To be revised for 2028-2031

Glendale Community College
Distance Education Program
Strategic 3-Year Plan

2025-2028

Approved by the Committee on Distance Education on ~~5/24/2022~~

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GCC Distance Education 3-Year Strategic Plan

Introduction

New Modalities and Increased Participation

Glendale Community College has emerged from four years of pandemic and pandemic-related responses to offer our students an array of instructional modalities on campus and through a new variety of Distance Education formats. Students now have choices that include “In-Person,” “100% Online Asynchronous,” “Remote Synchronous,” “Hybrid” [in three mixtures: In-Person + Online Asynchronous, In-Person + Remote Synchronous, Remote Synchronous + Online Asynchronous], “Hyflex,” and “Proctored Online Courses”. In the Academic Year 2023-2024, 85.5% of Glendale’s students chose to enroll in at least one Distance Education course to complete their educational goals.

Our students’ increased flexibility in scheduling has afforded many - who might formerly have been challenged to find the time and transportation to come to campus for scheduled meetings - the opportunity to learn in ways that fit their busy lives. GCC’s Administration, Faculty, Guild, and Senate have recognized the benefits that this flexibility allows our Credit and Noncredit students, and the District strives to schedule classes to meet students’ expressed needs, Students are surveyed each year by the Distance Education team and by the College to identify specific needs and preferences of instructional modality.

Eight-hundred-thirty-six (836) full- and part-time instructors at Glendale Community College have now completed the Academic Senate’s required training (Title 5 and AR 4105) to become certified to teach Online at GCC. Newly hired faculty who have not completed the training (@ONE’s Introduction to Online Teaching & Learning or its equivalent) may submit an “Intent to Certify” form and have one primary semester plus one short session to complete their certification. During that period, their names are placed provisionally on the GCC DE Certified Faculty List and they may be named in the Schedule of Classes. In May 2024, the District and Guild agreed to an MOU that set recertification hours (Glendale Annual DE Recertification or GADER) at three hours per year for full-time faculty and two hours per year for part-time faculty. Certification Training and GADER enable Glendale’s Distance Education instructors to provide well-designed, student-centered, and equity-driven Online courses and to remain abreast of swiftly developing DE practices.

Artificial Intelligence

The advent in November 2022 of the first publicly available Artificial Intelligence (AI) tool, ChatGPT, has introduced new challenges for K-16 instructors nationwide. Since then, AI tools have proliferated in astonishing and imaginative forms. Challenges in designing meaningful assessments that engage students’ critical thinking and entice them to demonstrate their learning now pervade all education systems. AI also provides students and faculty with

opportunities to become AI literate in preparation for workforce demands. The Distance Education program shares the task of creating the GCC's response to AI in education.

Fraudulent Enrollment

A second, less benign innovation has entered the world of Online education since the era of pandemic relief funds: A dramatic increase in fraudulent enrollments. The majority of these are concentrated in Asynchronous classes without prerequisites, where enrollment is not restricted to those who have already passed an earlier course in a sequence, and where AI-generated submissions may go undetected or be given the benefit of the doubt until Financial Aid monies have been disbursed. In response, the Administration has adopted IDme with plans to implement a version in which students cannot opt out of sharing their identification documents. Admissions and Records scour enrollments for suspicious IP addresses, and faculty have collaborated to identify fraudulently enrolled individuals before the Census Date in order to drop them. This is currently a shared task. This phenomenon is new, nationwide, at all levels of Higher Education, and is recognized by Federal authorities as organized crime.

GADER

GADER offerings during the two years of remote work since the beginning of the pandemic have been expanded to include more focus on diversity, equity, inclusion, accessibility, and anti-racism. Synchronous and Asynchronous workshops and multiple-unit Canvas courses have been designed and offered; the number of GADER hours logged over the last two years has been in the tens of thousands. Many faculty have fulfilled their Flex obligations (a larger number of hours than GADER) through these professional trainings. Under the guidance of the DE Faculty Development Coordinator, and with a new requirement from Peer Online Course Review (POCR) participants that they offer a GADER hour of training as part of their deliverables, the number of faculty now developing and delivering Distance Education pedagogical trainings (GADER) has increased five-fold.

CVC-OEI and POCR

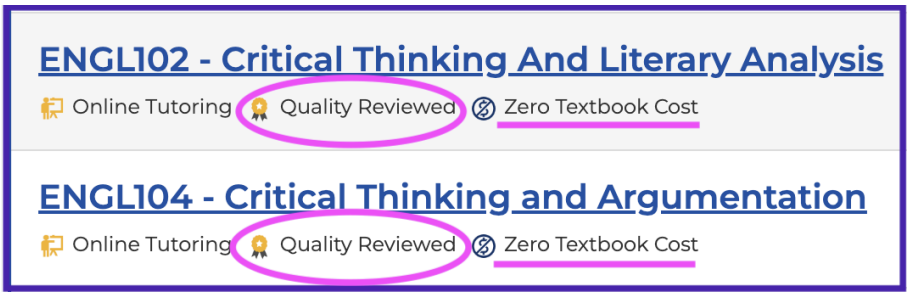
Glendale Community College (GCC) achieved official Teaching College status within the CVC Exchange in Fall 2022. The exchange is designed to provide students with access to CCCC's system-wide asynchronous courses, enabling students across California to complete their Associate Degrees or Certificates without unnecessary delays. Students who find their desired courses at GCC through the CVC Exchange are able to cross-enroll in them immediately without first becoming GCC students. Students taking at least one unit at any California community college may instantly enroll in a GCC class on the Exchange through the "Enroll Now" button. Students do not need to enroll separately at each Teaching College; their financial aid status and electronic transcripts

remain consistent as they navigate between institutions. Becoming a Teaching College contributes to our increase in enrollment.

GCC became a Local Peer Online Course Review (POCR) institution in July 2021. Our team of POCR reviewers, under the guidance of the Lead POCR, demonstrated to the California Community Colleges Chancellor's Office Online Education Initiative (CCCCO OEI) our capability to assist local faculty in achieving full alignment with the CVC Online Education Initiative (OEI) Rubric. Consequently, we were authorized to conduct Quality Reviews and Badge our courses for inclusion in the CVC-OEI Exchange.

By Spring 2024, faculty at GCC have Badged 37 fully-aligned Quality Reviewed courses. Four new courses are accepted for POCR alignment each semester. The process is arduous and time consuming for the faculty and the Local POCR team. Quality Reviewed and Badged courses are prioritized in student searches on the CVC Exchange.

The POCR process occurs each semester, allowing participating faculty to align their asynchronous courses with CVC-OEI Rubric criteria. This comprehensive and time-intensive process typically spans one to two semesters. The current CVC-OEI Rubric consists of four sections: Content Presentation, Interaction, Assessment, and Accessibility. In the upcoming academic year (2024-2025), state-level initiatives will integrate equity, inclusion, and diversity criteria into the CVC-OEI Rubric. Locally, the POCR team will revise the Self-Paced OEI Course Design Canvas shell to incorporate updates related to accessibility, equity, inclusion, and diversity from the CVC-OEI to ensure that faculty have the highest-quality supplemental materials to align their courses and earn the Quality Reviewed and Badged distinction.



Along with Quality Reviewed and Badged courses prioritized in student searches on the CVC Exchange, in November 2022, the CVC-OEI introduced a new filter for sorting Exchange classes - Zero Textbook Cost (ZTC) courses. With the support of the Open Educational Resources (OER) specialist Librarian, the Distance Education (DE) Team will strive to incentivize the development of ZTC courses, resources, and materials as part of our commitment to enhancing equity and access.

