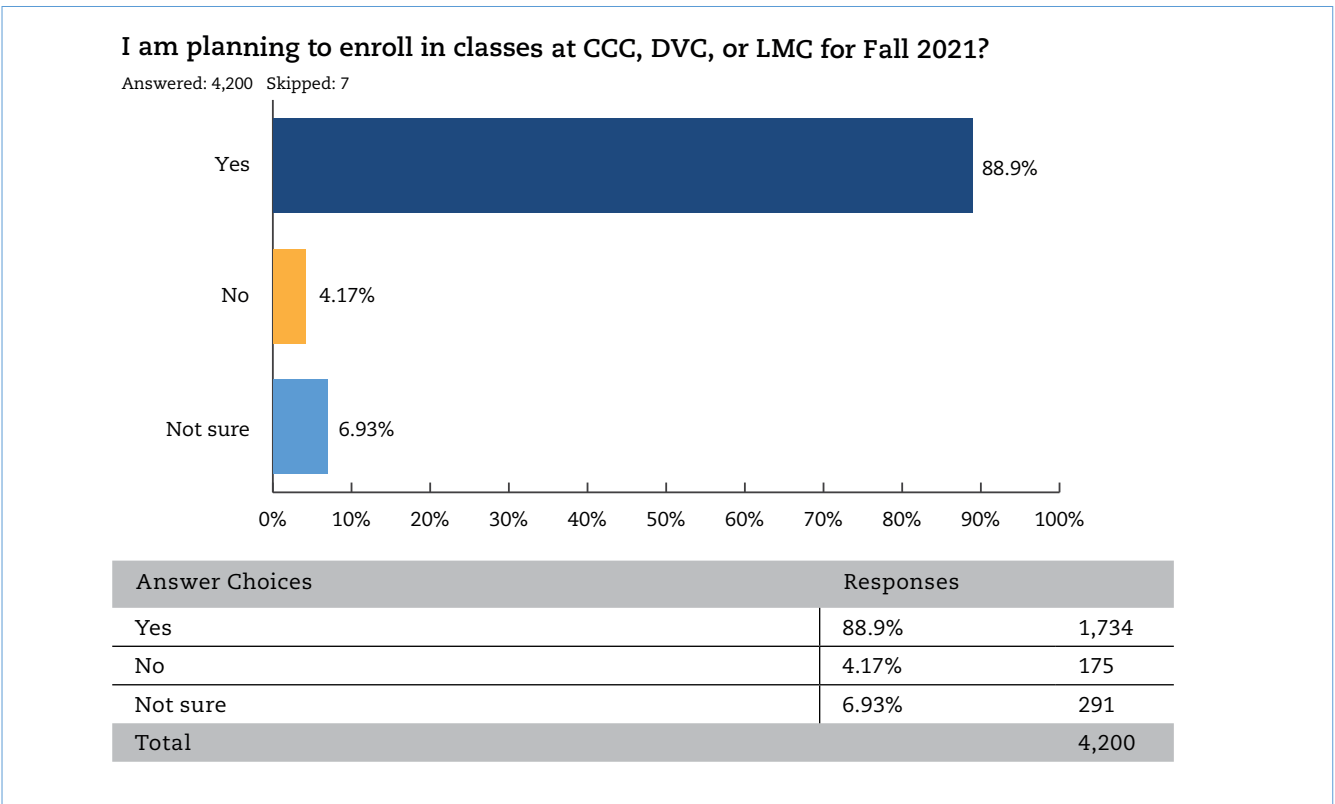
Of those students that planned to enroll we asked them about modality preferences; 47% preferred only online courses, and 37% wanted