



2021-22 LPC Annual Distance Education Report

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Introduction

Las Positas College is pleased to present its annual Distance Education (DE) report for the 2021-22 academic year. This report attempts to give a comprehensive review of DE activities, data, and important issues that affect the LPC community. While reading it, keep in mind that the ultimate goal of the DE program is to provide high-quality instruction, while also supporting students, enhancing learning, and allowing students the opportunity to attain their educational goals. The information in this report is used for making key decisions in the future.

Brief Recap of 2021-22

The 2021-22 academic year picked up where the previous year left off: right in the middle of the pandemic. As a result, DE played a significant role at the college for the second straight year. With most of its employees still working from home, LPC offered the majority of its summer 2021 schedule online. That trend continued in fall 2021, though some changes started taking place during the latter part of that semester. Registration data for spring 2022 classes showed that students were opting to enroll in online classes over on-campus classes. Because of this, 105 on-campus classes were changed to online classes in December. Additionally, a new type of class designed to allow students maximum flexibility—the HyFlex class—began gaining in popularity in the California Community Colleges. Like other colleges, LPC began pursuing HyFlex as a way to adjust to the new realities of students’ learning preferences. As a result, HyFlex became the major DE story of the past academic year at the college.

HyFlex Learning

LPC began offering asynchronous online classes in spring 1999 and hybrid classes in spring 2008. When the pandemic hit in spring 2020, the college was forced to switch on-campus classes to synchronous online classes, and in summer 2020, it introduced classes that combined synchronous and asynchronous learning. HyFlex (Hybrid Flexible) are different in that they are offered online and on campus (hybrid), but they give students the choice of how they want to participate (flexible). That choice is not set for the entire semester. For example, students can attend a class session on campus one day, then participate live online the next session. They can even choose to participate asynchronously online if the instructor gives them that choice.

At LPC, instructors are given the option of which participation modes they want to give students. Here are the choices they can offer:

- Students either come to class on campus or participate in class live online.
- Students either come to class on campus or participate asynchronously online.
- Students either come to class on campus or participate in class live online or participate asynchronously online.

On January 28, 2022, the LPC DE Committee developed the following definition of HyFlex learning:

A HyFlex (Hybrid Flexible) course allows students the choice of attending class on campus or online. Online modalities may include synchronous online, and/or asynchronous online instruction.

Fall 2021 HyFlex Origins

The college’s venture into HyFlex learning started at the beginning of the fall 2021 term when two Music instructors, Ian Brekke and Liesl McPherrin, sought a way to reach students who were registered in their on-campus classes but could not make it to LPC. After a couple of meetings on the topic, Vice President of Academic Services Kristina Whalen approved the use of an Owl camera to be used in the classroom used to teach Ian’s and Liesl’s classes. Owls provide a constant 360-degree view of all participants in the classroom and focus the video camera on each speaker as they talk. Combined with Zoom, the Owl allowed students participating remotely to see what was happening in the classroom. College Technology Services Manager Stephen Gunderson, along with his staff, set up the Owl in the classroom.

By the middle of the semester, additional faculty members began inquiring about using Owls for HyFlex instruction. Because of the increasing demand, VP Whalen contacted Brian Beatty, an Associate Professor of Instructional Technologies in the Department of Equity, Leadership Studies and Instructional Technologies at San Francisco State—and a leading practitioner of HyFlex instruction in the country—about training LPC faculty. Dr. Beatty, who coined the term HyFlex and essentially created this type of learning, agreed to not only deliver an informational session at the fall Flex Day on October 28, but also to engage faculty in a training program consisting of five meetings over six weeks. The Flex Day session, titled Awareness Building Webinar: What is HyFlex?, was attended by 31 instructors.

Fall 2021 HyFlex Training

Faculty were monetarily incentivized to participate in training that would begin November 11. Twenty of them accepted the offer and were trained by Dr. Beatty in live Zoom sessions that focused on course design, content planning, engagement, assessment, and implementation. Each live session was recorded and posted into the training course in Canvas for viewing by those who could not attend on Zoom. The training course was also used to post resources and to have faculty engage in discussions about planning and designing their future HyFlex courses.

Since the five workshops did not cover the technology that would be in their classrooms, faculty trainees were invited to attend one of five hands-on sessions that were scheduled during the weeks of January 3 and 10. These sessions were held in room 1002, which was outfitted with two Owl cameras and allowed faculty to get used to the equipment prior to the start of the spring 2022 semester. They were shown how to access and control the Owls, annotate with a mobile device that is logged into Zoom, and utilize the document camera for remote students.