State & Federal Law

All Distance Education instructors and DE courses must comply with State and Federal regulations. These include designing DE Courses so that they are the equal of in-person courses in terms of content, rigor, student interaction, and learning outcomes (Title 5 Section 55202). A Distance Education course must provide students with an educational and social experience that is equal to a class provided in a traditional, in-person modality
.
DE Courses must meet accessibility requirements for students with disabilities. DE courses must have a mechanism to verify the identity of the student enrolled in the course, and the regular "attendance" of the student in the course, and must ensure that student privacy is protected. Further State and Federal laws require the provision of regular and substantive interaction, ADA compliance, and separate course approval for each course offered in a DE modality.

Regular & Substantive Interaction

The most recent significant revision of Title 5 language is Section 55204: the shift from "Regular and Effective Contact" to "Regular and Substantive Interaction" [RSI] between instructor(s) and students, and between students and students, created a need for new GADER trainings and new explorations of tools to be adopted and integrated into Canvas to promote the required frequency and quality of communication.

CoDE representatives worked with their Divisions to create RSI Rubrics to reflect ways in which Regular and Substantive Interaction occurs in their own fields The Distance Education program, the Instructional Designer, and the Dean of Library and Learning Resources, review available tools in the STAC agreement with the Chancellor's Office to make recommendations as to our adoption of subsidized apps, as well as desirable Learning Tools Interoperability (LTIs).

Distance Education Accessibility Task Force

In compliance with State and Federal law, the Distance Education Program's task force on accessibility, Chaired by the Instructional Designer, collaborates with GCC's Disabled Students Program & Services (DSP&S) counselors and students registered with DSP&S, the DE Coordinator and DE Faculty Development Coordinator. An increase in Accessibility awareness and pedagogical training is a GADER focus. The Instructional Designer (ID) has revised Asynchronous trainings and is creating Synchronous accessibility trainings. Using principles of Universal Design for Learning (UDL), the ID has also revised Canvas templates for accessibility as these are used by most GCC instructors.

Distance Education Addenda

The Distance Education team works with the State's Distance Education Coordinators Organization (DECO) and the Online Education Initiative (OEI) to maintain compliance with Title 5 Section 55206, Ed. Code, and with CVC-OEI standards and best practices as reflected in the

CVC-OEI rubric. These standards are incorporated in the design of Canvas course materials, instructional methods, communication policies, assessment designs, course accessibility, and students' privacy. The standards inform GADER trainings.

Each course offered by Glendale Community College must have a Distance Education addendum to the Course Outline of Record that stipulates the course's compliance with the standards and provides examples of how Distance Education iterations of the course will meet standards of Online excellence such as Regular and Substantive Interaction, removal of barriers to DEIA success, and protection of students' privacy.

Each DE addendum is submitted to and reviewed by the DE Addendum subcommittee, and then approved by the Committee on Distance Education (CoDE). The Curriculum and Instruction committee, also a subcommittee of the Academic Senate, receives notice of all approved DE Addenda.

Approved DE addenda are uploaded to eLumen as supplementary material to approved Course Outlines of Record in the Curriculum & Instruction database.

GCC Distance Education Mission, Vision, and Core Values

The Committee on Distance Education (CoDE) is a Senate committee. Its charge is to recommend actions on all matters relating to Distance Education to ensure that GCC faculty are trained to deliver, and students are able to experience, the same standards of course quality in <u>all</u> distance education modalities as are applied to traditional classroom courses, and that distance education students have access to services and support in online modalities.

CoDE makes recommendations to support the development of DE courses that are diverse, equitable, inclusive, accessible, anti-racist, humanized, and possess further qualities of highly effective online instruction.

The overarching goal of this 3-Year Strategic Plan is to enable all students to achieve equitable outcomes in Distance Education, and particularly to recommend design and pedagogy that close opportunity and achievement gaps among minoritized students.

CoDE recommends policies that support

- access addressing students' flexible scheduling needs, as well as the use of Universal Design for Learning to create accessible content;
- development of Online Asynchronous courses to enable completion of credit and noncredit diplomas, certificates, career and technical training, and associate degrees through 100% Online Asynchronous pathways;

- development of Synchronous Remote, Hybrid, Hyflex, and Proctored Online courses and best practices in the modalities' instruction to support Credit and Noncredit students in their educational and lifelong learning goals;
- Online student services, learning support, and technology that enable students to reach their educational goals in an efficient and timely manner;
- student retention through the use of recommended Online pedagogy and practice, and the effective use of LMS tools and course design;
- enhancement of faculty training in all DE modalities' instructional methods and strategies;
- clear expectations, guidelines, and policies for instructors teaching distance education courses in order to fulfill local, state, and federal requirements.
- revision of faculty evaluation/observation forms to support meaningful feedback and growth in DE proficiency connected to student success;
- effective training of Administrators, Chairs, and faculty to provide meaningful evaluative/ observational feedback to aid teachers' growth in DE modalities.

The DE 3-Year Strategic Plan - 2025-2028

The DE Strategic Plan supports Glendale Community College's Mission, Vision, and Master Plan by emphasizing our duty and desire to remove barriers and to achieve equitable outcomes for all students, no matter their goal or chosen modality. Student Success data for all instructional modalities at GCC mirror success data across the United States, revealing inequitable outcomes for minoritized students in most DE modalities. The overarching goal of this 3-Year Strategic Plan is equitable outcomes in Distance Education.

The purpose of this Distance Education (DE) Strategic Plan is to identify and recommend ways to enhance quality Distance Education at Glendale Community College and to increase Distance Education offerings in the variety of DE modalities where appropriate to meet student and community needs while providing strong support and training to faculty.

This DE Strategic Plan establishes common goals and criteria for quality online instruction and identifies facilities, personnel, infrastructure, assets, and needs to support an excellent DE program. In collaboration with the Academic Senate and Guild, it sets standards for training faculty and makes recommendations to the Guild and Senate for DE faculty evaluation/ observation criteria and course compliance.

This plan will guide GCC's Distance Education program development over the course of the next three academic years, 2025-2028. It will be evaluated annually in the fall term by the Committee on Distance Education (CoDE).

Equitable Outcomes

Our overarching goal during the next three years is to remove barriers to equitable outcomes for all students in all DE modalities, paying particular attention to strategies that have been demonstrated to improve minoritized students' success:

- Humanizing[1],
- CVC-OEI Rubric Alignment[2],
- OER and ZTC course materials,
- principles of Universal Design for Learning[3], and
- Culturally Responsive Teaching and Learning practices.

The Strategic Plan sets direction for the college's Distance Education program for the next three years, which includes:

- providing a quality Distance Education program for GCC's students;
- providing effective Distance Education professional development opportunities (GADER) for GCC's faculty to support their growth and capacity to
- ensuring that Distance Education course offerings meet student and community needs;
- increasing participation in the CVC-OEI Exchange through Peer Online Course Review alignment and Quality Badging of courses, as well as an increase in the range of disciplines represented in Asynchronous offerings.
- developing fully online course sequences to completion of ADTs and Certificates (by identifying missing Online Asynchronous instances of required courses for ADTs and incentivizing their creation);
- expanding GADER trainings to focus on Diversity, Equity, Inclusion, Accessibility, and Anti-racism;
- scaling up our POCR program with foundation courses and other strategies.

The Distance Education program and strategic plan attend to changes in State and Federal law and ensure that these are adopted by CoDE and the Academic Senate and that substantial changes are incorporated in Administrative Regulation 4105.

