DRAFT 4CD DISTANCE EDUCATION STRATEGIC PLAN

2022 – 2027

Los Medanos College, Brentwood Center

Diablo Valley College, San Ramon Center

Cpmtra Costa College

Diablo Valley College

Los Medanos College

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INTRODUCTION

The current Contra Costa Community College District Strategic Plan establishes as its first Strategic Direction the intention to "Improve Student Learning and Completion Across all District Campuses." The value of Distance Education as a means to help achieve that goal 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 the Distance Education Strategic Plan 2022-2027. The plan's purpose is to guide distance education development from 2022 to 2027 through districtwide goals and broad strategic recommendations to support the colleges with their distance education programs. The plan additionally outlines clear objectives to facilitate achieving adopted strategic and Distance Education goals.

PLAN DEVELOPMENT CHRONOLOGY

DATE	EVENT/ACTION
Oct. 15, 2021	DDEC Strategic Planning Retreat and drafting 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 Feb. 9, 2022	Presentation to DDEC for discussion and feedback Development of Action Steps
Spring 2022	Draft presented to campus Academic Senates
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

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

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(Oct. 15, 2021 DE Strategic Planning Retreat, DO: 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 and Carrie Million. Not pictured, Mojdeh Medizadeh.)

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4CD 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	Access
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.	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	**Innovation and Excellence**
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	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

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.	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 well-being 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	**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.

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.	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.

4CD STRATEGIC DIRECTIONS

Strategic Direction 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.

Strategic Direction 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.

Strategic Direction 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.

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Strategic Direction 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.

Strategic Direction 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 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 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 faculty union and district successfully negotiated a requirement for training in order to teach online by Spring 2020. (The requirement was temporarily suspended during the pandemic, and is to be reinstated for 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 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 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 that would allow students at one college to adapt more easily to classes they took at sister campuses and provide a seamless experience across the district. By summer of 2013, all classes across the district had been migrated to one system. The taskforce became the Learning Management System Workgroup and included campus Distance Ed Coordinators and IT representatives, under the direction of the district Director of IT.

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

With Distance Education growing within the district and across the state, 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 working with the LMS workgroup. The DDEC reports directly to the District's Consultation Council.

A new statewide entity, the California Virtual Campus

Meanwhile, in 2013, a new entity was created 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 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's community colleges onto a single learning management platform. After months of vetting and student focus group sampling, the CVC-OEI chose the innovative Canvas platform, and used $13 million of its annual budget to offer Canvas to all community colleges free of charge. In late 2015, 4CD adopted Canvas, and offered its first courses on that platform by summer 2016, with all courses migrated by summer 2017. Along with Canvas, 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 free student support services and agreed to work towards aligning 20% of their online offerings with the CVC rubric for quality online course design. Los Medanos joined the Consortium in 2020.

 The CVC also launched a platform called the Exchange that lists all online classes provided at all 115 California Community Colleges, allowing students to search for online classes that they need

statewide. (Courses offered at Calbright are not part of the CVC Exchange.) Colleges that agree to work with the CVC in tandem with District IT, Campus Admissions and Records and Financial Aid move to the next phase of integration, allowing students from 49 other eligible colleges to enroll in and register for classes at 4CD colleges without filling out separate, individual applications and with coordinated transcripts and financial aid.

As of August 2021, through ongoing support and technical expertise provided by District IT, and with support from campus Admissions and Records and Financial Aid teams, all three colleges are among the first 15 'Teaching Colleges' within the CVC network and featured on the Exchange.

Additionally, the CVC also provided seed money for colleges to develop their own local Peer Online Course Review programs to align courses with the CVC's Online Course Design Rubric, which provides an outline for creating and teaching a high-quality online course. Each of the 4CD colleges sought and were awarded a nearly $500,000 grant that they administered to improve the quality of the courses and help establish peer review and mentoring programs. The campus programs, which were ongoing in 2022 and are expected to continue, culminate with a collaborative districtwide review of the courses before they are submitted for a 'Quality Reviewed' badge that appears on the CVC Exchange.

The Strategic Plan Development Process

Under DDEC's charge of providing strategic direction, the Council drafted a plan that would create 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 plan was adopted by the 4CD Governing Board on Dec. 14, 2016. The 4CD Distance Education Strategic Plan, 2017-2022, included five goals, each with its own set of objectives and action steps.

The new DE Strategic Plan 2022-2027, to guide growth and development over the next five years was similarly created with input from diverse groups across campuses. The plan development began in earnest in October 2021 with the DDEC coming together 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.

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 to be presented to the 4CD Governing Board at their meeting on May 11, 2022.

CURRENT TRENDS

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 about 10-11% 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 earnest in early spring 2020, and all physical presence was restricted on all 4CD campuses, the district

was well situated to massively scale its Professional Development for online teaching. Over the previous two years, DDEC had created the 4CD Institute for Online Teaching and established Becoming an Effective Online Instructor (BEOI) as its signature and foundational class for instruction in technological and pedagogical skills needed to teach online. In addition, because the District and faculty union had negotiated an agreement to require training to teach online in 4CD beginning in 2020, 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. At that time, the districtwide professional development team had been offering two classes per semester with about 30 faculty participants per class. When all classes were moved online in March 2020, the 4CD team quickly ramped up, offering a third spring 2020 course, and preparing for the 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 on effective online teaching.

Here, it should also be noted that 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.

Additional and ongoing improvements to Professional Development

BEOI and Becoming an Effective Hybrid Instructor will undergo revisions to ensure focus on these important aspects in online instruction as Distance Education redoubles efforts to narrow persistent equity gaps in online instruction.

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A reenvisioned hybrid class was piloted in Summer 2021 and was added to the schedule for Winter 2022 and Spring 2022. A class in providing instruction online synchronously (real time) was piloted in Summer 2021 as well. The course on synchronous instruction is slated for revisions and is expected to be added to the schedule when revisions are complete. These classes were added to reflect the modes of instruction that our faculty were using and their requests for additional training to improve their understanding of pedagogy and practices.

Enrollment Trends

Growth in online education throughout the state of California had been gradual but constant over the past years, long before the jarring transfer of all instruction to online in Spring of 2020. Well into early 2020, online enrollments were the only areas of growth at most California Community Colleges statewide. While there was a full-system move from in-person learning to online learning beginning in March 2020, statewide system coding for tracking online enrollment did not fully adjust until spring 2021, a year later, 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 transition.

Table 1 below 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.