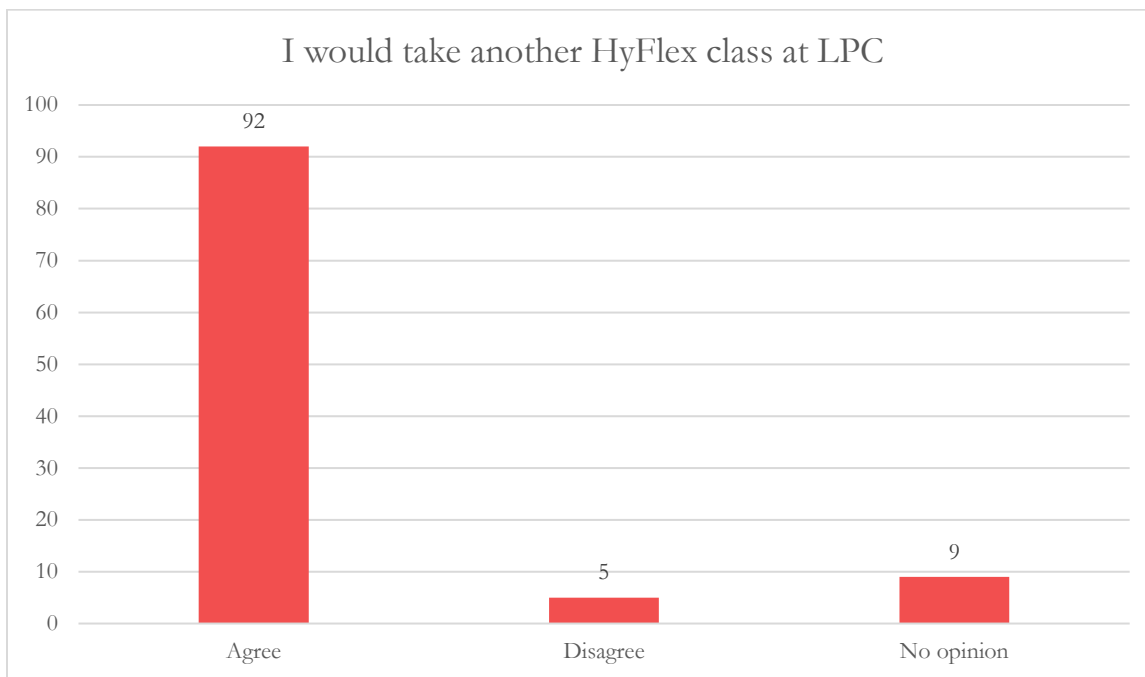
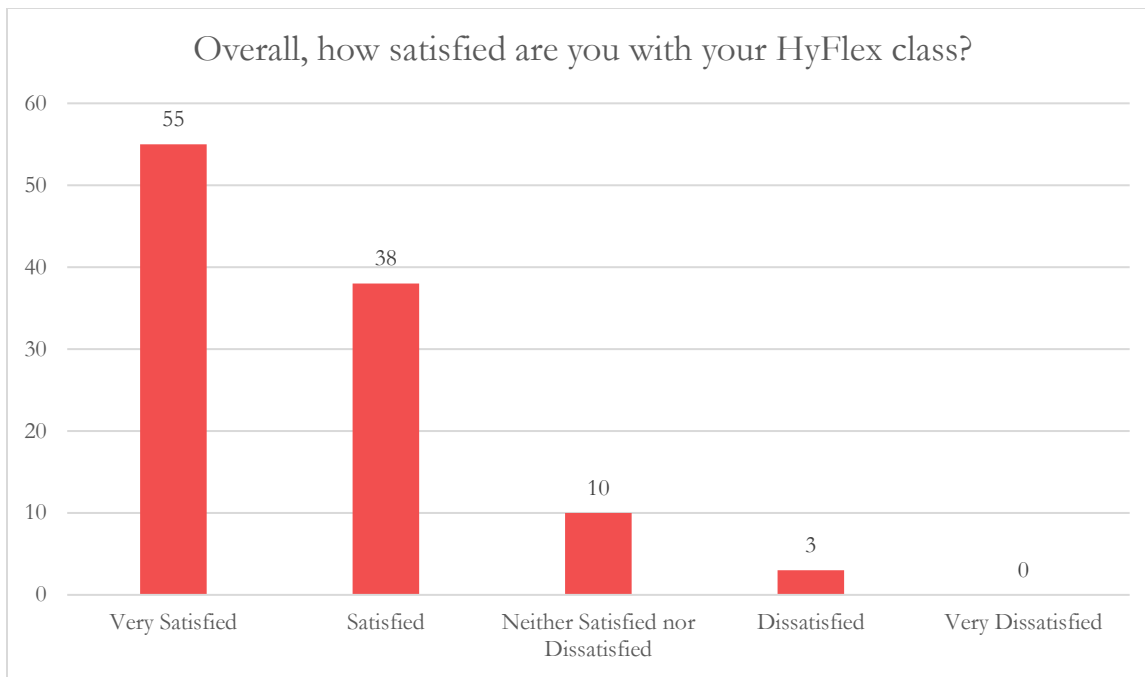
Also during fall 2021, web pages were created for students that explained HyFlex and listed courses, and class schedule notes that detailed students' participation choices based on the options made available to them by the instructors were standardized.

Spring 2022 HyFlex Classes

Sixteen of the 20 instructors trained in fall 2021 taught HyFlex classes in spring 2022. A total of 24 such classes were offered covering the disciplines of Business, Computer Science, Economics, English, French, History, Interior Design, Math, Music, Psychology, and Sociology. These classes, which could not offer the on-campus participation mode until the campus was opened to all students on February 7, enrolled 471 students. Since this was the first semester that LPC had officially offered HyFlex classes, those students were surveyed to measure the effectiveness of this new type of class.

"I really enjoyed having the option of deciding between attending the class in person or doing the work online. It is extremely helpful when something unexpected comes up. Overall, it's a great format that I would choose again."
--LPC HyFlex student

Of the 106 students who participated in the survey, 88% indicated that they were either satisfied or very satisfied with their HyFlex class. Additionally, 92% indicated that they would take another HyFlex class at LPC.



When asked to compare learning in HyFlex classes against learning in comparable on-campus, synchronous, and asynchronous classes, students indicated the following:

- 62% learned about the same, and 21% learned more in HyFlex than on campus.
- 56% learned about the same, and 38% learned more in HyFlex than synchronous online.
- 33% learned about the same, and 63% learned more in HyFlex than asynchronous online.

Complete student survey results are online at <https://tinyurl.com/d5cj8xbv>.

"I really gained a lot from the experience and will continue to try it and improve upon what I have learned. I appreciated the training I had last Fall. This semester was very difficult, as I was writing the course for use online while I was teaching it HyFlex. Worth the work, as I intend to keep teaching HyFlex in the future."
--LPC HyFlex instructor

Faculty who taught HyFlex classes in spring 2022 were also surveyed about their experiences. Ten instructors replied, and of them, the majority indicated that they were satisfied with various elements of teaching HyFlex for the first time. Eight of the 10 instructors indicated that they plan to continue teaching HyFlex in the future.

Complete survey results are online at <https://tinyurl.com/sk774ncv>.

The student and faculty survey results were shared with all HyFlex instructors during Zoom sessions on May 11 and 12. The sessions were designed for faculty to discuss their teaching experiences with one another.

Spring 2022 HyFlex Training

The second round of HyFlex training was offered to faculty in spring 2022. The same monetary incentives were also offered, and 39 instructors signed up to undergo training. This time, the training was conducted by Instructional Technology Coordinator Scott Vigallon, who participated in the fall 2021 training provided by Dr. Beatty. The training began April 14, but it was preceded by a spring Flex Day session March 8 titled HyFlex @ LPC facilitated by Scott that drew 70 participants and included an overview of HyFlex, an update on training, a look at the current classroom technology, and reflections by HyFlex instructors Irena Keller, Kristy Woods, and Bill Komanetsky.

Scott designed the spring training program to cover the same topics as Dr. Beatty's program, and he also incorporated a demonstration of the current classroom technology. However, he cut the number of weekly sessions to four and offered them in true HyFlex fashion by adding an on-campus option for participants. Additionally, he designed a new training course in Canvas for participants and also designed a HyFlex course template that faculty could use in lieu of creating their courses from scratch. The training ended in mid-May, and 33 instructors completed it.

Planning for Summer 2022 HyFlex Training

The same training that was offered in spring 2022 will be offered in summer 2022. Twenty-seven LPC faculty have signed up. The summer training was originally going to be district-wide as Vice Chancellor of Educational Services and Student Success Theresa Fleischer Rowland convened representatives from LPC, Chabot, and District ITS to plan the training. This Summer Professional Development Workgroup met twice in February and changed its focus to simply working with the Technology Departments at both colleges to ensure that the classroom technology is optimal for student learning.

The revised focus involved purchasing new equipment to replace the Owl cameras, then letting the LPC technology staff install the equipment into a classroom so faculty from both colleges can test it out and give feedback. The idea behind this plan was to create a classroom standard that can be used as a blueprint for future HyFlex classrooms at LPC and Chabot. It was hoped that an “open house” could be held in April or May, but because of supply chain issues, the equipment did not arrive in time. If the equipment arrives during the summer and can be installed in time, the workgroup hoped that the open house could be held at the fall Convocation Day in August.