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[1] Pacansky-Brock, Michelle. "How and Why to Humanize your Online Course"
[2] See Appendix 6 - L.A. Pierce 2023-2024 Study on Pre- and Post-POCR alignment and disaggregated student success.
[3] UDL on Campus

GCC Distance Education Data - Fall 2018-Spring 2024

Table 1: Enrollments and Headcount in DE Modalities

Glendale Community College
Enrollments and Headcount by Distance Education Modality

Total Credit Enrollments

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
In person	96,864	91,777	6,145	13,730	31,802	40,613
Asynchronous / 100% Online	11,285	14,198	34,033	35,725	39,370	42,731
Suynchronous / Remote	0	0	62,010	36,450	12,445	8,006
Hybrid - in person and online	4,328	4,474	0	747	1,498	2,556
Hybrid - remote and online	0	0	4,286	3,685	1,908	992
Hybrid - remote and in person	0	0	0	852	1,308	747
Proctored online course	564	1,186	2,764	1,887	522	1,154
Hyflex	0	0	0	681	945	467
DE Enrollments	16,177	19,858	103,093	80,027	57,996	56,653
Non-DE Enrollments	96,864	91,777	6,145	13,730	31,802	40,613
% Enrollments That Are DE	14.3%	17.8%	94.4%	85.4%	64.6%	58.2%

Table 2: Total Noncredit Enrollments

Total Noncredit Enrollments

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
In person	25,300	23,578	0	536	4,389	10,919
Asynchronous / 100% Online	0	0	0	0	7	16
Suynchronous / Remote	0	0	22,837	22,020	19,082	15,605
Hybrid - in person and online	0	15	0	200	270	66
Hybrid - remote and online	0	0	702	893	976	1,519
Hybrid - remote and in person	0	0	0	92	1,692	6,207
Proctored online course	0	0	0	0	0	0
Hyflex	0	0	0	0	86	0
DE Enrollments	0	15	23,539	23,205	22,113	23,413
Non-DE Enrollments	25,300	23,578	0	536	4,389	10,919
% Enrollments That Are DE	0.0%	0.1%	100.0%	97.7%	83.4%	68.2%

Table 3: Student Headcounts

Student Headcount

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Credit Headcount	19,681	19,254	18,569	16,526	15,766	16,368
Credit Headcount Taking DE	7,883	8,782	18,532	16,131	13,957	13,995
% of Credit Headocunt Taking DE	40.1%	45.6%	99.8%	97.6%	88.5%	85.5%
Total Noncredit Headcount	7,611	6,572	4,205	5,267	7,335	9,262
Noncredit Headcount Taking DE	0	15	4,205	5,106	6,447	6,210
% of Noncredit Headocunt Taking DE	0.0%	0.2%	100.0%	96.9%	87.9%	67.0%

Research & Planning
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Table 4: Success and Retention Rates - Credit and Noncredit

Glendale Community College
Course Success and Retention Rates by Modality

	2022-2023	2023-2024
Credit Course Success Rates		
All Courses	78.0%	78.5%
In-Person Courses	78.4%	79.1%
Asynchronous Courses	80.0%	79.8%
Remote Courses	82.1%	83.3%
Hybrid Courses	70.2%	77.5%
Credit Course Retention Rates		
All Courses	88.9%	89.0%
In-Person Courses	89.3%	89.4%
Asynchronous Courses	89.9%	90.2%
Remote Courses	91.5%	91.9%
Hybrid Courses	83.7%	87.6%

	2022-2023	2023-2024
Noncredit Course Success Rates		
All Courses	98.7%	97.8%
In-Person Courses	98.1%	95.9%
Remote Courses	98.6%	97.9%
Hybrid Courses	99.5%	99.4%
Noncredit Course Retention Rates		
All Courses	99.7%	99.8%
In-Person Courses	99.7%	99.8%
Remote Courses	99.8%	99.8%
Hybrid Courses	99.6%	99.9%

Table 5: DE Success Rates Disaggregated

by Ethnicity and Pell Grant Recipient Status

Glendale Community College
Course Success Rate by Modality and Ethnicity

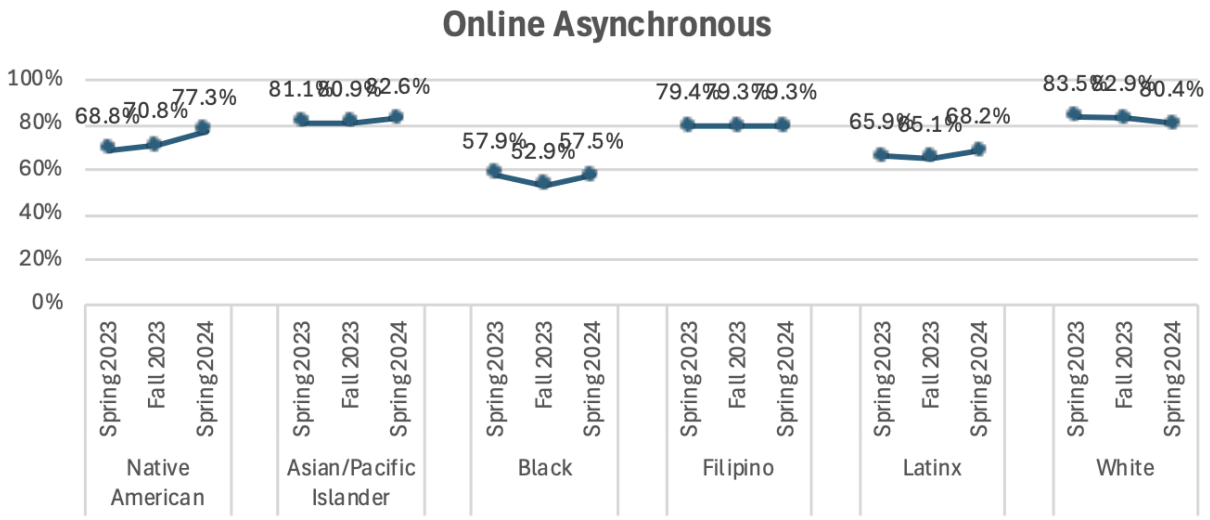
Note: Success rates based on fewer than 10 enrollments are not shown.

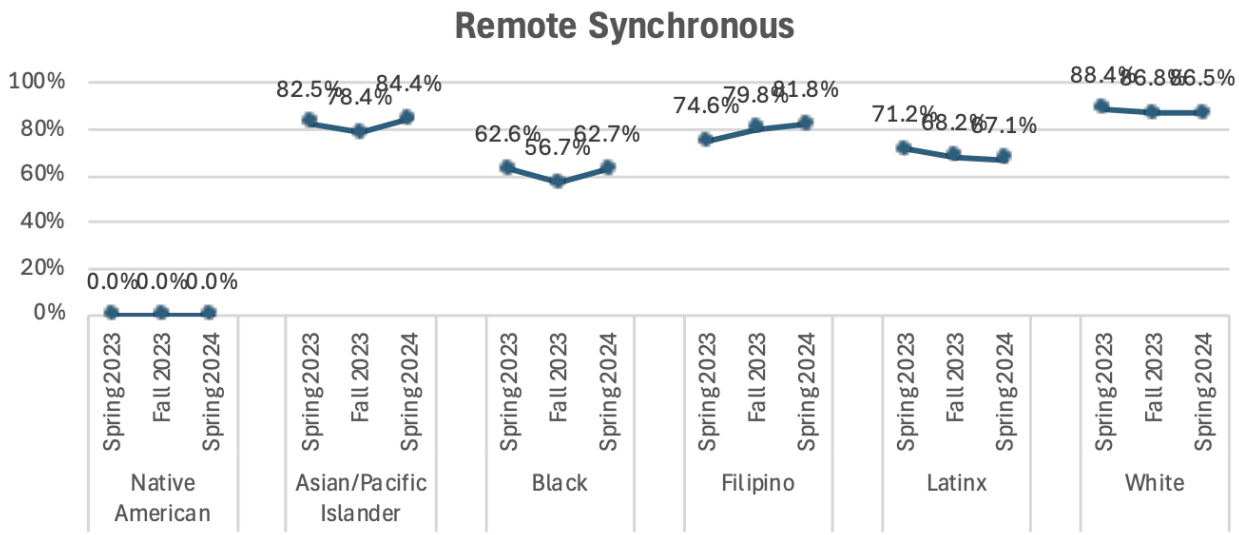
Online asynchronous	**Spring 2023**	**Fall 2023**	**Spring 2024**
Native American	68.8%	70.8%	77.3%
Asian/Pacific Islander	81.1%	80.9%	82.6%
Black	57.9%	52.9%	57.5%
Filipino	79.4%	79.3%	79.3%
Latinx	65.9%	65.1%	68.2%
White	83.5%	82.9%	80.4%
Unknown	83.3%	74.8%	80.9%