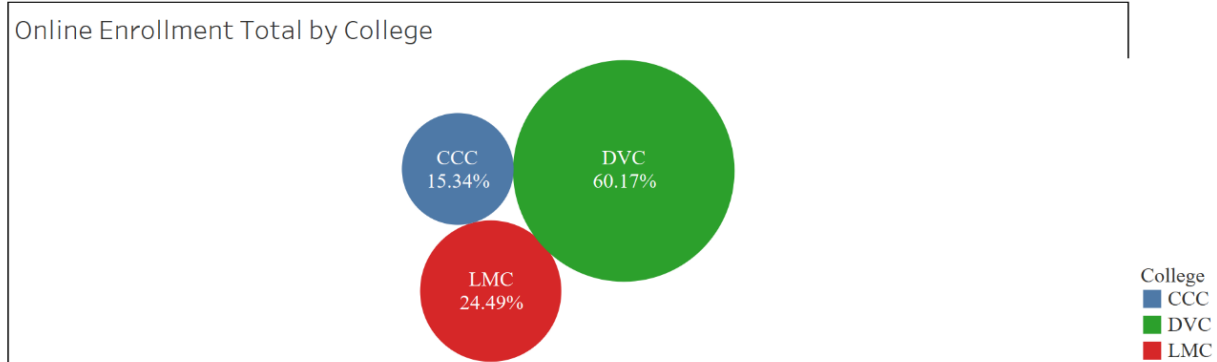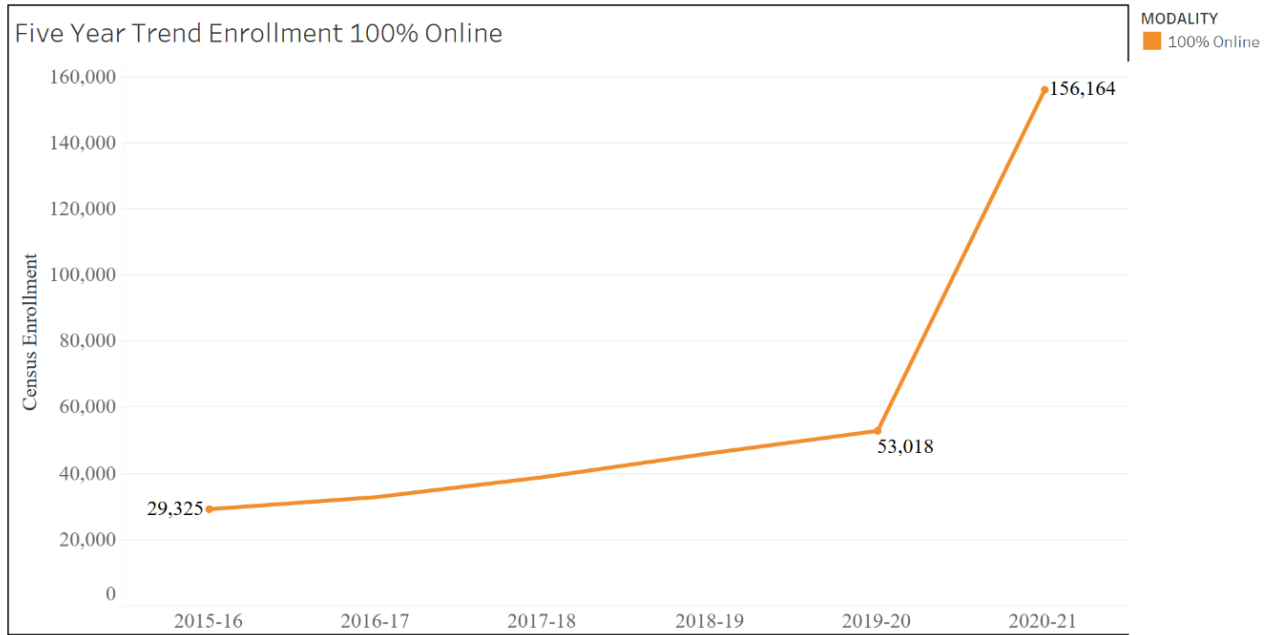**Table 1: Multiyear trend in 100% Online course enrollment**

Five Year Trend Enrollment 100% Online

MODALITY
100% Online

Online Enrollment Total by College

CCC
15.34%

DVC
60.17%

LMC
24.49%

College
CCC
DVC
LMC

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Table 2: District Sections Online Percentage 2020-21

Summary of District Sections Online by Percentage of Online Components 2020-2021

Delivery_Method
- Other method
- Synchronous
- Nonsynchronous

	100% Online	Hybrid	Grand Total

Active Section Count

Grand Total: 3,973
- 19% / 613 (Other method)
- 38% / 1,252 (Synchronous)
- 64% / 2,108 (Nonsynchronous)

100% Online: 2,512
- 28% / 933 (Synchronous)
- 48% / 1,577 (Nonsynchronous)

Hybrid: 814
- 7% / 228 (Other method)
- 8% / 273 (Synchronous)
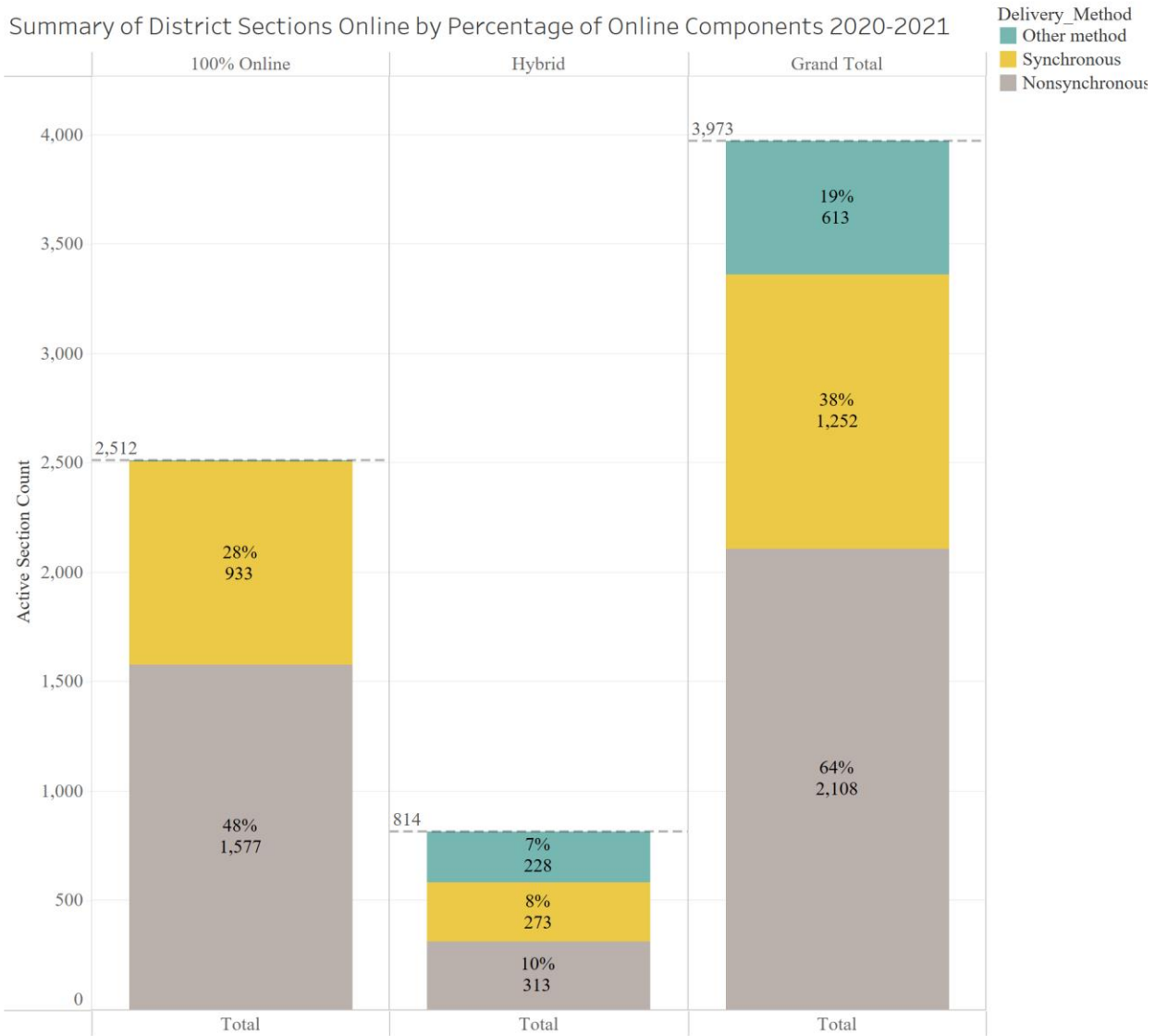- 10% / 313 (Nonsynchronous)

Table 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, combination, 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. Tables 3 and 4 provide further drill-in detail by examining the section delivery modalities at each college.