“I’ve really enjoyed my HyFlex music composition class this semester. I honestly wouldn’t have taken the class if it was completely in person because it would have been too hard to make work with my current schedule. The flexibility of this type of course is amazing. I like the fact that I can take my time and be responsible for myself by making sure I get everything done on time, but I also really like the fact that I can join in on Zoom or in person because then I can still get help from the teacher without having to wait for email replies and all that.”

--LPC HyFlex student

Accreditation

LPC Distance Education Interaction Guidelines

Although LPC revised its Regular Effective Contact Guidelines in spring 2021, it didn’t take long before those guidelines, which define interaction in DE classes, needed to be revised again. That’s because the State Chancellor’s Office embarked on a process of changing Title 5 regulations on DE to align with regulations at the federal level that went into effect in July 2021. The federal regulations defined interaction between instructors and students but did not mandate interaction among students, a mandate that had been codified in Title 5 for years. Therefore, the language surrounding interaction is nearly identical, and in an effort to align with the federal regulations and still maintain interaction among students, the state included the following:

*Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students (**and among students if described in the course outline of record or distance education addendum**), 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.*

Because the state replaced the term “regular effective contact” with the federal term “regular and substantive interaction,” the college’s DE Committee renamed its guidelines to the LPC Distance Education Interaction Guidelines. It then revised the guidelines to include a section titled

Application of Regulations. This section separates each of the ways that interaction can be attained and lists practical strategies in which instructors can implement.

The LPC Distance Education Interaction Guidelines can be found at <https://tinyurl.com/2p8mmkv9>.

Board Policy on DE

The district's board policy on Distance Education was refreshed with an updated definition of DE and was revised to include Correspondence Education. Furthermore, the title of BP 4105 is now Distance and Correspondence Education. Here's the revised policy:

The District offers quality distance and correspondence education to its students.

Distance education uses technologies 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), either synchronously or asynchronously through the District approved Learning Management System (LMS).

Correspondence education allows students who are separated from the district, college, and instructor to correspond through provided instructional course materials by mail or electronic transmission, including examinations on the materials. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student.

For the accompanying administrative procedures, Vice Chancellor of Educational Services and Student Success Theresa Fleischer Rowland convened a meeting in March attended by VP Whalen and the DE coordinators at both colleges to review proposed updates to AP 4105 and make other updates. Several were made, including updating the language to reflect recent revisions in Title 5 regarding DE. The LPC DE Committee reviewed the changes to the administrative procedures, which eventually went through the shared governance process before being approved at the May 17 board meeting. The board policy is expected to be approved at the June 21 meeting.

Courses Reviewed by ACCJC

To prepare for the college's accreditation site visit this fall, the ACCJC's team requested access to online courses so they could review them for, mainly, regular and substantive interaction between the instructors and students. Academic Services presented Scott Vigallon with a list of 50 randomly selected asynchronous online courses taught in Fall 2021, and Scott inputted two ACCJC reviewers into these classes February 16. They had access until March 1.

Online Equity

At the March 11 District Technology Coordinating Committee (TCC), the colleges' use of the remote proctoring tool Proctorio was questioned based on reports that such tools disproportionately flag students with darker skin for inappropriate behavior. These tools use facial recognition and detection software that can potentially have difficulty recognizing darker faces, which can also lead to issues with identity verification prior to exams. LPC's DE Committee discussed the issue at length at its March 25 meeting and developed the following plan:

1. Make faculty aware of the issue by developing language that those who use Proctorio can share with students.
2. Create guidelines for Proctorio usage.
3. Ask Shawn Taylor, LPC's Director of Student Equity and Success, to review the language and guidelines.
4. Post the language and guidelines to the faculty Proctorio web page.
5. Direct faculty to the web page.

A workgroup consisting of faculty members Kali Rippel and Lyndale Garner, along with Scott Vigallon, agreed upon language to add to the faculty Proctorio page on the Online Learning web site. Several of the additions were culled from Contra Costa College's Guidance on Online Assessment and Proctoring Software. The additions were sent to Shawn Taylor, who reviewed and approved the additions, then suggested that one or two more links on the issue be posted. Two were posted. The updated faculty Proctorio page was posted, and faculty were emailed about it April 19.

Web Accessibility

At its meeting October 8, the District TCC approved as a goal for this year developing a board policy and administrative procedures on web accessibility. To begin, a workgroup was formed consisting of nine members, including three from LPC: Instructional Technology Specialist Wanda Butterly, Webmaster Tim Druley, and DSPS Director Christopher Crone. The workgroup used the state's suggested language as a starting point, then proceeded to make revisions. Ultimately, it presented BP 3725 Information and Communication Technology Accessibility and Acceptable Use and AP 3725 Information and Communication Technology Accessibility and Acceptable Use to the TCC for review and approval. Eventually, both were brought to the Board of Trustees for a first reading on May 17, where AP 3725 was approved. The board policy is expected to be approved at the June 21 meeting.

In an effort to increase accessibility for students with disabilities in Canvas, LPC installed a new accessibility checker, Pope Tech, into the Canvas Rich Content Editor on August 6, just prior to the start of fall classes. Pope Tech allows instructors to run a report on a page, tells them if any content needs to be fixed, then guides them in the remediation process. However, Pope Tech does not

check external content, such as Word documents, PDFs, PowerPoints, web sites outside of Canvas, and videos. It is a free tool funded by the CCC Accessibility Center.

Faculty training on how to use Pope Tech was conducted August 12 and 26. Pope Tech training was also added to the Teaching and Learning Center's workshop schedule for both the fall and spring semesters, and it was conducted at both Flex Days. In fact, at the Fall Flex Day, the DE Committee led a session in which participants were shown how to use Pope Tech to check their courses themselves. At the session, after Wanda demonstrated Pope Tech, participants were put into Zoom breakout rooms with Wanda or a committee member supporting them while they checked and remediated their content.

Other web accessibility developments:

- All Canvas links were updated with a slightly darker shade of blue in order to pass Pope Tech checks.
- Canvas introduced an addition to its accessibility checker in the Rich Content Editor that allows notifications about accessibility issues.
- Title 5 language on DE was updated to include web accessibility requirements.

Online Course Quality

MOU for Pivoted Courses

As mentioned previously, because registration data for spring 2022 classes showed that students were opting to enroll in online classes over on-campus classes, 105 on-campus classes were changed to online classes in December. In order to ensure the quality of these courses, the district and Faculty Association negotiated a memorandum of understanding titled Addendum to Provisions Related to COVID-19 for Spring 2022. Among the items was section B: Conversion of Face-to-Face Sections to Online/Remote Delivery. This section stated:

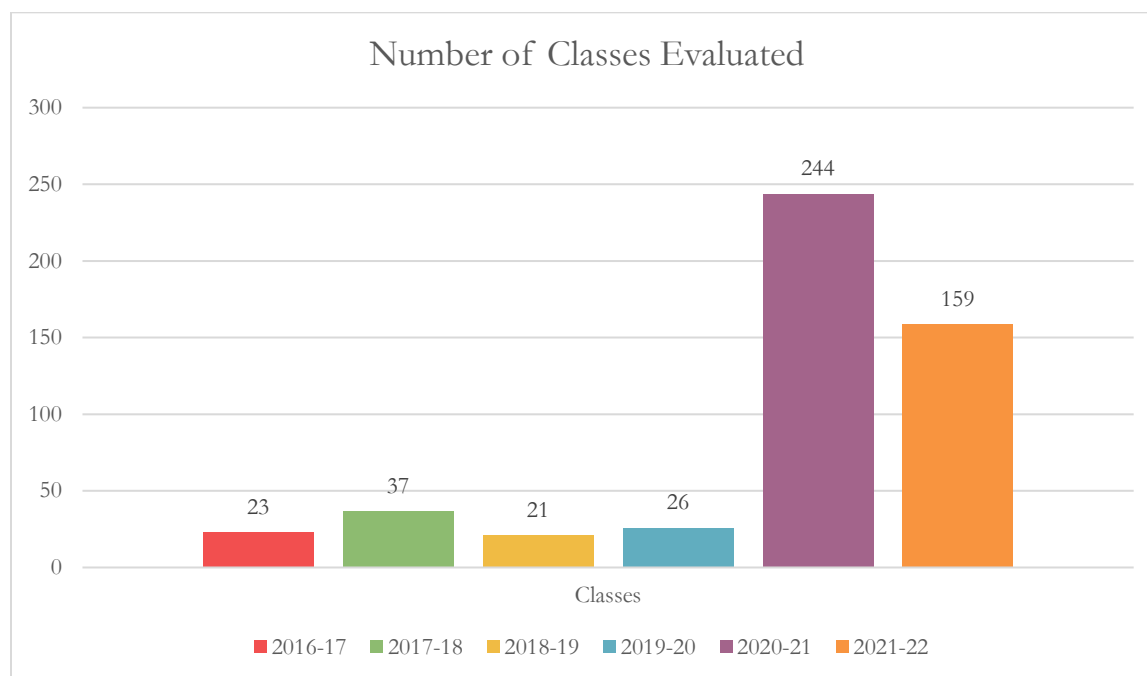
Instructors not initially scheduled to teach online in Spring 2022, but who are subsequently assigned an online course—excepting those who taught online prior to Spring 2020 or have taught a CVC OEI aligned class, or completed training in the summer 2020 online training, or attained the @ONE online teaching certification—must engage the COOL/DE review process prior to the first day of instruction for their particular assignment(s). At LPC, engagement with the review process will mean either starting work on the Online Course Development Program (OCDP) by the first day of classes, with the goal of completing it during the spring semester, or, if the OCDP is not completed, completing a DE course review before the end of the Spring term.

After reviewing the affected instructors, 12 fit the criteria. Of those, eight had their courses reviewed, and four chose to complete the OCDP.

Online Evaluations

The previous academic year, the district and Faculty Association agreed to change the way students were surveyed as part of the official online instructor evaluation process. The intent of the change was to streamline the survey process in hopes of producing a higher rate of return. So for the second straight year, EvaluationKit by Watermark (the tool's name recently changed to Course Evaluations by Watermark) was used to administer the online surveys.

For both the fall 2021 and spring 2022 terms, multiple rounds of surveys were conducted, in addition to a handful of surveys outside of the rounds. In the fall, surveys for 121 LPC classes were launched, and in the spring, that number was 39. Since the response rate cannot be separated in the tool between LPC and Chabot, only the total response rate for both colleges can be obtained. That rate was 50%.



California Virtual Campus-Online Education Initiative

LPC continued its membership in the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium that it joined in 2018. The centerpiece of the CVC-OEI is the CVC Exchange, which allows students at any California Community College to enroll in online courses offered at other, eligible colleges without submitting a separate application. The idea is to ensure that all students have access to courses in order to complete their educational goals.

LPC is a Home college in the CVC Exchange, but it will need to become a Teaching college before its students—and other colleges' students—can take full advantage of the exchange. Home colleges receive completions for degrees and certificates that are earned by their students taking classes elsewhere. Teaching colleges teach the courses in which outside students enroll and receive the FTES. In order to become a Teaching college, colleges or districts have to integrate its Student Information System into the exchange so students can see live seat counts for available courses. That integration has not yet occurred.

As of mid-May, 69 CCCs were Home colleges, 49 had completed the integration for live seat counts, and 16 were Teaching colleges. According to CVC-OEI data, 1,406 students statewide successfully cross-enrolled into courses at a Teaching college from October 2020-April 2022. During that same timeframe, 11,051 students sought to enroll in courses but were redirected to CCCApply to apply to another college because either their college was not a Home college or the other college was not a Teaching college.

For 2021-22, six LPC students enrolled in a total of 11 classes at other colleges.

Peer Online Course Review

LPC continued its efforts to offer quality asynchronous online courses through its Peer Online Course Review (POCR) program. Established in 2019, POCR allows a group of trained faculty members to review voluntarily submitted online courses against the standards of the CVC-OEI Course Design Rubric, then gives instructors feedback in order to make sure that the courses are aligned with the rubric. Instructors then work with the Instructional Technology Coordinator to ensure alignment and work with the Instructional Technology Specialist to ensure that their courses are accessible to students with disabilities. Once completed, these courses are then submitted to the CVC-OEI Course Design Academy for final approval. LPC has 23 courses approved by the CVC-OEI, two of which were approved during 2021-22.

In an attempt to get more courses approved, the CVC-OEI is moving towards an "independent course alignment" program that allows an instructor who has a CVC-OEI-aligned course to share that course with another instructor who has at least one course aligned. Also, if an instructor has a CVC-OEI-aligned course at one college, and that same instructor is teaching that same course at another college he or she will have it automatically aligned. The CVC-OEI is also hoping that colleges are able to earn "Fully Certified" POCR status, which will allow the CVC-OEI to only sporadically review courses that are approved at the local level or not have to approve them at all. Colleges earn Fully Certified status by the quality of their reviews.

Online Learning Tools

Over the past year, LPC utilized many tools for online learning aside from Canvas, with the key tools listed below.

- Ally: used for making content accessible to students with disabilities
- Canvas Studio: used for video creation and captioning
- Cranium Café: used for online counseling
- Hypothesis: used for social annotations
- NetTutor: used for online tutoring
- Proctorio: used for online proctoring
- Pronto: used for communication and engagement
- Turnitin: used for combatting plagiarism
- Zoom: used for synchronous learning and online office hours

"I am actually having a fantastic time being able to balance work and school on my own schedule. At times, it's very stressful due to the amount of work, but the ability to do my work whenever I am able to is worth it."
-- LPC online student

While the CVC-OEI paid for Canvas, Canvas Studio, and Zoom, the CLPCCD had to pay for the rest. To ease some of the financial burden, the Foundation for California Community Colleges offered discounted pricing to colleges and districts for most of the tools through its Systemwide Technology Access Collaborative (STAC) program. The CLPCCD took advantage of this program to purchase Ally, NetTutor, Proctorio, and Pronto. It paid separately for Cranium Café, Hypothesis, and the specific Turnitin product used (Turnitin Feedback Studio) because they were not part of STAC.