Remote synchronous	**Spring 2023**	**Fall 2023**	**Spring 2024**
Native American	--	--	--
Asian/Pacific Islander	82.5%	78.4%	84.4%
Black	62.6%	56.7%	62.7%
Filipino	74.6%	79.8%	81.8%
Latinx	71.2%	68.2%	67.2%
White	88.4%	86.8%	86.5%
Unknown	78.5%	79.0%	92.1%

Hybrid	**Spring 2023**	**Fall 2023**	**Spring 2024**
Native American	--	--	--
Asian/Pacific Islander	76.7%	78.3%	80.4%
Black	51.4%	56.5%	63.6%
Filipino	81.6%	69.2%	81.5%
Latinx	60.3%	50.3%	68.3%
White	78.6%	79.8%	83.5%
Unknown	70.0%	85.3%	69.6%

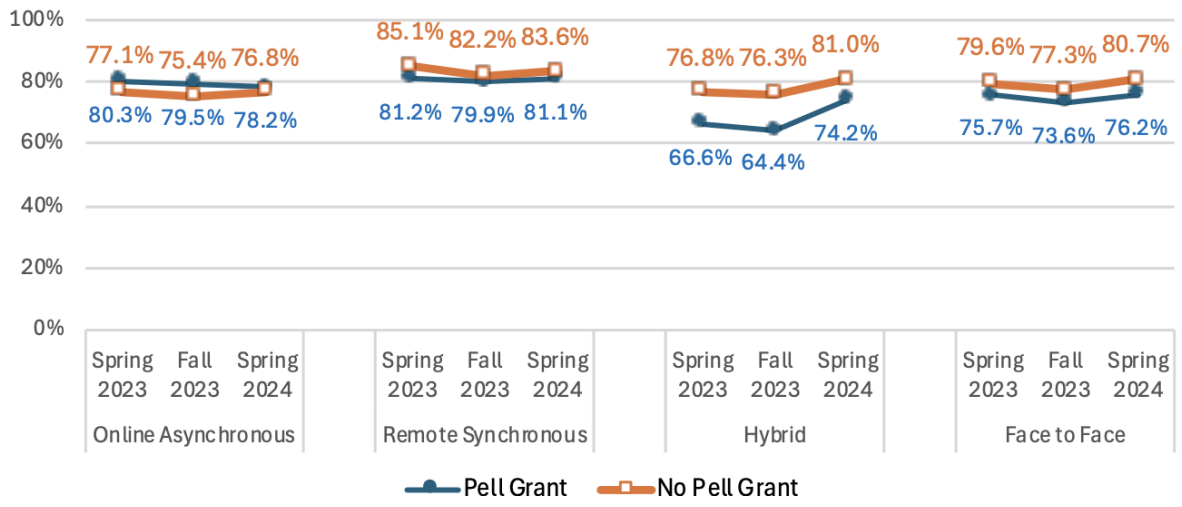
Face to face	**Spring 2023**	**Fall 2023**	**Spring 2024**
Native American	76.9%	78.6%	73.5%
Asian/Pacific Islander	80.9%	81.6%	82.6%
Black	68.3%	70.0%	71.7%
Filipino	85.4%	80.2%	80.3%
Latinx	70.2%	67.2%	71.0%
White	82.3%	80.0%	82.9%
Unknown	82.5%	76.3%	78.1%


Online Asynchronous
100%
80%
60%
40%
20%
0%
68.8%
70.8%
77.3%
81.1%
80.9%
82.6%
57.9%
52.9%
57.5%
79.4%
79.3%
79.3%
65.9%
65.1%
68.2%
83.5%
82.9%
80.4%
Spring 2023
Fall 2023
Spring 2024
Native American
Asian/Pacific Islander
Black
Filipino
Latinx
White


Remote Synchronous
100%
80%
60%
40%
20%
0%
0.0%
0.0%
0.0%
82.5%
78.4%
84.4%
62.6%
56.7%
62.7%
74.6%
79.8%
81.8%
71.2%
68.2%
67.1%
88.4%
86.8%
86.5%
Spring 2023
Fall 2023
Spring 2024
Native American
Asian/Pacific Islander
Black
Filipino
Latinx
White

Pell Grant Recipients	Spring 2023	Fall 2023	Spring 2024
Online asynchronous	80.3%	79.5%	78.2%
Remote synchronous	81.2%	79.9%	81.1%
Hybrid	66.6%	64.4%	74.2%
Face to face	75.7%	73.6%	76.2%

Non-Pell Grant Recipients	Spring 2023	Fall 2023	Spring 2024
Online asynchronous	77.1%	75.4%	76.8%
Remote synchronous	85.1%	82.2%	83.6%
Hybrid	76.8%	76.3%	81.0%
Face to face	79.6%	77.3%	80.7%



Distance Education Program GOALS

The Distance Education Program's overarching goal for 2025-2028 is to close the opportunity and achievement gaps for Distance Education students, and to eliminate barriers to equitable outcomes in DE classes, which are particularly evident in asynchronous classes.

See Table 5 Above

To meet this overarching goal, the DE Strategic Planning Team has set the following six subgoals.

Sub Goal 1 - DEIAA + GADER

The Committee on Distance Education and GCC's Academic Senate have recommended that GCC faculty undertake professional development addressing DEIAA concerns to close opportunity and equity gaps. GCC's most recent Institutional Strategic Plan (revised 2024) sets out three goals:

- **GOAL A: INCLUSION** Increase equitable access with an inclusive environment where students and employees belong and know their identities are valued.
- **GOAL B: SUCCESS** Ensure equitable achievement of students' educational, economic, career, and life goals.
- **GOAL C: SUPPORT** Strengthen human, technological, fiscal, and physical resources to support students' attainment of their goals and a sense of belonging among all college stakeholders.

GADER trainings will focus over the next three years on identifying barriers to equitable access and instruction and provide trainings on removing these barriers and building student-centered, culturally responsive, equitably designed courses with UDL practices.

Faculty will also be made aware of other sources of high quality Distance Education professional development such as @ONE (The Chancellor's Office Online Network of Educators) and the Outreach and Technical Assistance Network (OTAN).

The Distance Education Program Review and proposed budget include requests for support of GADER trainings, hiring of an Alt Media Specialist, providing Hot Spots for student loan through the Library, costs of aligning courses with the CVC-OEI rubric, and other efforts that are shown to increase student success for underrepresented students.