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Table 3: District Sections Online Summary by College

Summary of District Sections Online by Percentage of Online Components 2020-2021
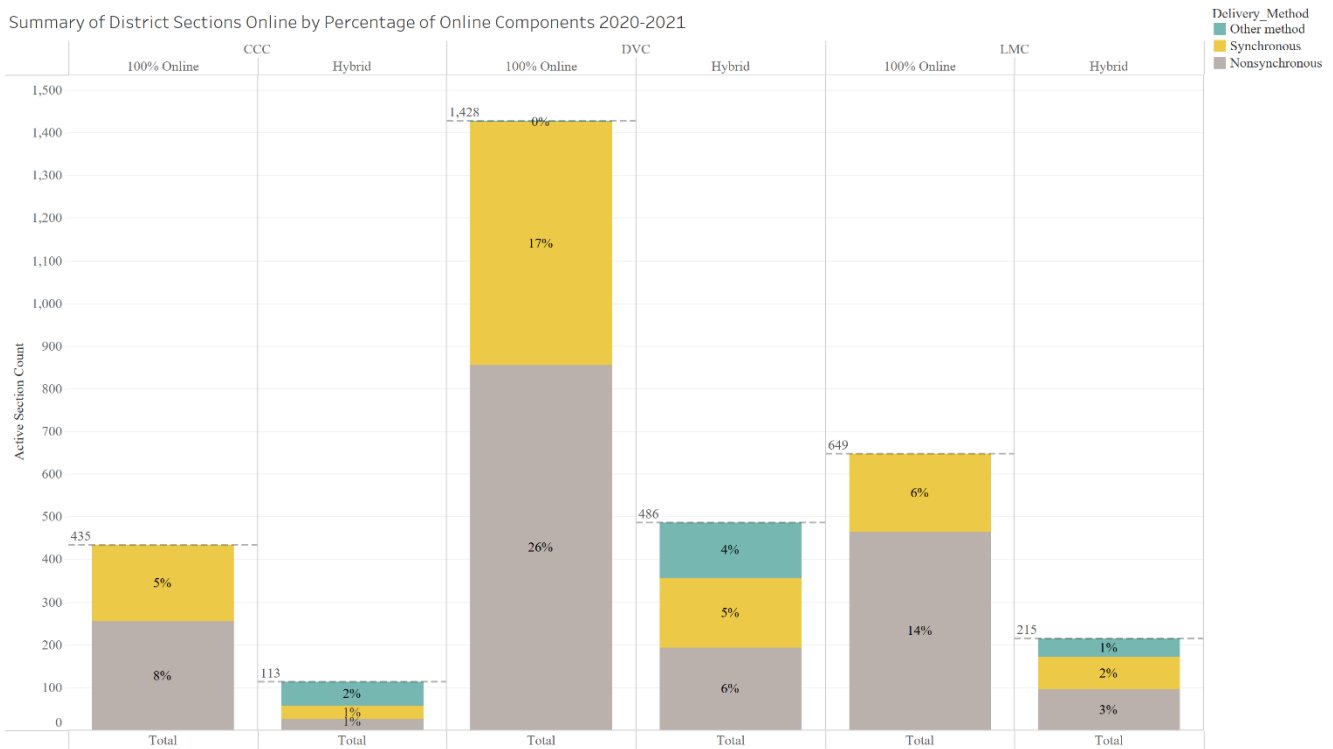
The following tables examine enrollment trends; first by academic division, then by ethnicity/race, gender, and age for the 2020-21 academic year. Keeping in mind that the academic year was the first full academic year during the pandemic, overall enrollment in the100% online mode naturally increased among all categories, with corresponding decreases in the in-person face-to-face instructional modalities.

Table 4: Enrollment Summary for 100% online by Division 2020-21

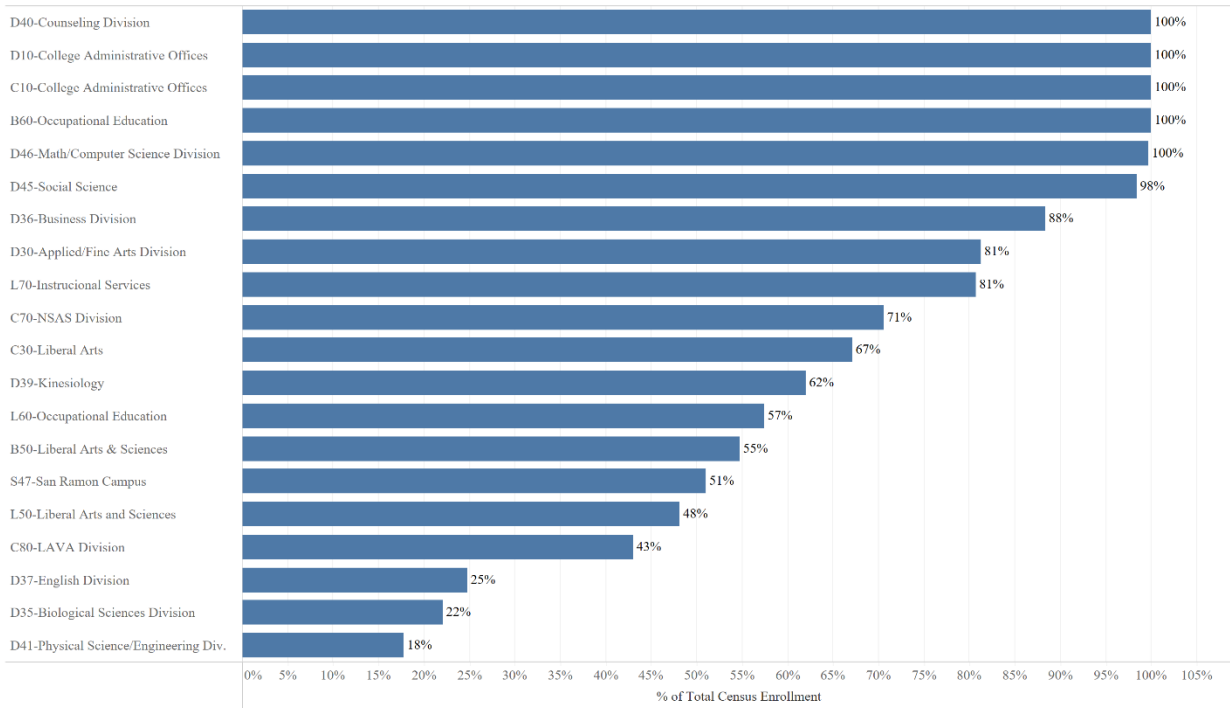Summary Online Enrollment Percentage of by Division 2020-21

Division	% of Total Census Enrollment
D40-Counseling Division	100%
D10-College Administrative Offices	100%
C10-College Administrative Offices	100%
B60-Occupational Education	100%
D46-Math/Computer Science Division	100%
D45-Social Science	98%
D36-Business Division	88%
D30-Applied/Fine Arts Division	81%
L70-Instrucional 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 and Sciences	48%
C80-LAVA Division	43%
D37-English Division	25%
D35-Biological Sciences Division	22%
D41-Physical Science/Engineering Div.	18%