In March, the STAC order form for 2022-23 was released and again included Ally, NetTutor, and Pronto. However, it did not include Proctorio, but that tool was offered within a new program called Systemwide Technology Access Resource Tools for Education (STARTE). The LPC DE Committee recommended that the district pay for the above four tools, along with Cranium Café, Hypothesis, and Turnitin Feedback Studio. Once paid, the license for these tools is active from July 1, 2022, until June 30, 2023.

Canvas

For the past five years, LPC has used Canvas as its Learning Management System. Each of those years, Canvas has evolved in an attempt to meet the needs of students, faculty, and institutions. The 2021-22 academic year was no different.

In August, Canvas updated its New Analytics tool to include a feature that allows instructors to view student attendance. This is important because according to federal DE regulations, faculty are required to report the last day of attendance for students who have withdrawn from a class or who

never attended. The intent is to protect institutions from students who are receiving financial aid assistance but who are not participating in class. The New Analytics tool allows institutions to determine how attendance is counted in Canvas. It is not enough to evaluate a student's attendance based solely on the number and frequency of logins or through course statistics in Canvas. The student has to be academically engaged, which means completing course activities, such as assignments, assessments, discussion board posts, etc. Therefore, in September 2021, the LPC DE Committee decided that it wanted to set those activities as the ones that would define attendance in Canvas to align with federal regulations. Since LPC and Chabot share the Canvas system, Chabot was consulted about this issue, and in October, agreed with LPC. New Analytics was implemented prior to the spring semester.

Among the plethora of other tools and features introduced in Canvas, two stand out. The first is the Webcam Submission feature that allows students to take a picture of an object with their webcam and submit it as an assignment submission. This eliminates the need to take a picture with a phone, transfer it to a computer, then upload to Canvas. The other is the updated Insights Report feature in Canvas Studio. This allows instructors more advanced data on how students interact with videos in Canvas, including seeing which students have watched videos and how much of those videos they watched.

One tool that was supposed to be implemented by Canvas at the end of spring 2022—and would have had major implications for faculty and students—was the New Quizzes tool. However, Canvas, after receiving almost universally negative feedback, postponed the mandatory implementation of the tool for two years. New Quizzes, a completely new quizzing tool, was supposed to replace the current Classic Quizzes tool, but despite having some nice new features, did not have all of the same features in Classic Quizzes, which was very concerning to instructors nationwide. In December, after LPC had offered training in New Quizzes in the fall, Canvas decided to push back making New Quizzes the default quiz tool until Summer 2024. Because of this, the DE Committee decided to wait until January 2023 to revise its timeline for implementation and faculty training.

Canvas Processes

In a continual effort to make processes easier for students, one such process was enhanced, while another was introduced.

1. In March, District ITS Senior Programmer Analyst Stacey Followill streamlined the ability of students to change their first names through Admissions and Records and have those names be shown in Canvas in an expedited manner. This allows Canvas to more quickly show a student's preferred first name instead of their legal name.
2. Because of a lengthy Canvas outage late in the fall, a need arose to quickly contact all students to notify them of the outage. The solution is to use the college's new Ocelot text messaging system to reach the students. Because Ocelot is administered through, and used

by, Student Services, the President's Office will be contacted in the event of another lengthy outage, and a representative from that office will contact students via Ocelot. This would be done in addition to other steps to notify students, including posts on the LPC web site and social media accounts and immediately informing faculty so they, too, can notify their students.

Other Noteworthy Canvas Items

The following items are also worth mentioning:

- In December, LPC Librarian Kali Rippel approached the DE Committee about adding a library app into Canvas and have it automatically appear in the course menu of every class. The app from Springshare would associate subject-specific library guides with courses in Canvas. The committee decided to pilot the app in the spring semester, then prior to fall 2022, it will evaluate whether to keep it there or allow instructors to enable the link themselves.
- Students were able to access the LPC Tutorial Center directly through Canvas at the beginning of spring 2022 after an app was installed and made available in every class. The app, shown to students in the course menu as LPC Tutoring/RAW, connects students to Penji, which allows them to schedule a tutor. Tutoring is available for many subjects, including Math and Reading and Writing (RAW).

Online Student Services

In another year in which support for students was as critical as ever, LPC stepped up to the challenge for its online students. The college continued to support students in the areas of online tutoring, online counseling, online proctoring, and online readiness. LPC also continued to offer students its Student Support Hub inside Canvas.

Online Tutoring

LPC students can receive online tutoring through the college's Tutorial Center or via NetTutor, which is a 24x7 online tutoring service. Both are available in every Canvas course, but the main difference is that if students want tutoring for Math or Writing—the two most popular subjects for tutoring—during the fall and spring semesters, they have to access the Tutorial Center's tutors online. NetTutor is available for most other subjects, though it is available for

*"The LPC Tutoring experience has been a phenomenal help when it came to time-consuming courses. It also helped me learn things more clearly and the environment there is positive."
--LPC online student*

Math during the summer depending on funding for Math online tutors in the Tutorial Center. For example, during 2021-22, the Tutorial Center was able to provide online tutoring for Math, but in 2022-23, it will not.

Over the past academic year, 251 students used the Tutorial Center’s online tutors, covering 1,370 hours. During that same time, 72 students used NetTutor, covering 275 hours.

Both sets of students were surveyed on their experiences. The Tutorial Center survey was completed by 67 students, and the NetTutor survey was completed by 15 students. Here are the results:

	Tutorial Center	NetTutor
The tutor suggested techniques that helped me learn the material.	73%	59%
The tutoring I received effectively improved my grade on this assignment or in my class.	67%	53%
I was pleased with the overall effectiveness of my Tutorial Center or NetTutor experience.	80%	53%
I would definitely use the Tutorial Center or NetTutor again.	85%	60%

Online Counseling

The LPC Counseling Office has robust counseling services available to DE students, including virtual drop-in and appointments available through Cranium Café, phone appointments, and email. Cranium Café is a real-time, online student contact platform in which all counseling related services are available. Available counseling services include career exploration, the development of Student Education Plans using Degree Works (an online degree audit and planning tool), probation/dismissal counseling, transcript evaluations, degree progress checks, transfer counseling, forms and procedures review, document sharing, and review and access to campus resources. Other areas within Student Services that utilized Cranium Café are Financial Aid, EOPS/CalWORKS, the Disability Resource Center, Transfer Center, UMOJA, Puente, and the Veterans First program. The Middle College did, as well.

In Fall 2021, 3,160 students used Cranium Café (2,825 used the drop-in service, 850 made appointments). In Spring 2022, 2,218 students used Cranium Café (2,033 drop-ins, 373 appointments).

Virtual counseling contacts are scheduled and tracked through the SARs scheduling system, where the resulting notes are tracked, too. Phone appointments may be scheduled in SARs, and counseling related email exchanges with students are tracked in SARs Drop-In with the email content saved in

the student's SARs Notes. Counseling related forms may be submitted through the counseling office email account and are forwarded to counselors or the required parties for processing.