Subgoal 2 - DEIA and POCR

The Focus:

To enhance the development of equitable distance education (DE) courses at Glendale Community College (GCC), the Distance Education Coordinator (DEC) will work with the DE Faculty Development Coordinator (DEFDC), the Local Peer Online Course Review (POCR) team and the California Virtual Campus-Online Education Initiative (CVC-OEI) through its "Scaling Quality Courses" advisory group to incorporate the Peralta Equity Rubric within the CVC-OEI Rubric. Expanding our vision for the next three years with an accessible, student-centered, culturally responsive, and equitably designed lens, the DEC, DEFDC, and Local POCR team will focus on closing the opportunity gaps and overcoming the barriers to equitable outcomes in DE courses, especially those offered asynchronously.

CVC-OEI:

GCC actively engages in the CVC-OEI by developing Quality Reviewed and Badged (QRB) courses for inclusion in the Exchange through our Local POCR team. Additionally, GCC has achieved the designation of becoming a Teaching College within the Exchange. This initiative provides our students, as well as those from across California, access to high-quality online asynchronous courses and the opportunity to cross-enroll instantly in GCC courses from their respective Home Colleges through the CVC.edu platform.

Local POCR:

To capitalize on our status as a Teaching College in the CVC-OEI, the DE program includes our Chancellor's Office-approved Local POCR team. This team supports instructors' alignment of asynchronous DE courses with the CVC-OEI Rubric to increase QRB courses within the Exchange and offer greater access to high-quality DE courses for GCC students and other California community college students. As of fall 2024, the GCC Local POCR team has helped faculty align 37 fully accessible, ADA-compliant, DE courses across 16 disciplines. A 2022 study by Los Angeles Chaffey College revealed a 12% increase in course success rates after POCR alignment. When comparing pre-and post-POCR alignment courses, the greatest increase in success rates was among Black or African American (+34%) and multiracial (+24.5%) students, male students (+20%), and +21.5% with students between 25 and 29 years of age (see Appendix 9). Similarly, POCR alignment can help close the equity gaps present in DE courses at GCC, particularly in the asynchronous modality. The POCR team is dedicated to analyzing pre- and post-statistics for POCR-aligned DE courses at GCC, contributing to the existing body of knowledge at other community colleges in California.

Glendale Community College POCR Aligned and QRB Courses as of Fall 2024:

ESL - 5 Courses	English - 7 Courses	BUSAD - 2 Courses	Photo - 3 Courses
French - 2 Courses	Japanese - 1 Course	Speech - 3 Courses	Humanities - 3 Courses
Phil - 1 Course	MEDIA - 2 Courses	Art - 1 Course	Theatre Arts - 2 Courses
Mass Comm - 1 Course	CS/IS - 1 Course	Linguistics - 1 Course	ABSE - 2 Courses

Closing the Gap:

To aid in the closing of the opportunity gap and overcome barriers to equitable outcomes in DE asynchronous courses, the GCC Local POCR team prioritizes its efforts in supporting instructors' alignment of asynchronous courses by incentivizing:

- the increase of Quality Reviewed and Badged (QRB) DE courses

- the inclusion of the essential component of humanizing DE courses
- the focus of required GADER trainings on diversity, equity, inclusion, accessibility, and/or access in asynchronous DE courses
- the intentional inclusion of the Peralta Equity Rubric elements
- the expansion of foundation courses that can be adopted and customized
- the inclusion of Open Educational Resources (OER) materials within DE courses
- the development of Zero Textbook Cost (ZTC) materials within DE courses

QRB Courses:

To increase the creation of Quality Reviewed and Badged (QRB) courses, the DE Team and Local POCR will encourage the development of CVC-OEI rubric-aligned foundation courses that may be adopted and customized by any instructor within their discipline, retaining its alignment with the rubric. Such customized adoptions by an individual instructor will be vetted and badged through our Local POCR process, and published on the CVC-OEI Exchange. Scaling up our quality DE courses at GCC and on the Exchange will support the goal of closing the opportunity gaps and overcoming the barriers to equitable outcomes that exist in DE asynchronous courses. See Appendix 6.

Humanizing:

Humanizing a DE course is essential. It creates a more engaging, supportive, and effective learning environment that benefits both students and instructors. “Instructor-student relationships lie at the heart of humanizing, serving as the connective tissue between students, engagement, and rigor” (Pacansky-Brock, M., Smedshammer M., & Vincent-Layton, K. 2020). Humanizing is crucial for fostering a more engaging and supportive learning environment. When DE courses are designed with a human touch, students are more likely to feel connected to the material, their instructors, and their peers to build a sense of community within the online course environment, which enhances motivation and authentic participation. This connection helps combat the isolation often experienced in online learning settings, promoting a sense of community among students. Additionally, a humanized approach encourages inclusivity by considering diverse backgrounds and learning styles, making the course more accessible to all. By actively addressing emotional aspects of learning and facilitating open communication, students feel valued and supported, which can lead to improved learning outcomes. Building strong relationships between students and instructors fosters a culture of collaboration and feedback, allowing for continuous improvement of course content and delivery. Ultimately, humanizing DE is needed for creating an enriching educational experience that promotes both academic success and emotional well-being in a supportive learning atmosphere. Therefore, adding this aspect of course design to the POCR process will promote greater equitable outcomes in DE asynchronous courses.

Artificial Intelligence (AI):

Authentic intelligence and artificial intelligence represent two distinct approaches to problem-solving and decision-making. Artificial intelligence uses algorithms and data analysis to automate tasks and enhance efficiency, whereas authentic intelligence

incorporates the human element into the process. The Local POCR team, the CVC-OEI Rubric, and the Peralta Equity Rubric emphasize the “human element” of authenticity, validity, variety, and regular and substantive interaction amongst students, and between students and their instructors in a humanized, community-focused, online environment. Although it is widely recognized that AI has many benefits for both curriculum and online course development, along with content creation across disciplines for students to adopt and submit for grades, students should prioritize submitting authentic work over artificial intelligence-generated content in online college classes for several compelling reasons: engaging in genuine assignments fosters the development of critical skills - problem-solving, critical thinking, and effective communication, all of which are essential for success in both academic and professional environments. Authentic work also encourages creativity and originality, allowing students to express their unique perspectives and insights. The process of completing assignments genuinely leads to a deeper understanding of the subject matter, promoting better retention and application of knowledge. Upholding academic integrity is another crucial aspect, as submitting original work aligns with the ethical standards of education and helps avoid issues related to plagiarism. Tackling real challenges and overcoming obstacles contributes to personal growth and resilience, traits that are invaluable in any career. Finally, authentic submissions enable meaningful feedback from instructors, which is vital for continuous improvement and learning. By embracing the value of authentic work, students not only adhere to ethical practices but also equip themselves with the skills and knowledge necessary for future success. Therefore, the Local POCR team will continue to encourage instructors to create authentic assessments in their aligned asynchronous courses to elicit authentic submissions from students to enhance the learning process in online courses at GCC.

GADER:

Under the guidance of the Distance Education Faculty Development Committee (DEFDC) and in accordance with the requirements for participation in the Peer Online Course Review (POCR) process, faculty must present a Glendale Annual Distance Education Recertification (GADER) eligible hour of training as part of their deliverables.

The POCR team and DEFDC emphasize that this required training hour of GADER be focused on accessibility, humanizing the distance education learning environment, student-centered content, culturally responsive materials, and/or equitable, universally designed pedagogical practices. With the increase in POCR participants, GADER training sessions have expanded fivefold since November 2022. By incorporating an equitable focus into training and broadening GADER offerings through the lenses of diversity, equity, inclusion, accessibility, and access, we will advance the primary goals of our strategic plan. These added training hours aim to support the closing of opportunity gaps and address barriers to equitable outcomes, in all DE modalities.