% of Total Census Enrollment

Table 5: Enrollment trend in 100% online by student race/ethnicity
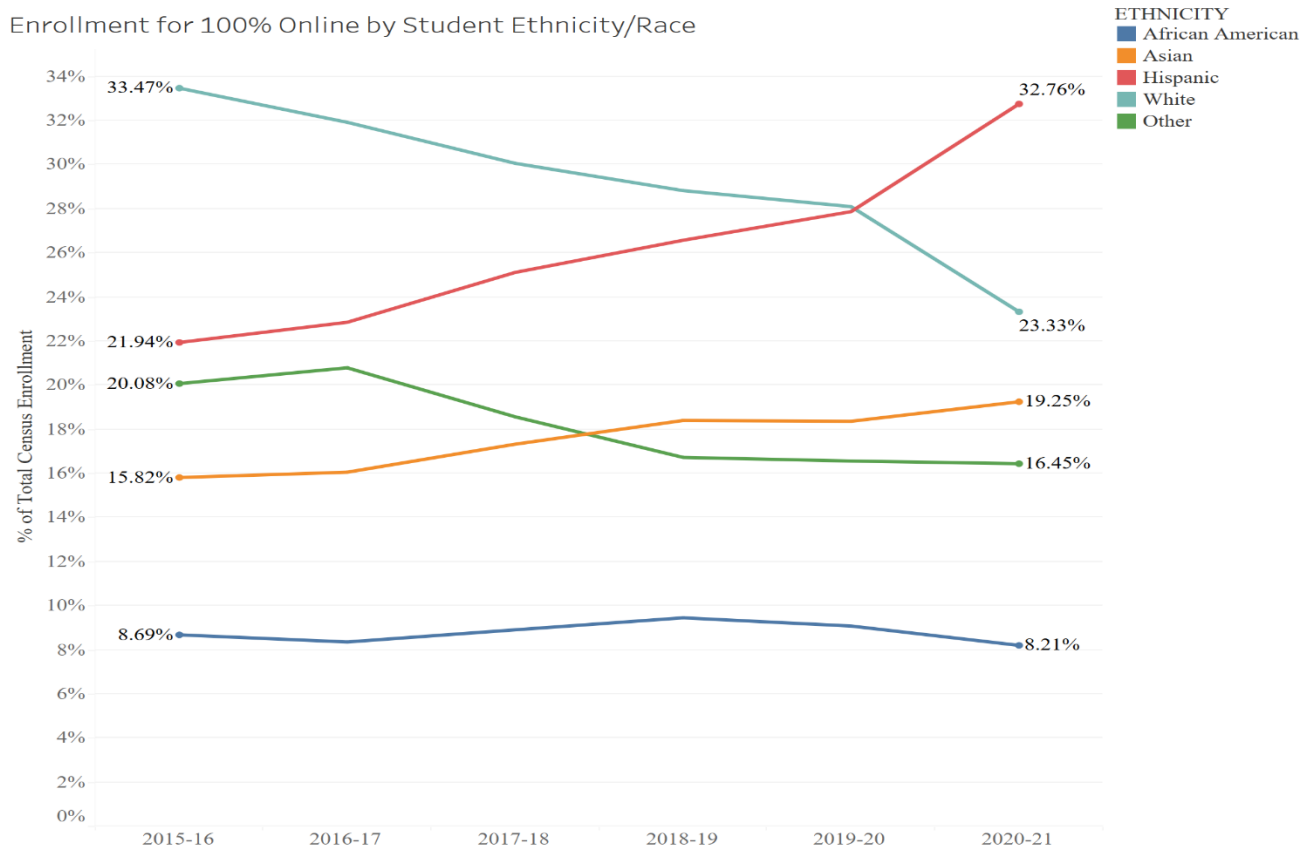
Enrollment for 100% Online by Student Ethnicity/Race

Table 6: Enrollment trend in 100% online by student gender

Enrollment Participation for 100% Online by Student Gender

GENDER
- Female
- Male
- Undeclared

100% Online

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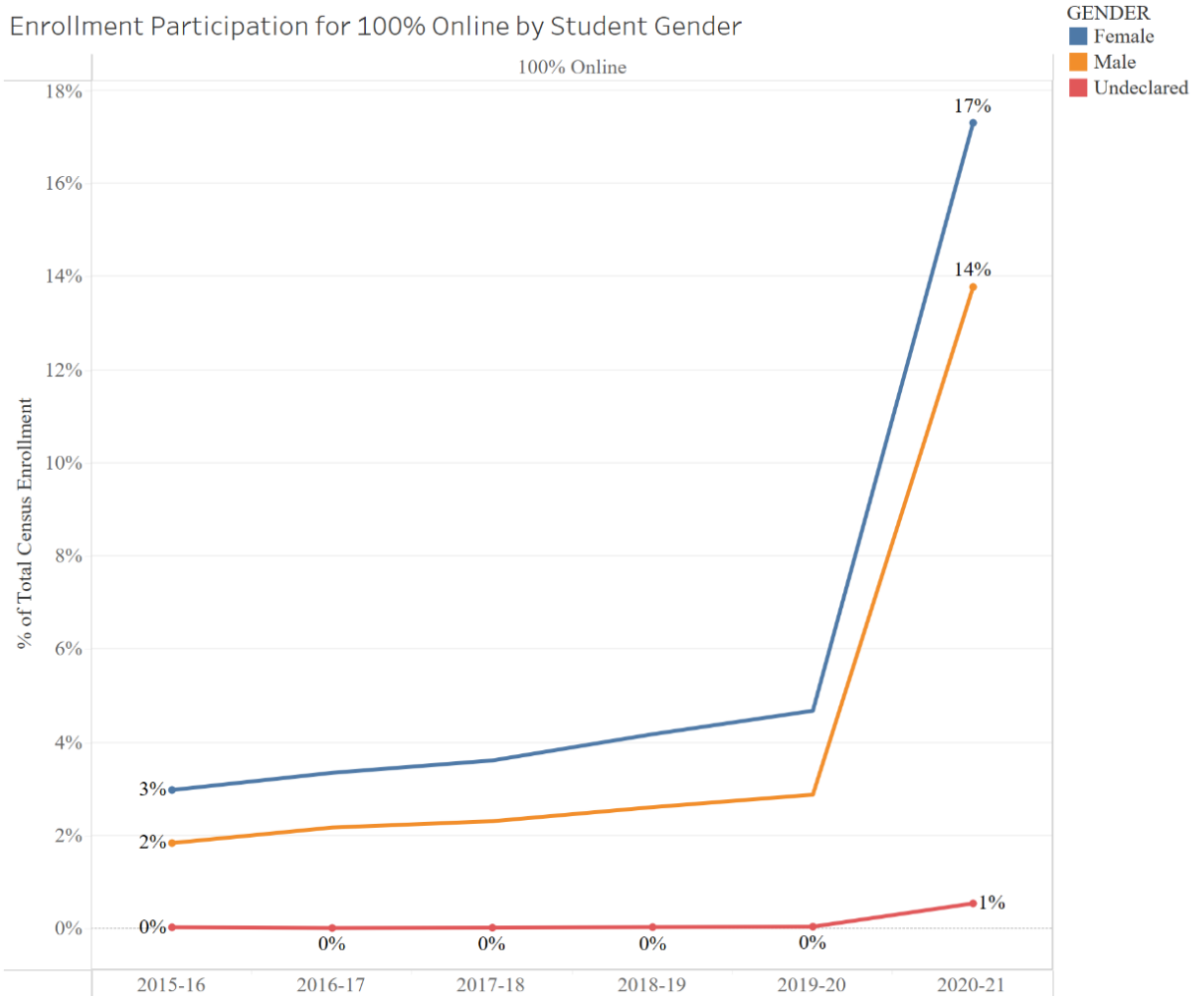
Table 7: Enrollments 100% online by student age