Quest for Online Success

The Quest for Online Success course, which helps prepare new and experienced students for online learning, is an optional service provided to those interested. In 2021-22, 2,490 students self-enrolled into the course, with 1,452 completing at least one of the course's eight quizzes, and 359 completing all of the quizzes. For the Quest course as a whole, 78% of 272 survey respondents indicated that they felt either mostly prepared or very prepared to successfully complete an online course after finishing Quest.

Proctorio

Instructors who choose to use the online proctoring service Proctorio have many optional features at their disposal to implement during exams, including recording students and the room in which they are located, recording students' web browsing, locking down students' web browsers, and disabling copying, pasting, and printing. In December 2021, 33% of 389 students indicated on the annual DE Student Satisfaction survey that they had used Proctorio and were either satisfied or very satisfied with it. Another 22% indicated that they used the tool and were not satisfied with it. The remaining 45% had either never heard of Proctorio or never used it.

Online Learning Orientations

At the beginning of each semester, LPC offers an on-campus and a virtual orientation to students who want to learn how to become successful online learners. During the past academic year, all orientations were held virtually. A total of 96 students attended. Once completed, students are asked to fill out a short survey that, among other things, measures the following outcome: *After completing an online learning orientation, students will indicate that they are prepared to successfully complete an online course.*

Of the 13 students who completed the survey, 62% indicated that they were either mostly prepared or very prepared to successfully complete an online course.

Student Support Hub

The Student Support Hub within Canvas is intended to give students one-click access to the following services: Technology Help, Tutoring, Library, Admissions & Records, Financial Aid, Counseling, Life Resources, Disability Resources, EOPS/CARE & CalWORKs, Veterans, Career Coach, Academic & Career Pathways, Handshake (a job and internships site), and Health & Wellness. Included within Health and Wellness is the Wellness Central course created by the CVC-OEI. Wellness Central, a free resource for California Community College students, provides guidance to students and connects them to local services.

During the 2021-22 year, the hub had 23,152 page views. On the DE Student Satisfaction survey, 24% of respondents indicated that they had used the Student Support Hub and were either satisfied or very satisfied with it. The majority, 66%, indicated that they had heard of the hub but never used it.

Distance Ed and LMS Statistics

Below are the DE statistics since the inception of distance learning at LPC. Obviously, the data was inflated the past two academic years because of the pandemic. The difference between the past two years is reflected not just by the enrollment drop, but also by the fact that in 2020-21, 83% of all classes were offered as DE, while in 2021-22, that figure decreased to 63% as more classes returned to campus.

Distance Education statistics (1999-00 through 2021-22)

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Total sections	44	95	110	135	123	134	132	163	171	214	242	233
Total disciplines	12	13	14	17	15	20	26	25	26	29	30	31
Enrollment	1,746	2,196	2,571	3,405	3,369	4,366	4,744	4,991	5,669	6,795	7,851	7,119
WSCH	5,291	5,580	7,236	9,816	10,931	13,288	14,732	16,202	18,253	25,539	25,991	23,606
FTES	172.2	182.1	240.9	328.6	362.4	437.4	483.4	532.2	602.3	840.7	853.1	774.4
Online sections	8	65	89	124	123	134	132	163	157	176	205	198
Hybrid sections	0	0	0	0	0	0	0	0	14	38	37	35
HyFlex sections	0	0	0	0	0	0	0	0	0	0	0	0
Telecourse sec	34	30	21	12	0	0	0	0	0	0	0	0
Videoconf. sections	2	0	0	1	0	0	0	0	0	0	0	0

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Total sections	219	229	246	265	300	329	373	351	409	2047	1562
Total disciplines	30	30	30	30	29	30	29	30	32	57	58
Enrollment	6,914	7,080	7,288	8,210	8,747	10,227	11,265	11,864	12,796	46,184	33,194
WSCH	24,309	24,224	25,713	27,945	28,992	34,210	36,114	38,611	41,936	177,294	120,130
FTES	795.1	790.1	836.1	911.2	945.3	1,110	1,175	1261.7	1,362	5,751	3,934
Online sections	188	188	198	224	256	288	341	322	374	2,036	1,514
Hybrid sections	31	41	48	41	44	41	32	29	40	11	24
HyFlex sections	0	0	0	0	0	0	0	0	0	0	24
Telecourse sec	0	0	0	0	0	0	0	0	0	0	0
Videoconf. sec	0	0	0	0	0	0	0	0	0	0	0

Below are the Learning Management System (LMS) statistics. The major differences between the past two academic years are the lower enrollment figures, which, again, were caused by lower enrollment at the college overall and the decreased amount of number of online course sections.

*Learning Management System usage statistics (2003-04 through 2021-22)**

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Total sections	168	307	383	559	706	1055	1195	1115	1081	1091
Enrlmt for total sections	4,426	8,618	11,361	16,094	18,958	26,143	32,295	31,553	31,838	32,225
Online course sections	116	134	132	163	157	176	205	198	188	188
Enrlmt for online course sections	3,338	4,366	4,744	4,991	5,338	6,053	7,105	6,485	6,233	6,335
Hybrid course sections (DE)	0	0	0	0	14	38	37	35	31	41
Enrlmt for hybrid sections (DE)	0	0	0	0	331	742	746	634	681	745
HyFlex course sections (DE)	0	0	0	0	0	0	0	0	0	0
Enrlmt for HyFlex sections (DE)	0	0	0	0	0	0	0	0	0	0
Hybrid course sections (non-DE)**	0	0	0	8	9	14	17	32	25	24
Enrlmt for hybrid sections (non-DE)	0	0	0	158	158	323	486	875	680	677
Web-enhanced sections	52	173	251	388	526	827	930	853	837	838
Enrlmt for web-enhanced sections	1,088	4,252	6,617	10,945	13,131	19,025	23,958	23,559	24,244	24,468

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Total sections	1216	1247	1347	1,487	1,579	1,644	1,969	2,402	2,404
Enrlmt for total sections	34,942	35,912	38,730	41,794	41,230	43,609	47,593	48,454	42,013
Online course sections	198	224	256	288	341	322	374	2,036	1,514
Enrlmt for online course sections	6,475	7,316	7,903	10,227	10,483	11,197	12,110	46,016	32,417
Hybrid course sections (DE)	48	41	44	41	32	29	40	11	24
Enrlmt for hybrid sections (DE)	813	894	904	955	782	667	686	228	306
HyFlex course sections (DE)	0	0	0	0	0	0	0	0	24
Enrlmt for HyFlex sections (DE)	0	0	0	0	0	0	0	0	471
Web-enhanced sections	939	950	1,014	1,107	1,183	1,242	1,506	307	641
Enrlmt for web-enhanced sections	26,931	26,879	29,102	30,352	28,609	30,748	33,848	1,330	6,106

*The CLPCCD began using Blackboard in summer 2003 and Canvas in spring 2017. Statistics for 2017-18 include both Blackboard and Canvas.