a combination of online and in person instruction.
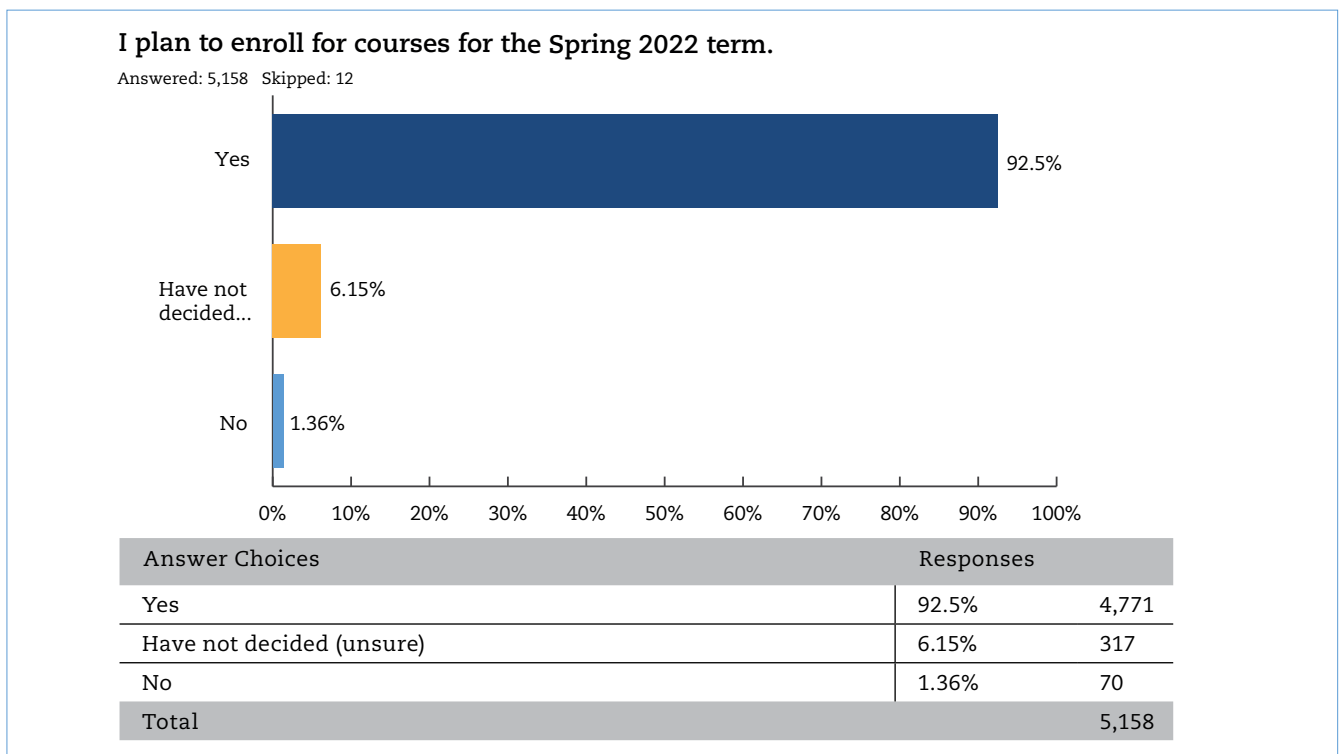
Select of the following regarding your preference for Fall 2021 classes:

Answered: 4,201   Skipped: 6

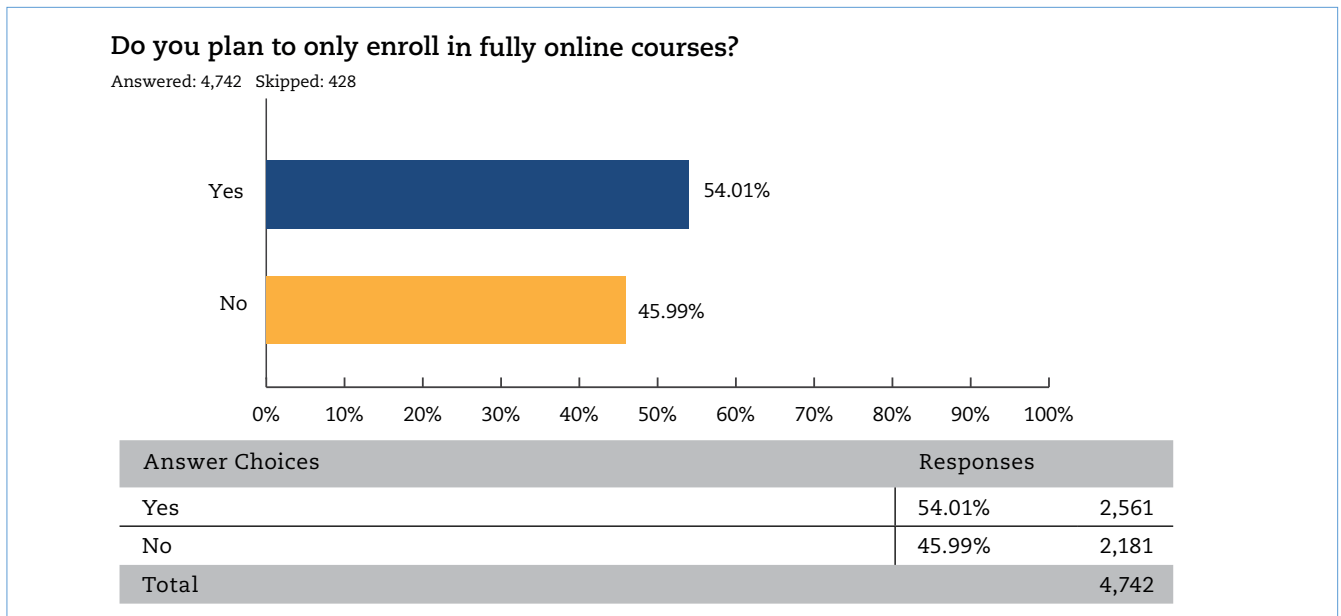| Answer Choices	Responses	
I prefer to enroll only in face-to-face classes on campus	15.02%	631
I prefer to enroll in a combination of online and on campus classes	37.68%	1,583
I prefer to enroll in online classes only	47.3%	1,987
Total		4,201
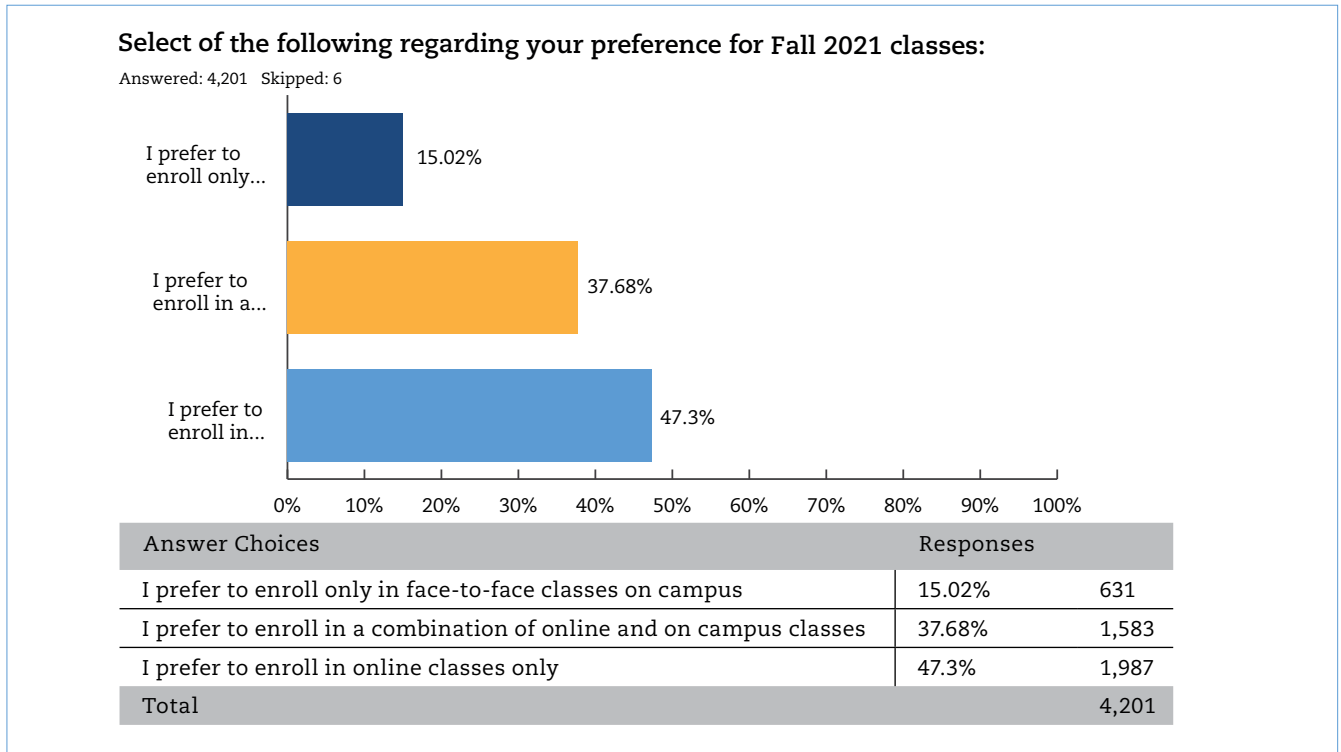
There was strong college interest in duplicating this survey for Spring 2022, to ensure that a scheduling mix of courses would meet student preferences. This survey was distributed in September 2021, and 5170 students responded.