Participation Rates for 100% Online by Age

MODALITY / Stc Term (group)
100% Online

Age Group
- < 20 years old
- 20 to 24 years old
- 25 to 49 years old
- 50 years and older
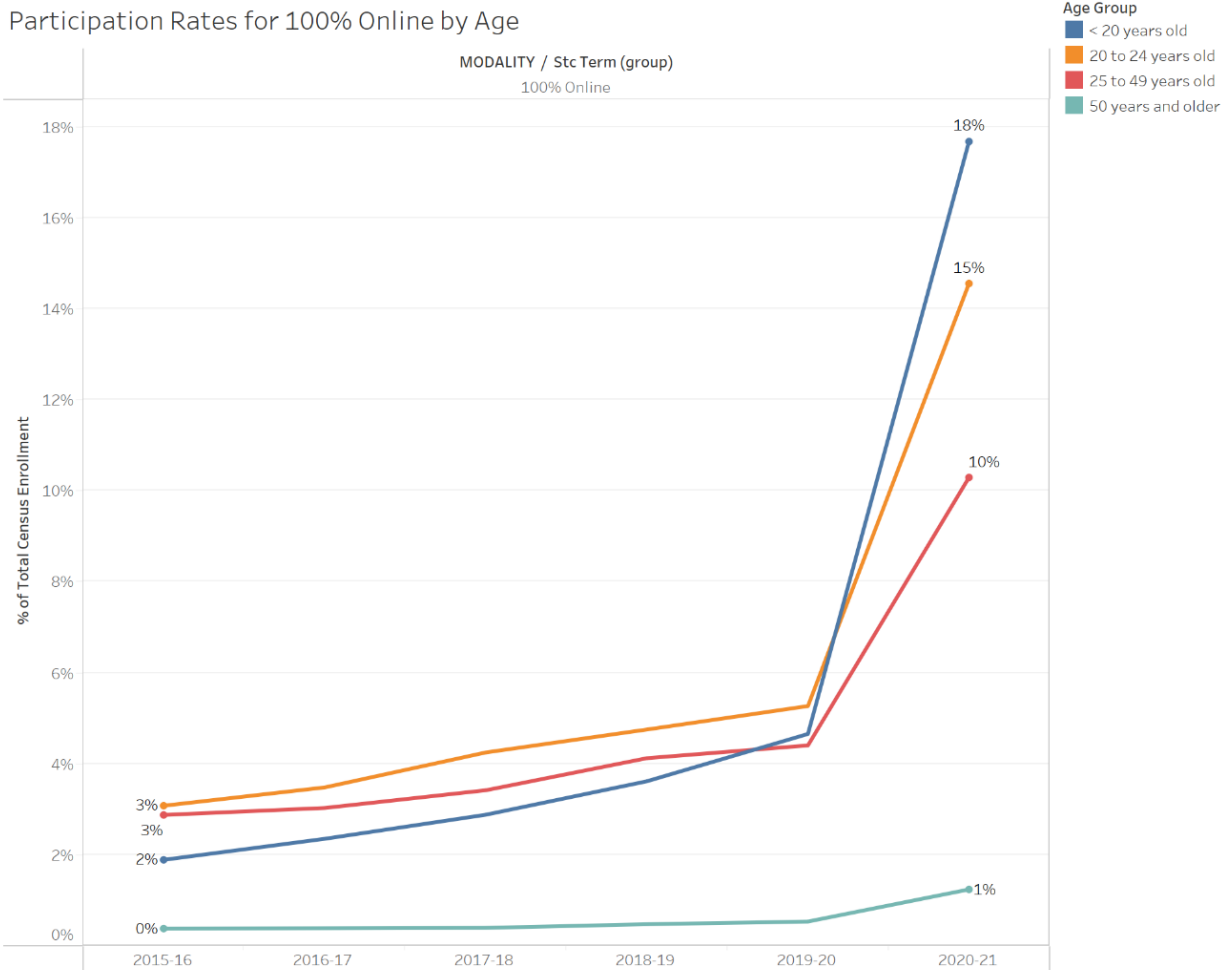
Along with the pandemic and transition to primarily distance education modalities, opportunities emerged for closing the performance gap between in-person and online modalities. Significant efforts and investments were made to improve the distance education learning environments, resulting in closure 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.

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Table 8: 100% online performance gap

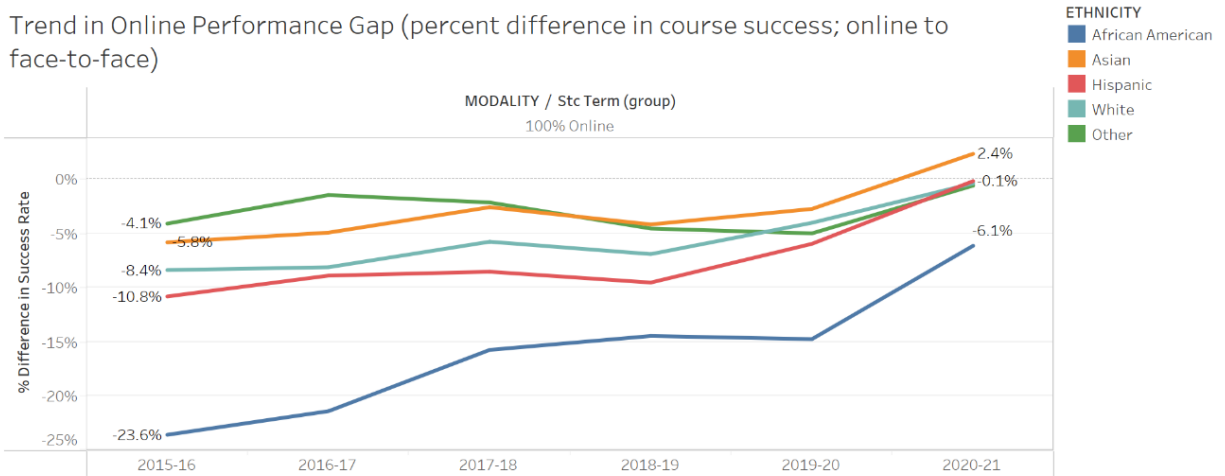Trend in Online Performance Gap (percent difference in course success; online to face-to-face)

MODALITY / Stc Term (group)
100% Online
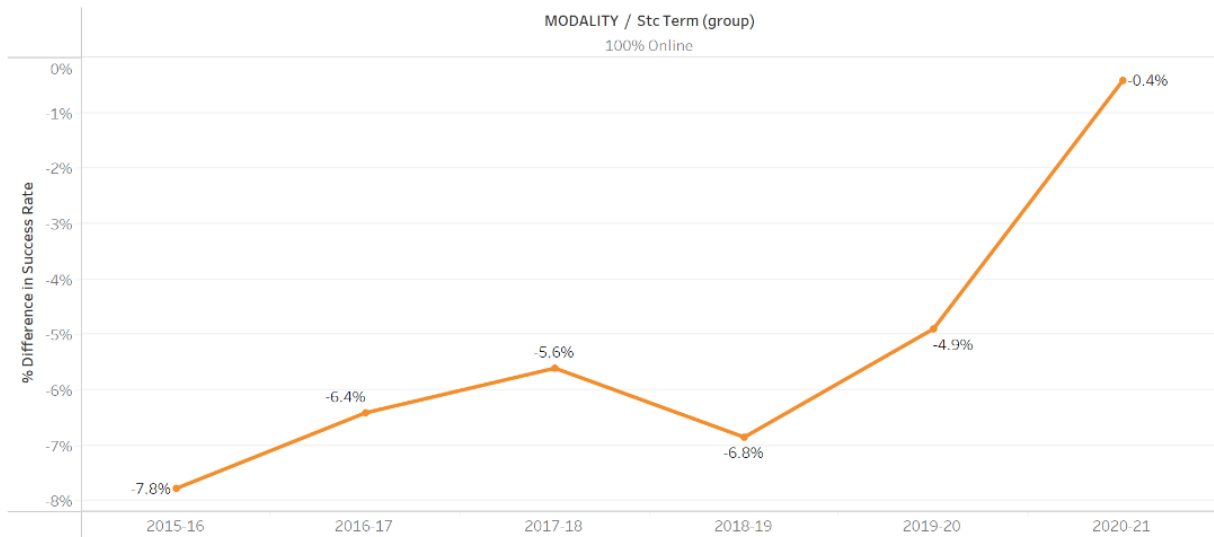
Trend in Online Performance Gap (percent difference in course success; online to face-to-face)

MODALITY		Stc Term (group)					
		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%	70.9%	70.2%	71.5%	74.7%
Hybrid	Success Rate	67.9%	68.0%	67.6%	71.5%	70.5%	76.0%