**Hybrids that do not meet for 51 percent or more at a distance are not reported as DE classes.

Distance Education Satisfaction

Student Satisfaction

Three hundred eighty-nine students completed the annual DE Student Satisfaction Survey in fall 2021, and overall, the results were very positive. This can probably be explained by the fact that many instructors have been trained to teach online, and they feel more comfortable doing it. Or, it can possibly be said that many students who prefer on-campus learning decided not to enroll in online classes. Whatever the reason, the satisfaction rates were comparable to the rates prior to the beginning of the pandemic.

When asked to rate their level of satisfaction with different components of online learning, 72% were mostly satisfied or very satisfied with the DE program as a whole (compared to 52% last year), 77% were mostly satisfied or very satisfied with the overall course quality (compared to 58% last year), and 75% were mostly satisfied or very satisfied with overall course satisfaction (compared to 56% last year).

When asked if they would take another DE course from LPC, 85% percent indicated that they would (67% last year). Students also indicated (53%) that they learned about the same in their DE classes than they would have in a similar on-campus class (40% last year). Interestingly, 27% said they learned more in their DE classes (12% last year), and 21% said they learned less (47% last year).

When asked which, if any, degrees or certificates they would like to see offered online, students listed a wide variety of these programs. Also, 85% of students indicated that if they had the opportunity to take an online course at another California Community College because the course they need to take at LPC is either full or not offered, they would be interested in taking that course (76% last year).

"I honestly enjoy distance education at LPC and I find myself learning more than I believe I would if I were on campus. I also can go at my own speed, and it works better with my schedule as well."
-- LPC online student

"Distance education honestly helped me so much to advance on my career. I have never been so close to finishing my classes. I don't have the stress to fight with traffic and get home late from attending classes in person. Now I have more time to learn and enjoy taking these classes online. This has been a blessing in disguise." – LPC online student

Complete DE Student Satisfaction Survey results can be found at <https://bit.ly/2RMesk1>.

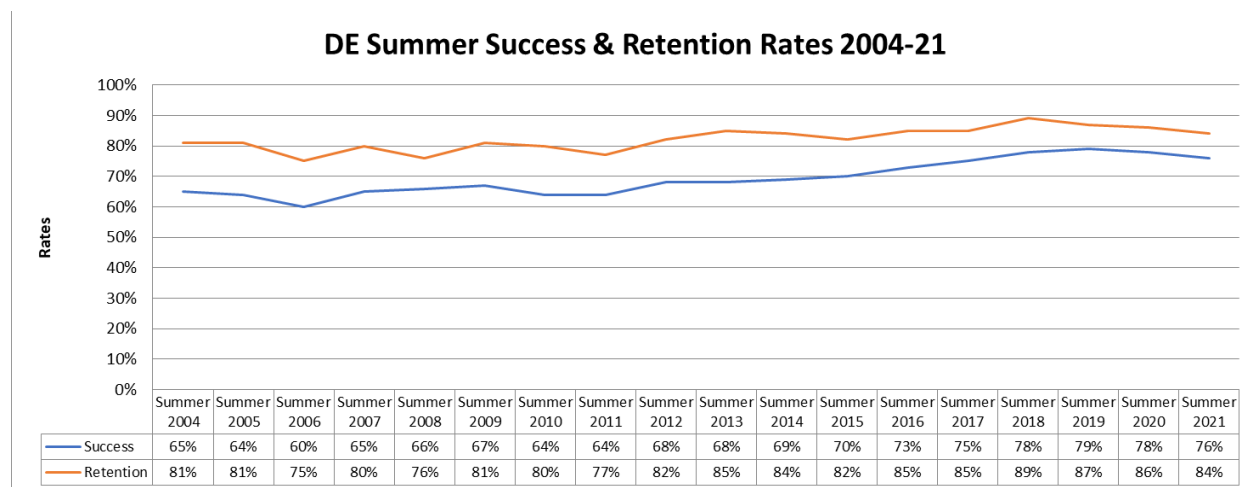
Success and Retention Rates

Overall DE Rates

Success and retention rates of DE students were mixed when compared against past LPC results. Success rates are defined as the percentage of students receiving a passing grade (A, B, C, CR, or P) relative to all students receiving a grade. Retention rates are the percentage of students receiving any grade other than a W (Withdrawal) relative to all students receiving a grade.

The summer 2021 success rate of 76% was two percentage points lower than summer 2020 and three percentage points off the LPC all-time high of 79% in Summer 2019. Prior to summer 2020, LPC offered no synchronous or combination synchronous-asynchronous courses. The summer 2021 retention rate of 84% was also two points lower than summer 2020 and was four points lower than the LPC high of 89% in Summer 2018.

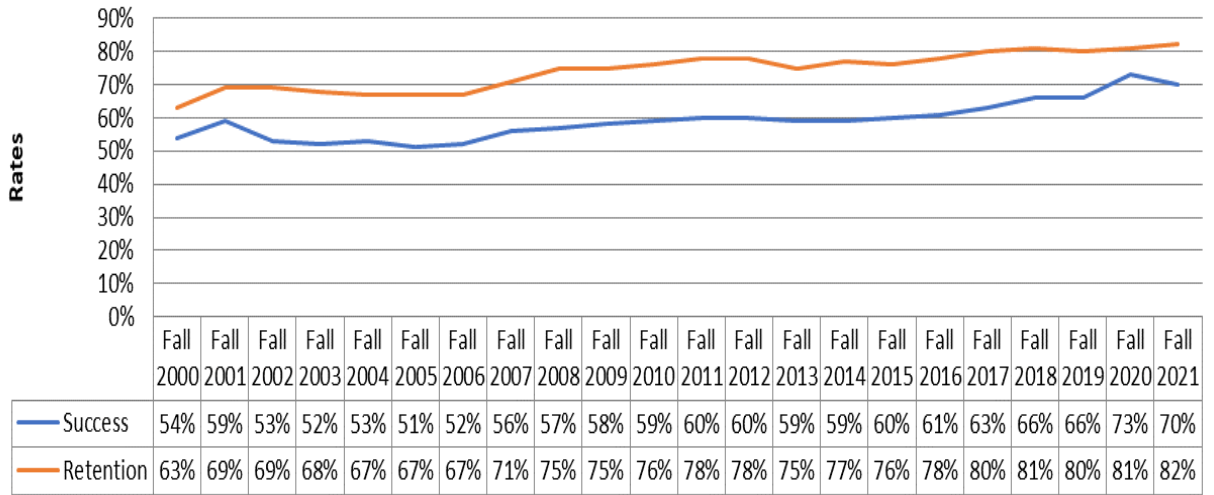
Breaking summer 2021 down by modality, combination synchronous-asynchronous courses had a success rate of 79%, followed by synchronous at 77% and asynchronous at 76%. Combination synchronous-asynchronous courses also had the highest retention rate at 88%, followed by synchronous at 85% and asynchronous at 83%.



DE rates for Fall 2021 were positive as evidenced by the retention rate of 82%, which was the highest ever for a fall semester at LPC. The previous high was 81%, achieved in both fall 2020 and fall 2018. The success rate of 70% for fall 2021 was the second highest ever for a fall semester, trailing only the 73% mark set the previous year.