Peralta Equity Rubric:

A research-based evaluation instrument designed for the (re)design of DE courses is the Peralta Equity Rubric. Aimed at enhancing the equity of online learning experiences

for all students, the criteria established within the rubric focus on several key areas: ensuring that students have access to technology and a variety of support systems in both academic and non-academic settings; increasing the visibility of the instructor's commitment to inclusivity (humanizing); addressing prevalent forms of bias, including implicit bias, image and representation bias, and interaction bias; facilitating connections among students (regular and substantive interaction), as well as between course content and their personal experiences; and adhering to the principles of universal course design for learning. This comprehensive rubric serves as a valuable resource for educators striving to create more equitable online educational environments, and the inclusion of these elements will be intentional in the POCR process moving forward at GCC.

Foundation Courses:

Foundation courses at GCC are QRB POCR DE courses that can be adopted and customized by individual instructors in the same discipline. The DE foundation course contains CVC-OEI-aligned templates that include accessible discipline-specific content pages, opportunities for regular and substantive interaction among students, and focuses on diverse and equitable materials, but there is no instructor humanization. The course can be adopted, but in order for an adoptee to earn a QRB, each instructor must humanize, customize, and create an inclusive online learning environment by participating in the local POCR process. According to the CVC-OEI, data in 2017 revealed that quality-reviewed and badged courses have increased student success rates by 4.9% above the statewide average (Become a Certified POCR Campus); a 2024 study by Los Angeles Pierce College showed an increase from 77% to 82% in success rates between pre-and post-POCR alignment courses; also a 4%-25% increase extended across all genders along with an 8% increase with Asian, 8% increase with Blacks, and a 10% increase with Hispanic students (see Appendix 6). In the same way, POCR alignment has the potential to bridge the equity gaps that exist in DE courses (especially asynchronous). The POCR team is committed to examining pre- and post-statistics on POCR-aligned DE courses at GCC to add to the breadth of knowledge that already exists at other community colleges in California.

Subgoal 3 - Online Pathways, Zero-Textbook Cost Courses

In keeping with the Institutional Strategic Plan and in response to the Institutional Set Standards, the DE Program continues to develop asynchronous courses covering the complete sequences leading to ADTs and Certificates. The DE Program works with the Student Success teams and other Equity initiatives to address persistence, retention, degree & certificate completion, and transfer.

- Provide Quality Reviewed & Badged courses & CVC-OEI published courses that have a greater statistical likelihood of student success and equitable outcomes.[4]
- Work with Enrollment Management and Student Services to survey students to understand which modalities of instruction they require/desire

[4] See Appendix 6 - L.A. Pierce College's Pre- and Post-POCR study, 2023

- Work with Student Services and the DEIA committee on acknowledged & effective strategies to improve persistence and retention among DEIA students and
- Increase CVC Exchange Online ADTs and Certificates Degree & Certificate completion.

OER and ZTC:

The adoption of Open Educational Resources (OER) and Zero Textbook Cost (ZTC) materials offers numerous advantages for students, educators, and institutions alike. OER significantly reduces or eliminates textbook costs, making education more affordable and accessible to all students, regardless of their financial situation. This accessibility is enhanced by the fact that OER materials are freely available online, allowing students to engage with high-quality educational resources without financial barriers. OER provides flexibility, enabling educators to adapt and modify content to better fit their course objectives and the diverse needs of their students, fostering personalized learning experiences. The collaborative nature of OER encourages educators to share and innovate, creating a community that enhances teaching practices. OER can be quickly updated to reflect current information and trends, ensuring that students receive relevant material. ZTC initiatives complement these benefits by eliminating traditional textbook costs, which can attract more students and improve retention rates, as financial burdens are alleviated. With ZTC courses, logistical complexities are minimized, simplifying course management for both instructors and students. Students awaiting book vouchers report greater equity and success in their ZTC courses because they have course materials from the session's start and do not fall behind. Collectively, OER and ZTC contribute to a more equitable, flexible, and engaging educational environment, ultimately enhancing the overall learning experience - which supports the main goal of the POCR process at GCC.

Pacansky-Brock, M., Smedshammer M., & Vincent-Layton, K. (2020). Humanizing online teaching to equitize higher education. *Current Issues in Education*, *21*(2). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1905

Subgoal 4 - DE & Institutional Strategic Plan Goals

Alignment with Institutional Strategic Plan Goals

Goal A: INCLUSION - Strategic Distance Education Initiatives

1. **Expanding Access Through Online Learning**
    - Continue developing fully online programs supporting access by underrepresented student groups
    - Create multilingual orientation materials for online learning especially among Noncredit students and programs
    - Sustain practice of flexible scheduling options including synchronous and asynchronous formats
    - Strive to ensure all online courses meet accessibility standards (WCAG 2.1)
2. **Cultural Responsiveness in Online Environments**
    - Integrate culturally responsive design principles in online courses
    - Provide GADER trainings for faculty on creating inclusive online learning spaces; connect faculty to excellent training from @ONE and other sources providing equity-minded, student-centered pedagogies
        i. Enhance GADER recertification offerings - synchronous, asynchronous, CoPs, sustained focus, etc.
    - Provide regular course audits - at instructors' requests - for presence of effective DEIA strategies
    - Create guidelines for inclusive online discussion facilitation

Goal B: SUCCESS - Strategic Distance Education Initiatives

1. **Enhance Online Learning Experiences**
    - Promote the use of the CVC-OEI rubrics and Peralta Equity rubrics for the original construction and/or revision of existing online courses
    - Expand GADER recertification program to include equity-centered mini-modules adapted from @ONE courses to be taken by faculty asynchronously in 2- and 3-hour "chunks,"
    - Assess online courses for use with adaptive learning technologies
    - Develop online student success metrics and tracking systems
2. **Innovate Teaching and Learning Practices**
    - Promote best practices for online assessment and feedback through GADER trainings and other means of sharing.
    - Explore and implement AI-powered learning tools and analytics

    - Develop virtual reality labs for hands-on courses
3. **Integrate Support Services**
    - Maintain Learning Center 24/7 online tutoring services
    - Create virtual study groups and peer mentoring programs
    - Maintain virtual academic counseling opportunities

Goal C: SUPPORT - Strategic Distance Education Initiatives

1. **Technology Infrastructure Enhancement**
    - Continuously improve learning management system capabilities
    - Develop mobile-first design approaches
    - Sustain integrated student support systems
    - Improve seamlessness of online services
2. **Professional Development Program**
    - Establish ongoing training for emerging technologies
    - Create mentor programs for new online instructors
    - Sustain and expand communities of practice for online teaching
3. **Resource Allocation and Sustainability**
    - Clearly establish a Distance Education Budget for better program planning
    - Hire an ALT Media Specialist to support the DE program
    - Continue to participate in DECO and STAC (systemwide technology access collaborative)

Key Performance Indicators

1. **Inclusion Metrics**
    - Enrollment demographics in online courses
    - Student satisfaction with online accessibility (data sources: enrollment, retention, survey responses)
    - Faculty diversity in online programs
    - Community engagement rates - Noncredit, Credit, CE, certificates, local AAs, ADTs, Calgetc participation
2. **Success Metrics**
    - Online course completion rates
    - Achievement gaps in online courses
    - Student persistence in online programs
    - Learning outcomes achievement
3. **Support Metrics**
    - Faculty satisfaction with training
    - Technology system uptime
    - Support service usage
    - Resource allocation efficiency