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Table 9: Performance gap by student race/ethnicity

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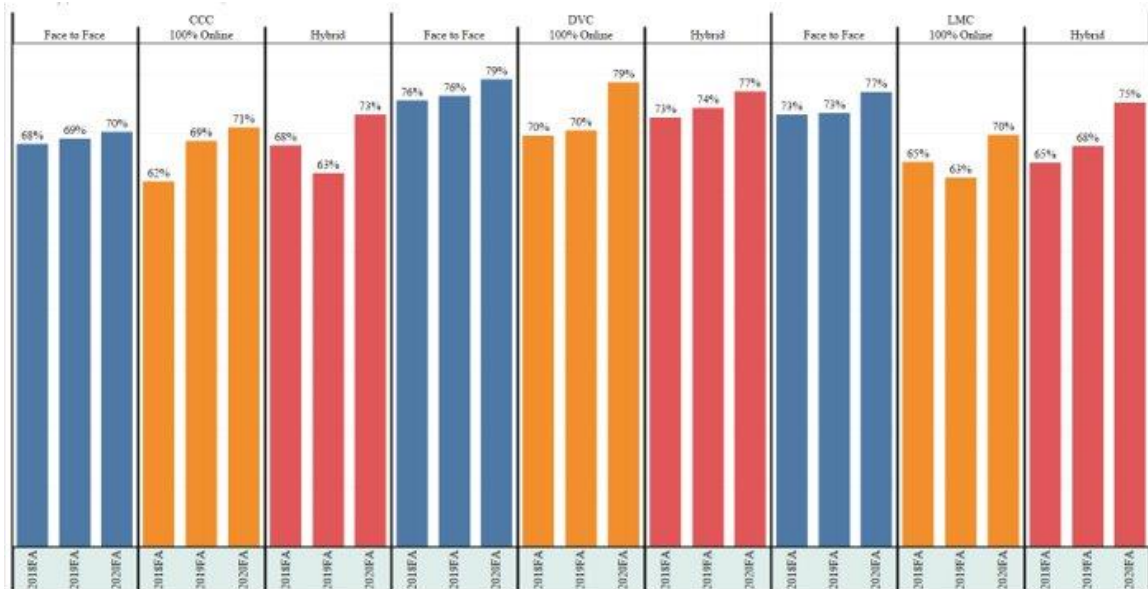

ETHNICITY
- African American
- Asian
- Hispanic
- White
- Other

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	▲ +2.1%	▲ +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%

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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 2021 a full recovery with growth are apparent in retention and success.

Success rates fall terms: Rates in all modalities in all locations have increased over time.
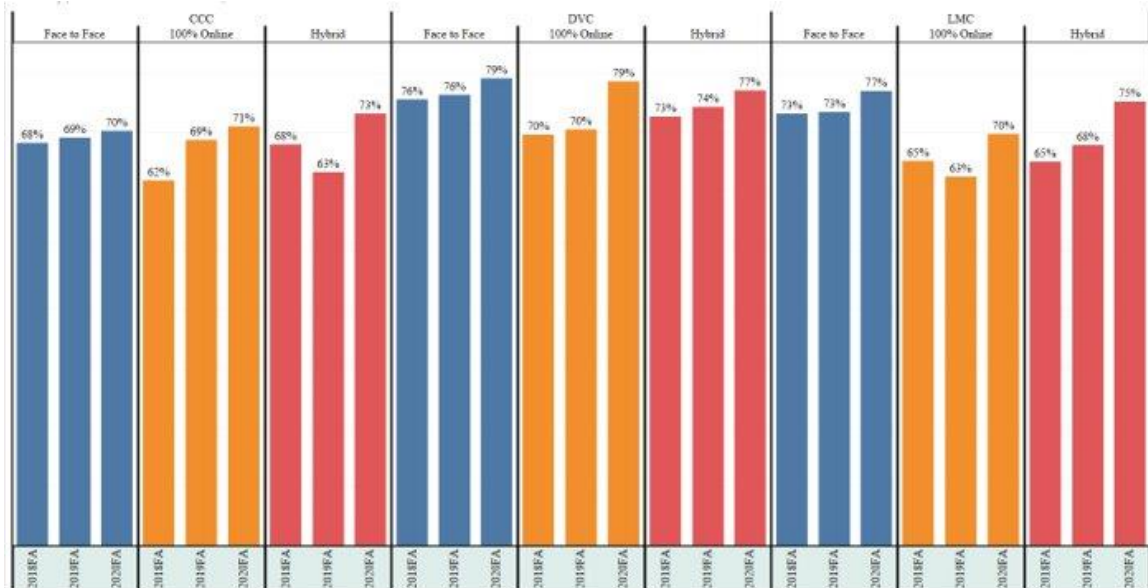
Success Rates Fall Terms, by Ethnicity and Modality: Success rates in all modalities have increased over time.
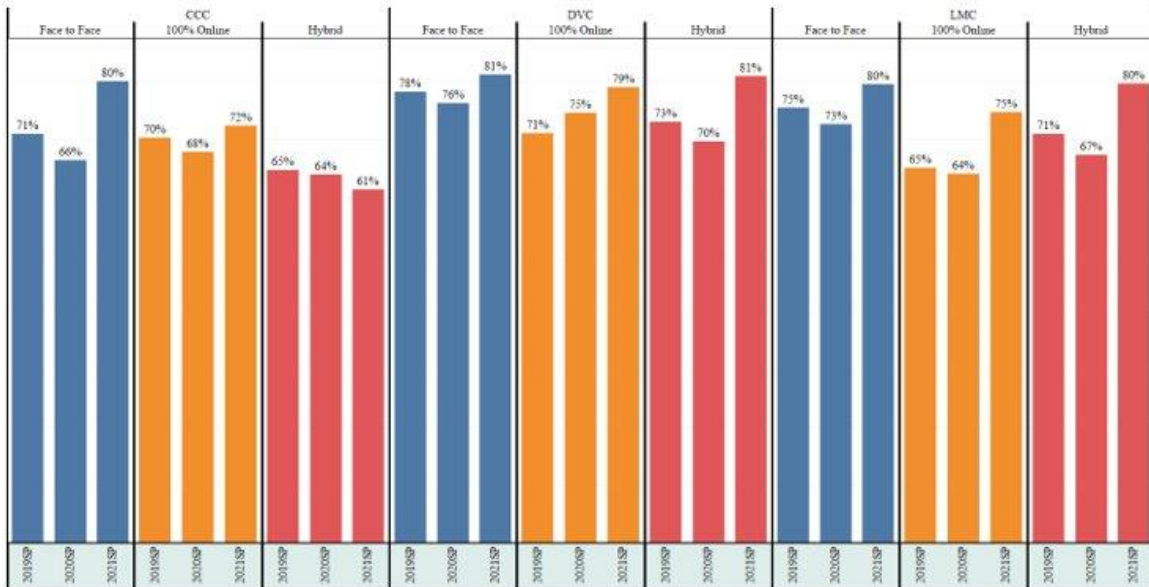
Course Success Rates Spring Terms by Modality: Clearly see the dip in success in Spring 2020 and generally a full recovery with growth Spring 2021.
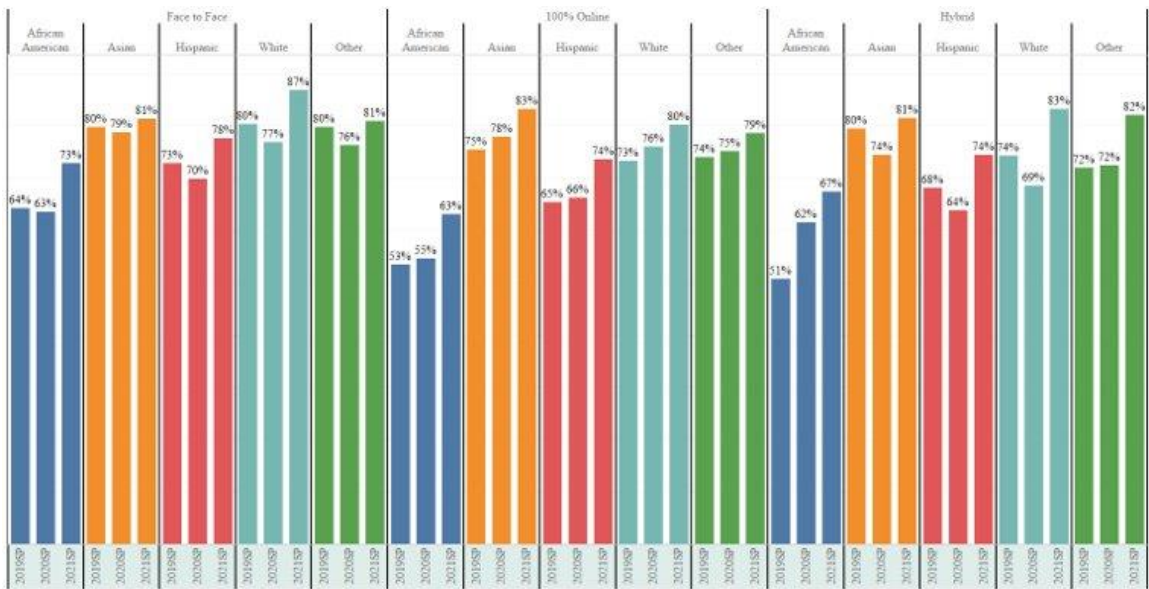
Course success rate Spring term by Ethnicity and Modality: Clearly see the dip in success in Spring 2020 and generally a full recovery with growth Spring 2021.