Breaking fall 2021 DE courses down by modality, asynchronous courses had a success rate of 71%, followed by synchronous at 68%, and combination synchronous-asynchronous at 67%. Asynchronous courses also had the highest retention rate at 83%, followed by synchronous at 81%, and combination synchronous-asynchronous at 79%.

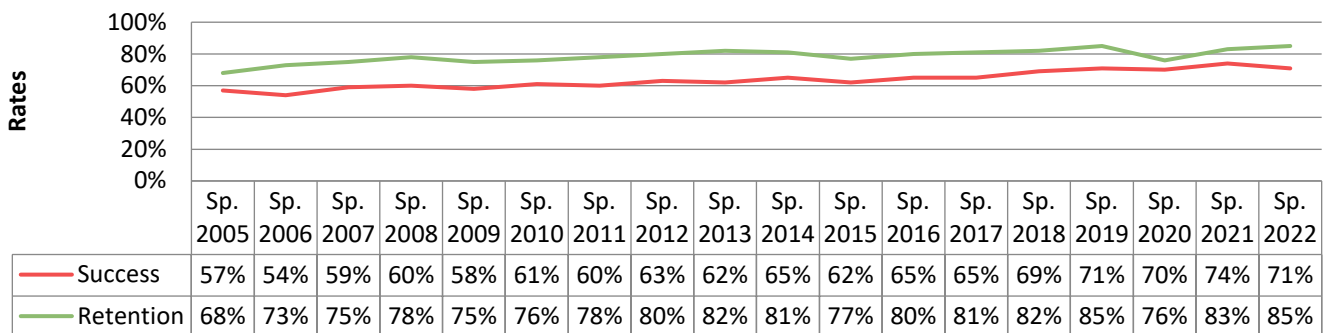
DE Fall Success & Retention Rates 2000-21



In spring 2022, the success rate was 71%, a three-percentage point drop from the previous spring. However, the retention rate of 85% equaled the highest ever for either a fall or spring semester at LPC, previously set in spring 2019.

Here are the success rates by modality: asynchronous 72%, synchronous 65%, combination synchronous-asynchronous 67%, HyFlex 77%. HyFlex courses had the highest retention rate at 88%, followed by asynchronous at 86%, combination synchronous-asynchronous at 81%, and synchronous at 80%.

DE Spring Success & Retention Rates 2005-22



The two tables below show the rates for the past two academic years (figures are rounded up). LPC rates were provided by the college’s Office of Institutional Research, while the state results come from the California Community Colleges Chancellor’s Office Data Mart.

	Summer 2021		Fall 2021		Spring 2022	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	76%	78%	70%	75%	71%	79%
State Success	76%	87%	69%	76%	71%	76%
LPC Retention	84%	89%	82%	85%	85%	90%
State Retention	89%	95%	86%	90%	86%	88%

	Summer 2020		Fall 2020		Spring 2021	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	78%	NA	73%	85%	74%	76%
State Success	81%	83%	73%	75%	73%	81%
LPC Retention	86%	NA	81%	88%	83%	84%
State Retention	91%	92%	88%	89%	88%	93%

Pandemic notes for LPC:

- 71% of sections were DE during summer 2021.
- 73% of sections were DE during fall 2021.
- 51% of sections were DE during spring 2022.
- 100% of sections were DE during summer 2020.
- 98% of sections were DE during fall 2020.
- 73% of sections were DE during spring 2021.

DE success and retention rates dating to spring 2022 can be found at <http://bit.ly/de-rates>.

2021-22 DE Goals Review

One of the DE Committee's goals for this past year was to offer additional Pronto training. Pronto is an all-in-one communications platform that allows students and instructors to interact with one another directly within a Canvas course or within its mobile app. It has the potential to turn classes that use Canvas into real communities of learning with its engagement and interaction features. It also has the potential to unify students in HyFlex classes that are learning via different participation modes. For those reasons, LPC offered Pronto-led workshops prior to, and after start of, fall 2021, three TLC workshops in fall 2021, one Pronto-led workshop prior to spring 2022, two TLC workshops in spring 2022, one workshop at each Flex Day, and six more workshops throughout spring 2022 conducted by Pronto. These workshops drew 141 participants.

English instructor Michelle Gonzales, who uses Pronto extensively in her classes, graciously agreed to become a faculty “champion” for Pronto. Michelle conducted two workshops, one prior to the spring semester and one at the spring Flex Day.

Usage data supplied by Pronto revealed that there were 3,684 messages sent within Canvas during spring 2022. That total does not include messages sent via the Pronto app for mobile devices. Such data was not available, nor was data for fall 2021.

Other committee goals accomplished during the year:

- Participate in, and contribute to, training of faculty in the HyFlex method of teaching.
- Develop a process to periodically review existing DE courses to ensure adherence to ADA requirements.
- Prepare for the rollout of New Quizzes.
- Update the LPC DE Interaction Guidelines.
- Implement the New Analytics Attendance feature.
- Integrate LPC Tutorial Center online tutoring into Canvas.
- Offer input to the District on third-party tools to enhance online learning.

The final goal, Increase the number of courses aligned with the OEI Course Design Rubric, did not see the desired results as only two courses were aligned during 2021-22. The previous year had five.

Worth Noting

Other DE achievements during the 2021-22 academic year included:

- Stockton resident Arica Steedley was selected as the 2022 Online Student of the Year scholarship winner. Arica, who studied Cybersecurity Network Administration, is a veteran of the United States Army, where she served as an Information Technology Specialist and plans to pursue a career in Computer Science. While at LPC, this mother of two participated in the Student Veterans Organization. She began taking classes at LPC in summer 2020, and all of her classes were online. She maintained a 3.79 grade point average.
- Instructional Technology Specialist Wanda Butterly had her position upgraded from part-time to full-time beginning January 24.
- Wanda was honored as a 2020-21 Chancellor’s Award recipient.
- Longtime Astronomy and Physics instructor Eric Harpell retired. Eric was a pioneer in online learning at LPC and taught numerous classes online over the years. His first online class, Astronomy 10, Introduction to Astronomy, launched in spring 1999.

- The DE Committee reviewed 15 courses as part of its review process that attempts to help first-time DE instructors design courses that meet baseline standards, such as those for legal and accreditation requirements.
- The Canvas page on the Online Learning web site received the fifth-most page views (51,366) on the entire LPC web site, trailing only the LPC home page, the Admissions & Records home page, the Financial Aid page for CLASS-Web, and the Class Schedule page.

Conclusion

The next academic year, 2021-22, figures to be another eventful one as DE classes remain popular with students for several reasons, including that many are getting used to them, they like the flexibility DE offers, they don't want to commute and pay high gas prices, and they don't want to be vaccinated. Whether DE enrollments rise or fall, whether LPC begins participation in the CVC Course Exchange, or whether it significantly increases the number of classes in the new HyFlex learning modality, the college will continue to work to meet the needs of its DE students and support its DE instructors.

And finally, since delivering Distance Education to thousands of students—particularly during a pandemic—is a collective effort, special thanks go to each of the LPC faculty members, classified professionals, administrators, and District ITS workers who make it happen every year.

Thank you for your time.



Scott Vigallon
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