Budget and Resource Allocation

1. **Technology Infrastructure**
    - Learning management system
    - Virtual reality labs
    - AI-powered learning tools
    - Security and privacy systems
2. **Professional Development**
    - Faculty training programs
    - Technical support staff
    - Instructional design services
    - Communities of practice
3. **Student Support**
    - Online tutoring services
    - Virtual advising systems
    - Technical support services
    - Academic success resources

Risk Management and Mitigation

1. **Technology Risks**
    - Regular system audits
    - Backup and recovery plans
    - Security protocols
    - Alternative delivery methods
2. **Academic Quality Risks**
    - Regular course reviews
    - Faculty performance monitoring
    - Student feedback systems
    - Learning outcome assessments
3. **Access and Equity Risks**
    - Technology access programs
    - Alternative format availability
    - Support service accessibility
    - Regular equity audits

Subgoal 5 - Maintaining Quality and Compliance

Sustain GCC's Distance Education Program's high-quality instructional standards by implementing best practice academic pedagogy through innovative course design in the Canvas LM, as well as compliance with State, Federal, and local standards.

- DEC, DEFDC, ID, ALT Media
    - GADER
- Attend OTC and other online teaching conferences

- Work with DECO, CCCCO, GCC's Academic Senate, Guild
- DE Addenda
- Evaluation forms, training, process

Subgoal 6 - Emerging Technology and AI

Provide a space for faculty to explore and experiment with emerging technologies in artificial intelligence and engage in inquiry about how these tools have been designed, how they are being used in a professional milieu beyond our classrooms, and the ethical implications thereof.

Support faculty in adopting new pedagogical approaches that leverage AI in creative and innovative ways to enhance student learning.

Appendices

Appendix 1: DE Title 5 and Federal Regulations

California Community College Curriculum - Title 5

§ 55200. Definition and Application

(a) “Distance education” means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructor(s) either synchronously or asynchronously. Technologies that may be used to offer distance education 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 conference; or

(4) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this subdivision.

(b) The definition of “distance education” does not include correspondence courses.

(c) “Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

§ 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.

§ 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 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.

(b) “Substantive interaction” means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student’s coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution’s or program’s accrediting agency.

(c) Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

1. 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
2. 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.

(d) Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

(e) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

1. The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
2. The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

§ 55206. Separate Course Approval

(a) If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction as specified in section 55204.

(b) The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

§ 55208. Faculty Selection and Workload.

(a) Instructors of course sections delivered via distance education are individuals responsible for delivering course content who meet the qualifications for instruction established by an institution's accrediting agency. Instructors 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 the requirements of this article, 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.

§ 55210. Ongoing Responsibility of Districts
If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

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

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

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

Federal Regulation Code 34 (CFR) §602.3

Distance education means 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: (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. **(4) Correspondence education is not distance education.**

Appendix 2 - ACCJC

The Accrediting Commission for Community and Junior Colleges (ACCJC)

Policy on Distance Education and Correspondence Education January 2024

Distance Education means: (1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated

from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s)1, either synchronously or asynchronously.
(2) The technologies may include: a) the internet; b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; c) audio conferencing; or d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c). (ACCJC 2021)

ACCJC Accreditation Requirements

The Accreditation Commission for Community and Junior Colleges (ACCJC) determines the accredited status of an institution. Part of the evaluation process includes an evaluation of a college's distance education program and courses. More than a third of the ACCJC's Guide to Institutional Self-Evaluation, Improvement, and Peer Review (January 2022) accreditation standards include requirements for distance education (Accreditation Manuals and Guides, 2022).

ACCJC Requirements for Online/Hybrid Instructors

Many of the distance education requirements are the responsibility of the institution and are beyond the responsibility of an individual instructor, but there are requirements that are instructor-specific:

- Online/hybrid instructors are to maintain regular and effective contact in online/hybrid courses;
- All instructors assess SLOs and discuss the results with colleagues to identify improvements to courses;
- All classes follow the Course Outline of Record (COR). The means of instruction vary between online and face-to-face, but the Methods of Instruction, Outside Class Assignments, and Methods of Evaluation are the same;
- Federal ADA/508 Law requires that we serve all students. An instructor can help make students aware of the many services available to them online;
- Distance education instructors are expected to follow good teaching practices, including those identified by our accrediting commission.

Appendix 3 - Class Size Caps

DE Class Size Caps – According to the AFT:

Article 40 of the American Federation of Teachers (AFT) Contract states, "[Distance Learning] DL class size shall be consistent with Article 12. DL class size shall not exceed 40. Class size limits shall only be raised with the prior approval of the assigned faculty member in consultation with the department/division chair and the appropriate

vice president or designee. Beginning at the point a class reaches its enrollment limits, students may only be added with the permission of the course's assigned faculty member."

See GCC's Collective Bargaining Agreement Section X page 151 on Class Size.

Appendix 4 - ADA and 508 Compliance

American Disabilities Act (ADA) and Section 508 Compliance

The Department of Justice (DOJ) published the Americans with Disabilities Act (ADA) Standards for Accessible Design in September 2010. These standards state that all electronic and information technology must be accessible to people with disabilities.

The ADA differs from Section 508 regulations, which are an amendment to the Rehabilitation Act of 1973 and apply to all information technology, including computer hardware, software, and documentation.

The ADA standards apply to commercial and public entities that have "places of public accommodation" which includes Internet Interactive Accessibility.

Appendix 5 - CoDE Mission, Vision, and Values

Committee on Distance Education (CoDE) Mission and Values - revised 11/2024

- The mission of the Committee on Distance Education (CoDE) is to develop policies and promote practices that contribute to the quality and advancement of distance education (DE) in support of the equitable achievement of all students participating in DE courses at Glendale Community College (GCC).

In support of the institution's Mission and Vision, GCC's Committee on Distance Education (CoDE) works with the Distance Education Coordinator, Distance Education Faculty Development Coordinator, Instructional Designer, Academic Senate, Division Chairs, Associated Students of GCC (ASGCC), and other student groups to facilitate and improve online teaching, learning and curriculum development. CoDE collaborates with IT and others on the effective use of instructional technology.

CoDE recognizes that faculty have the primary responsibility for developing policies and promoting distance education (DE) practices. In consultation with student representatives, CoDE supports a learner-centered program designed to achieve equitable outcomes for all students by making recommendations to the Academic Senate. Each CoDE member represents their Division or constituency and acts as a resource to all members within their division or constituency regarding the exploration, development, and implementation of innovative, equitable, and effective pedagogical online strategies in the DE environment.