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DISTANCE EDUCATION STRATEGIC PLAN GOALS

Goal 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.

Goal 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.

Goal 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.

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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.

Goal 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, which could rubrics for desirability, equity, and accessibility.

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

    d. Explore best practices for supporting innovative online instruction.

Goal 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

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. Establish regular DDEC annual review processes for online training courses.	2.1 Provide districtwide professional development in equitable, accessible online pedagogy and practice that is regularly updated to ensure relevance and currency.	Fall 2022
Establish (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.	Spring 2022
Collect and analyze best practices for technology procurement at other CCC districts, which could rubrics for 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
Continue dialogue with management and United Faculty regarding online evaluations and training requirements. Define 'Excellence,' by identifying benchmarks for student achievement and support, faculty training levels.	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
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	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

Zero Textbook Cost courses and degrees.		
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

AppendiA

Appendix a: Definitions
Distance education:

(1) Education that uses one or more of the technologies listed in paragraphs (2)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously. US Department of Education, 34 CFR 600.

(2) The technologies that may be used to offer distance education include -

(i) The internet;

(ii) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(iii) Audio conference; or

(iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (2)(i) through (iii) of this definition.

(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.

(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 -

(i) Providing direct instruction;

(ii) Assessing or providing feedback on a student's coursework;

(iii) Providing information or responding to questions about the content of a course or competency;

(iv) Facilitating a group discussion regarding the content of a course or competency; or

(v) 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 -

(i) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

(ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Course Delivery Modality The method of instruction delivery, which may include 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 online at the same time and may interact.

Asynchronous: Instruction delivered remotely in which all instruction, assessment and interaction is conducted

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.

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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.

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.

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

Instructor Contact: (California Education Code, t Title 5,§ 55204. 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.

Becoming an Effective Online Instructor: The foundational professional development course required to teach online in 4CD. (Article 27, United Faculty Contract 2019-2022) Note that the provision was suspended for COVID in March 2020, but reinstated for Fall 2022. * (verify before final publication.)

APPENDIX B: REFERENCES AND SOURCES OF AUTHORITY

U.S. Department of Education Definition of Distance Education
Retrieved from U.S. Federal Register on 01.25.2022

Distance education: Education that uses one or more of the technologies listed in paragraphs (1)(i) through (1)(iv) of this definition to deliver instruction to students who are separated from the instructor or instructors, and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

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

Retrieved on 01.25.2022 from <u>Barclays Official California Code of Regulations</u>

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.

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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 ;

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(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 Distance Education Policy
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

Code of Federal Regulations, Title 34, Sections 602.17g and 602.3

Title 5 Sections 55200 et seq.
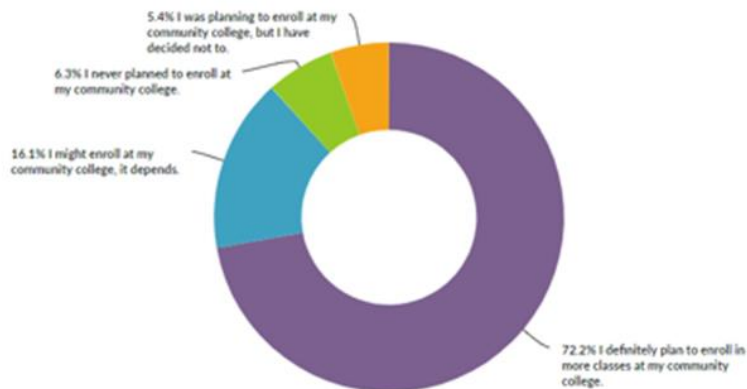
Historical Annotation:

Adopted 11/14/12

First Revision 10/14/20

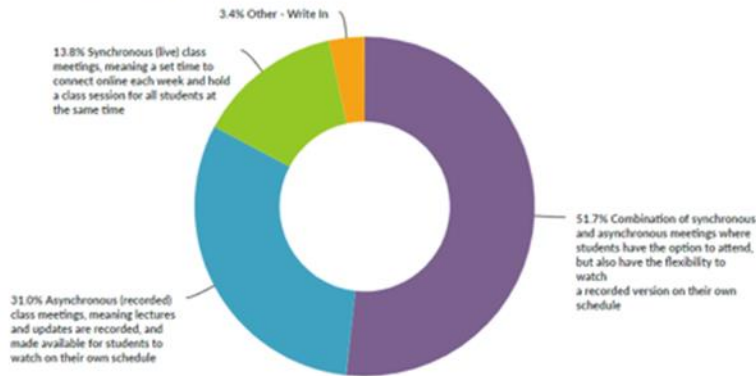## APPENDIX C: STUDENT SURVEY INSTRUCTION MODALITY PREFERENCES

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?

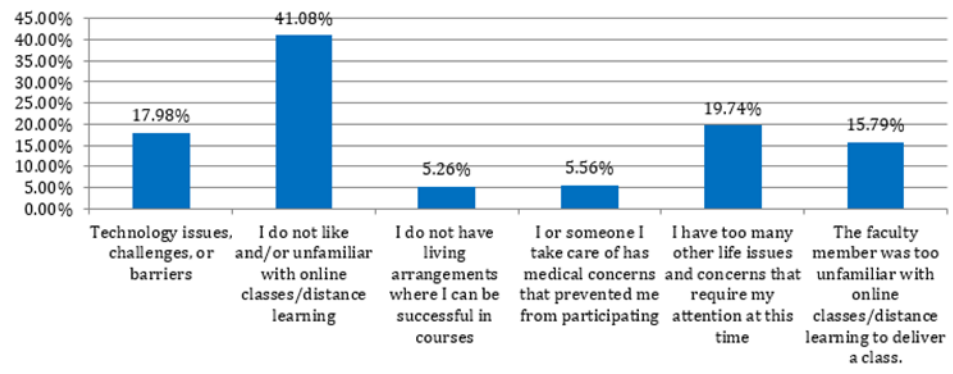5.4% I was planning to enroll at my community college, but I have decided not to.

6.3% I never planned to enroll at my community college.