Of those students that responded, 92.5% planned to enroll for Spring 2022.

I plan to enroll for courses for the Spring 2022 term.

Answered: 5,158   Skipped: 12

Answer Choices	Responses	
Yes	92.5%	4,771
Have not decided (unsure)	6.15%	317
No	1.36%	70
Total		5,158

Of those that planned to enroll, 54% planned to enroll in only online courses.

Do you plan to only enroll in fully online courses?

Answered: 4,742 Skipped: 428

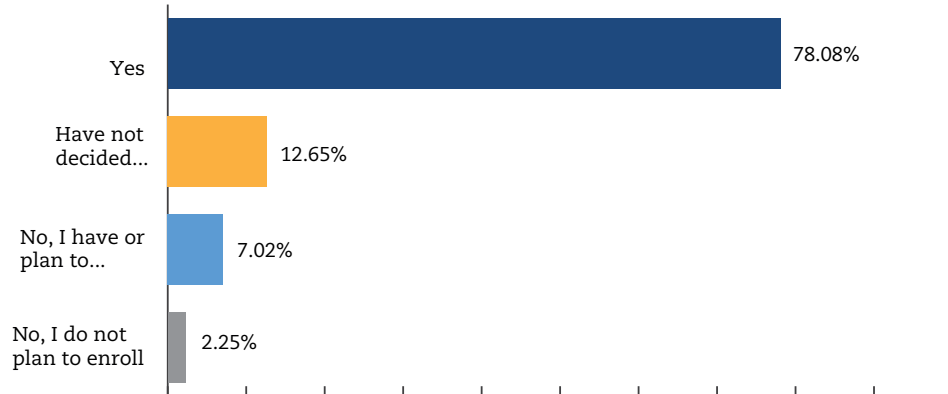| Answer Choices	Responses	
Yes	54.01%	2,561
No	45.99%	2,181
Total		4,742

When asked about online delivery method preferences for different types of class activities 65% preferred a 100% online delivery format (synchronous or asynchronous) for lecture activities, and 45% preferred a fully online delivery method for lab activities.

Please select your preferred method of instruction for these course activities.

Answered: 4,125 Skipped: 1,045

	Classes that are fully online classes that have no scheduled meeting time	Classes that are fully online classes that have required zoom meetings at specific days and times	Classes that have online requirements but also meet in person	Classes that are in person only	No opinion/ don't take these types of classes	Total
Lab/ Studio Activities	29.37% 1,204	16.44% 674	22.10% 906	23.88% 979	8.22% 337	4,700
Lecture Activities	39.08% 1,595	25.90% 1,057	16.42% 670	15.58% 636	3.01% 123	4,081