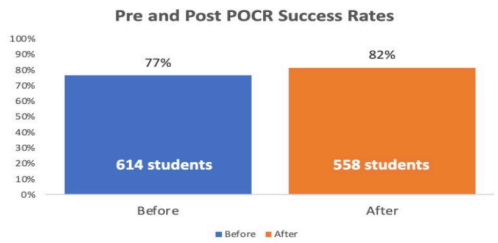
Appendix 6 - LA Pierce College POCR Study Results

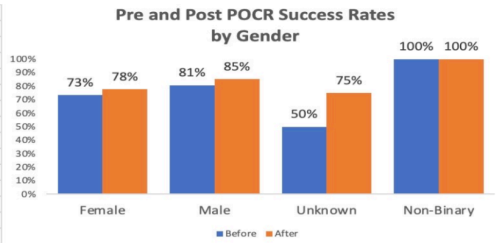
- Los Angeles Pierce College's 2023-24 study of pre-and post-POCR student success. This study looked at student results from two sets of approximately 600 students in two groups: Those who took a course with the same instructor before the online course had been aligned with the 34 criteria of the CVC_OEI Rubric and those who took the same course with the same teacher after the online course had been aligned with the rubric:

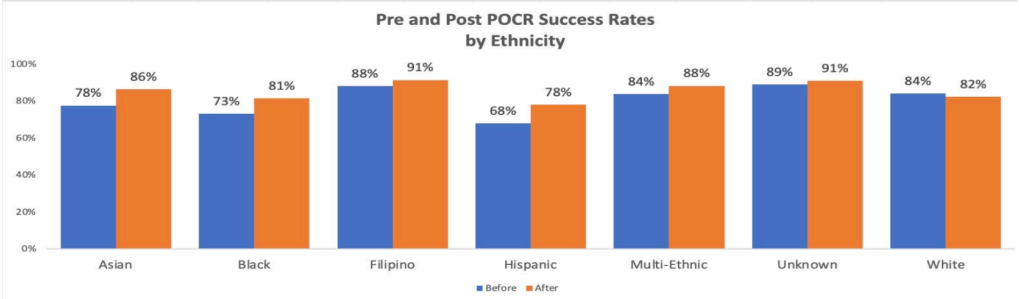
POCR RESULTS DATA

- A 2024 study by Pierce College revealed a **5% increase** in course success rates after POCR alignment.
- The greatest increases in success rates were among **Asian (+8% increase), Black (+8% increase),** and **Hispanic (+10% increase)** students, and students **under 20 (+6% increase)** and **20-24 (+10% increase)** years of age.
- Increases of **4% to 25%** were seen across all genders.

LA Pierce College Results:







Appendix 7 - Institutional Strategic Plan Goal B (2024)

GOAL B: SUCCESS

Ensure equitable achievement of students' educational, economic, career, and life goals

Goal B Key Performance Indicators

- Achievement gaps in completion by a student group
- Average units earned by completers
- Percentage of students passing gateway math and English courses in first-year

B.1. Expand flexible learning opportunities (e.g., credit for prior learning, dual enrollment, baccalaureate degrees, apprenticeships, etc.)

B.2. Provide both full-time and part-time faculty with support and opportunities to learn about and
experiment with culturally responsive and equity-minded pedagogical approaches in an effort to reduce equity gaps in student success and completion rates

B.3. Implement best practices through continuous quality improvement in distance education by building instructional and program capacity

- PROFESSIONAL DEVELOPMENT: Support Faculty growth and capacity-building through Guild-negotiated, reinstated Glendale Annual Distance Education Requirements (GADER)
- PROFESSIONAL DEVELOPMENT: Best Practices (according to the CVC-OEI Rubric, Peralta's Equity Rubric, and Title 5) such as clear course design, Authentic and Project-Based assessment design, Regular and Substantive Interactions (RSI), use of Accessibility tools and features, adoption of Open Educational Resources to offer Zero Textbook Cost courses, support of the Peer Online Course Review program, increased awareness of online tutoring, etc.

B.4. Develop appropriate online versions of career education courses contributing to certificates and degrees

B.5. Better leverage community partnerships, including those with industry partners, workforce connections, employers, transfer partners, and K-12 systems, to enhance GCC's curriculum

B.6. Implement processes for effective support in meeting students' diverse academic and non-academic needs, including textbook affordability and basic needs

B.7. PROFESSIONAL DEVELOPMENT: Prioritize professional development about emerging instructional technologies, such as AI and virtual reality

B.8. Ensure all students are informed of transfer pathways and processes at multiple points of the student journey including onboarding and in the second-year experience

Appendix 8 - Glossary of Terms, Abbreviations, and Acronyms

@ONE - The CCCCO's Online Network of Educators
CCCCO - The California Community College Chancellor's Office
CVC - California Virtual Campus
CVC-OEI - California Virtual Campus-Online Education Initiative
DE - Distance Education

DEC - Distance Education Coordinator
DEFDC - Distance Education Faculty Development Coordinator
DEIAA - Diversity, Equity, Inclusion, Accessibility, and Anti-Racism
ID - Instructional Designer
OEI - Online Education Initiative
OER - Open Educational Resources
OERI - Open Educational Resource Initiative (Statewide Senate Initiative & resource)
POC - Proctored Online Courses
POCR - Peer Online Course Review
RSI - Regular and Substantive Interaction
STAC - System Wide Technology Access Collaborative
ZTC - Zero Textbook Cost

Appendix 9 - LA Chaffey College POCR Study Results

Peer Online Course Review (POCR) and Online Course Success Rates

Overview

The Office of Institutional Research compared success rates in online courses pre- and post-POCR alignment, controlling for instructor and course.

Improvement for all groups, post-POCR alignment

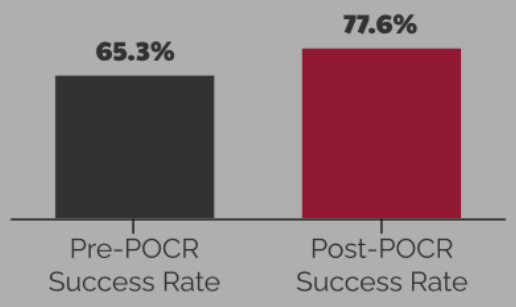
Regardless of ethnicity, gender, or age, success rates in online courses were higher for all student groups post-POCR alignment in comparison to pre-POCR alignment, with one exception (students aged 35 to 39).

Success rates increased by 32% for Black students and 24% for students ages 25 to 29 years old

When comparing pre- and post-POCR alignment, the greatest increase in success rates were among Black students (+32% increase) and students between 25 and 29 years of age (+24% increase).

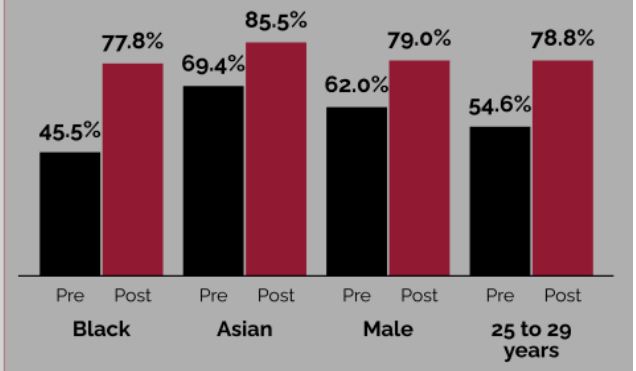
Chaffey College
Institutional Research

There was a 12% increase in online course success rates after POCR alignment



There was a strong relationship between success rates and POCR alignment (effect size, d = 0.79).

The greatest improvements were among Black, Asian, male, and 25-29 year old students



With Thanks

Huge thanks are due to Glendale's Faculty and Students who have embraced - sometimes enthusiastically, sometimes reluctantly - Distance Education modalities to achieve their teaching and learning goals. Thanks, too, are due to Alexa Schumacher and her DE Strategic Plan Task Force who authored the original 5-Year DE Strategic Plan in 2018. The Committee on Distance Education and the Academic Senate work to support faculty and students by devising the best Distance Education policies, strategies, and trainings to increase equity and outcomes in DE. We thank the GADER committee and Coordinator, our Instructional Designer, and all those faculty who have taken advantage of professional development opportunities such as POCR to build their DE pedagogy and deepen their students' experiences in Online courses. We also thank Rae Ridgway and Sarah Mécheneau, along with Alexa Schumacher, for their energy and insight in revising this DE Strategic Plan in the fall of 2024.