16.1% I might enroll at my community college, it depends.

72.2% I definitely plan to enroll in more classes at my community college.

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

3.4% Other - Write In

13.8% 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

51.7% 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

31.0% Asynchronous (recorded) class meetings, meaning lectures and updates are recorded, and made available for students to watch on their own schedule

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)

Category	Percentage
Technology issues, challenges, or barriers	17.98%
I do not like and/or unfamiliar with online classes/distance learning	41.08%
I do not have living arrangements where I can be successful in courses	5.26%
I or someone I take care of has medical concerns that prevented me from participating	5.56%
I have too many other life issues and concerns that require my attention at this time	19.74%
The faculty member was too unfamiliar with online classes/distance learning to deliver a class.	15.79%

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.

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I am planning to enroll in classes at CCC, DVC, or LMC for Fall 2021?

Answered: 4,200   Skipped: 7
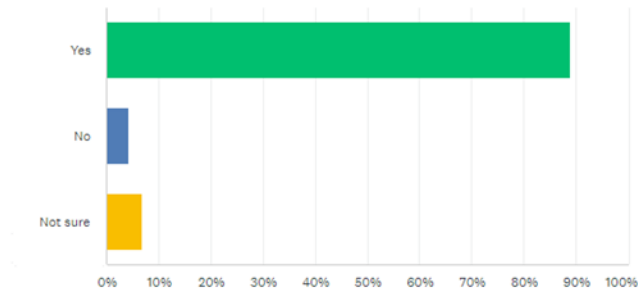
ANSWER CHOICES	RESPONSES	
Yes	88.90%	3,734
No	4.17%	175
Not sure	6.93%	291
TOTAL		4,200

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
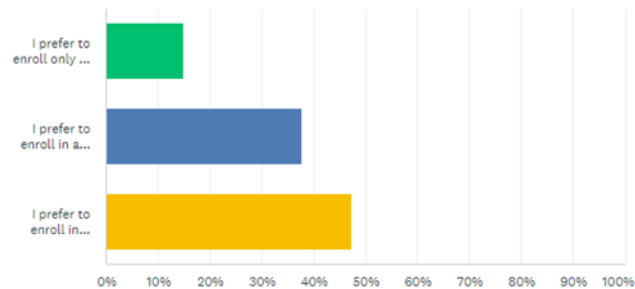
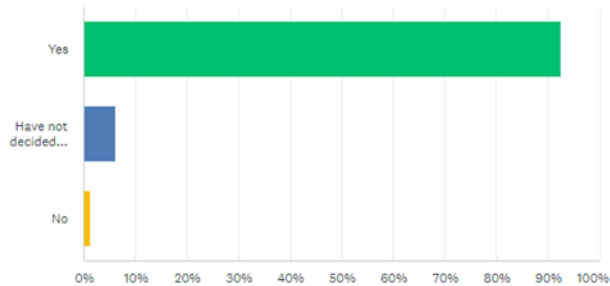| ANSWER CHOICES	RESPONSES	
I prefer to enroll only in face-to-face classes on campus	15.02%	631
I prefer to enroll in a combination of online and on campus classes	37.68%	1,583
I prefer to enroll in online classes only	47.30%	1,987
TOTAL		4,201

There was strong college interest in duplicating this survey for Spring 2022, to ensure that a scheduling mix of courses would meet student

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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.
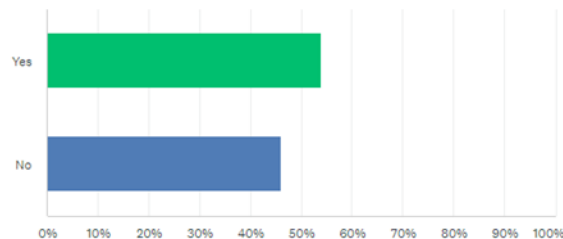
Answered: 5,158   Skipped: 12

ANSWER CHOICES	RESPONSES	
Yes	92.50%	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

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(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
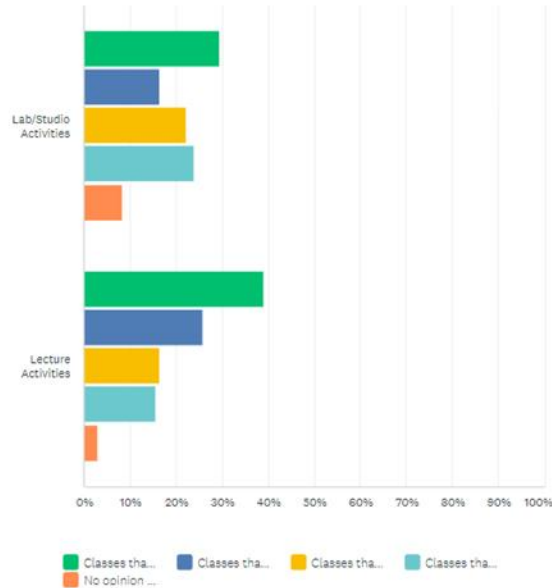
	CLASSES THAT ARE FULLY ONLINE CLASSES THAT HAVE NO SCHEDULED MEETING TIME	CLASSES THAT ARE FULLY ONLINE CLASSES THAT HAVE REQUIRED ZOOM MEETINGS AT SPECIFIC DAYS AND TIMES	CLASSES THAT HAVE HAVE ONLINE REQUIREMENTS BUT ALSO MEET IN PERSON	CLASSES THAT ARE IN PERSON ONLY	NO OPINION / DON'T TAKE THESE TYPES CLASSES	TOTAL
Lab/Studio Activities	29.37% 1,204	16.44% 674	22.10% 906	23.88% 979	8.22% 337	4,100
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).

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I plan to enroll at CCC, DVC, or LMC for courses for the Summer 2022 or Fall 2022 term.

Answered: 6,140   Skipped: 473
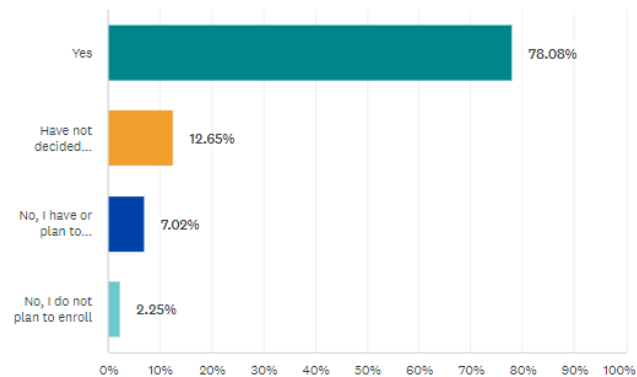
ANSWER CHOICES	RESPONSES	
Yes	78.08%	4,794
Have not decided (unsure)	12.65%	777
No, I have or plan to graduate or transfer before Fall 2022	7.02%	431
No, I do not plan to enroll	2.25%	138
TOTAL		6,140

Of those students that planned to enroll we asked them about modality preferences; 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
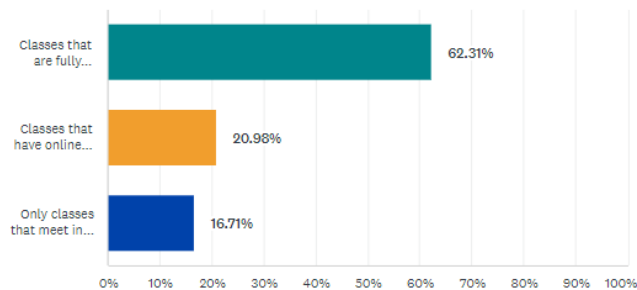
ANSWER CHOICES	RESPONSES	
Classes that are fully online (sync and/or async)	62.31%	3,409
Classes that have online requirements but also meet in person (hybrid)	20.98%	1,148
Only classes that meet in person on campus	16.71%	914
TOTAL		5,471

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.