Two years after the beginning of the pandemic, spring 2022, we once again surveyed students to gage course modality preferences for summer and fall 2022 scheduling. The response rate increased from the prior surveys, where 6,613 students responded, and 78% indicated an intent to enroll in one or both next terms (summer/fall 2022).
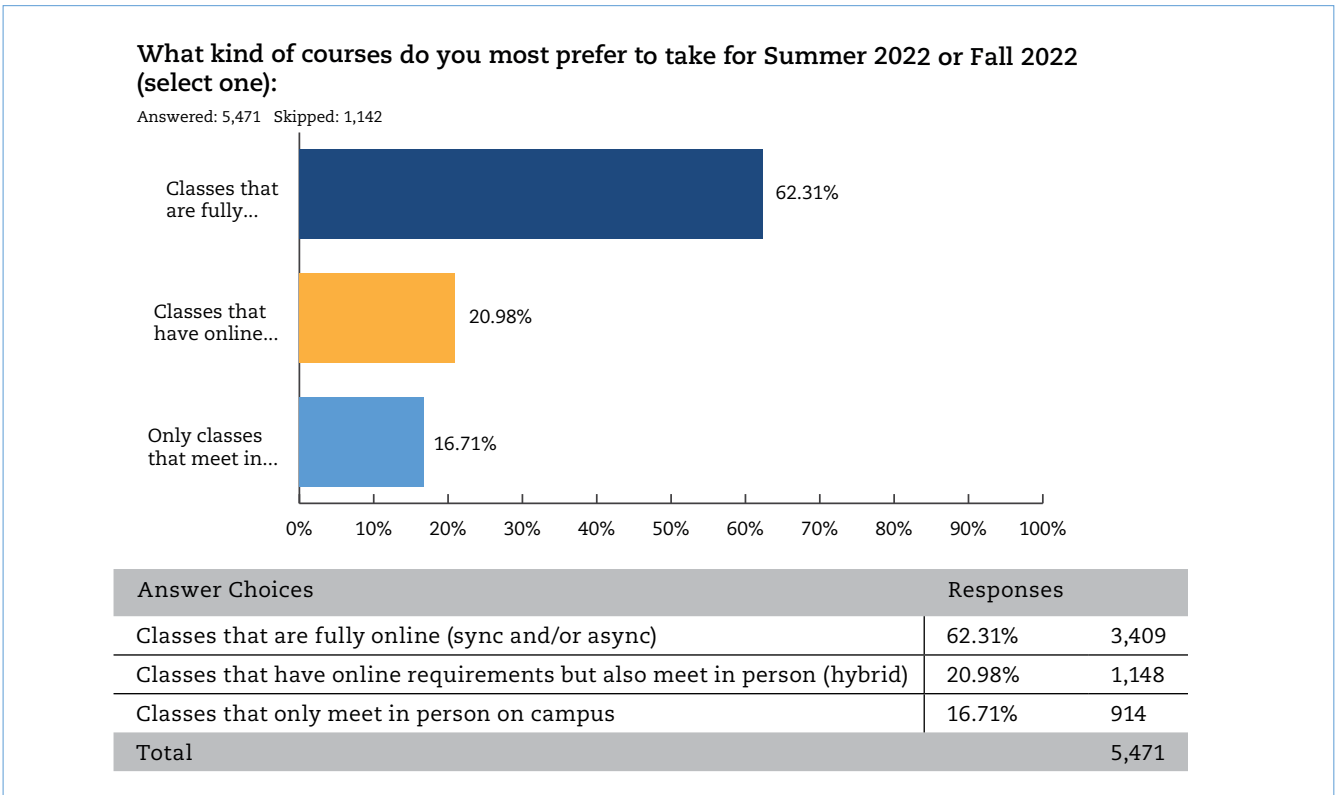
I plan to enroll at CCC, DVC, or LMC for courses for the Summer 2022 or Fall 2022 term.

Answered: 6,140   Skipped: 473

Yes	78.08%
Have not decided...	12.65%
No, I have or plan to...	7.02%
No, I do not plan to enroll	2.25%

Answer Choices	Responses	
Yes	78.08%	4,794
Have not decided (unsure)	12.65%	777
No, I have or plan to graduate or transfer before Fall 2022	7.02%	431
No, I do not plan to enroll	2.25%	138
Total		6,140

Of those students that planned to enroll, 62% preferred only online courses, and 21% wanted a combination of online and in person instruction(hybrid).

What kind of courses do you most prefer to take for Summer 2022 or Fall 2022 (select one):

Answered: 5,471   Skipped: 1,142

Answer Choices	Responses	
Classes that are fully online (sync and/or async)	62.31%	3,409
Classes that have online requirements but also meet in person (hybrid)	20.98%	1,148
Classes that only meet in person on campus	16.71%	914
Total		5,471

Over the two-year period students' preferences for 100% online instructional delivery have grown as students become more comfortable with the formats. Additionally, students have increasingly responded that they plan to continue attending even when courses are primarily offered online.
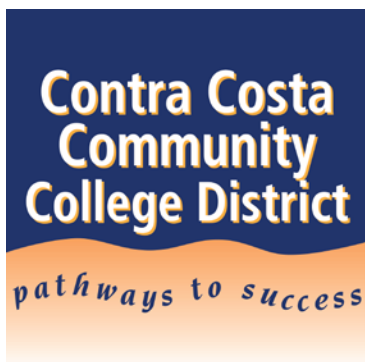
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