



Las Positas College Annual Distance Education Report 2024-25

Submitted by Kat King, Instructional Technology Coordinator

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Introduction

Las Positas College is proud to present its annual DE Report for the 2024-25 academic year. Distance Education is a critical component of our district's mission to provide innovative educational opportunities and support services to students, many of whom rely on online learning opportunities to achieve their career and education goals.

In this report, we provide a high-level overview of key efforts to strategically design and deliver high-quality online instruction and services to students. We hope the insights and information in this report play a vital role in guiding future decision-making.

DE Support Teams

Instructional Technology Team

Kat King, Instructional Technology Coordinator

Kat brings 20 years of experience in education to her new role. Her background teaching in Bay Area high schools and community colleges – including as a part-time English instructor at LPC – helps her understand faculty technology and training needs. She served as the Instructional Technologist at Diablo Valley College through the pandemic, improving DE success rates. At LPC, she serves as the DE Committee Co-Chair and as a member of the Technology Committee, Technology Coordinating Committee, CVC Implementation Team, Districtwide Accessibility Taskforce, and ZTC Taskforce.



Wanda Butterly, Instructional Technology Specialist

Wanda offers essential support to faculty as they navigate online teaching and technology. Instructors rely on her expertise in Canvas, accessibility, instructional technology, and, most recently, generative AI. Wanda serves on LPC's Professional Development Committee and was recognized as this year's Classified Senate "Outstanding Classified Professional."



***Scott Vigallon, Retiring Instructional Technology Coordinator:**

The 2024–25 academic year began under the leadership of Scott Vigallon, who retired in October after 25 years of outstanding service. Since we began delivering distance education courses in 1999, we’ve relied on Scott’s expertise as he guided the college through multiple learning management systems, policy changes, and - most notably - the challenges of the pandemic. We are deeply grateful for Scott’s unwavering dedication to his colleagues and students.



Distance Education Committee

The Distance Education Committee plays a key role in ensuring the quality and effectiveness of online learning at Las Positas College. The committee meets on fourth Fridays to explore best practices in online education, recommend policies and procedures, and support the implementation of tools that enhance student learning and services.

In addition to guiding institutional strategies for distance education, committee members review online courses and provide constructive feedback to instructors. This feedback helps faculty align their courses with quality standards, meet legal and accreditation requirements, and create an engaging, equitable learning experience for students.

DE Modalities

LPC strives to meet student demand for online learning through a variety of section types:

Asynchronous

Asynchronous classes offer flexible learning opportunities, with no scheduled meeting times. Weekly assignments are completed by deadlines established in the class through the Canvas Learning Management System.

Synchronous

In synchronous classes, instruction occurs remotely at regularly scheduled days and times listed in the schedule. Materials and links to the virtual classroom, Zoom, are accessed through Canvas.

Combination

Combination classes include both asynchronous and synchronous components. Students attend some live instructional sessions online via Zoom, while other content is delivered and completed online through Canvas.

Hybrid

Hybrid courses include a mix of in-person and online instruction. Our schedule lists the days, times and location for in-person sessions (ex: in person exams or labs); other coursework is accessed and completed online through Canvas.

HyFlex

One of our newest learning formats is hybrid-flexible. This modality gives students the flexibility to choose how they attend each class session: on campus or online. Online participation may be offered synchronously through Zoom, asynchronously through Canvas, or both.

Looking ahead: While the modalities above are generally consistent with those offered across the CCC system, there is variation in how individual colleges define each one. Our Instructional Technology team is monitoring and providing input on systemwide efforts to standardize this language and will work to align our local definitions as updates become available.

DE Instructional Technology

LPC provides instructional technology and training essential to delivering high-quality online education and supporting on-campus instruction. These tools enhance teaching effectiveness, promote student engagement, and ensure equitable access to learning resources.



Our most widely utilized technologies include:

Canvas

As the designated LMS for all California Community Colleges, Canvas is the cornerstone of instruction for both DE and on-campus courses. Faculty utilize its comprehensive features - including announcements, assignments, quizzes, and discussions - to facilitate learning and engage students.

Hypothesis

Hypothesis is an innovative social annotation tool that enables collaborative engagement with digital texts and multimedia. Faculty and students can interact through annotations and threaded discussions, creating more engaging learning experiences and supporting compliance with “Regular and Substantive Interaction” requirements in DE courses.

Pope Tech

Through the Pope Tech Dashboard, faculty can quickly detect and remediate accessibility errors, ensuring compliance with WCAG 2.0 standards and supporting equitable student access to course content.

Proctorio

Proctorio is a remote proctoring solution integrated in Canvas to help maintain academic integrity. Faculty can select from a range of customizable settings, including restricting browser activity and enabling video monitoring, to provide a secure testing environment.

Pronto

Pronto is an instant messaging platform designed to facilitate communication and engagement between instructors and students. It is particularly effective for supporting collaborative group work and fostering community in online learning environments.

Studio

Studio is an integrated video creation tool that enables faculty to develop interactive videos. With Studio, instructors can add captions to meet accessibility requirements and embed quizzes or discussion prompts within videos, enhancing student engagement and supporting “Regular and Substantive Interaction” standards.

Turnitin

Turnitin is an academic integrity tool that provides similarity reports and AI detection capabilities. Faculty use Turnitin to ensure originality in student submissions and to identify content generated or heavily influenced by artificial intelligence. In the past year, training has

focused on recent updates to detect “AI-remixed” content - writing that has been modified using multiple AI tools to mimic human-authored work.

Zoom

Zoom is the college’s primary video conferencing platform, widely used for synchronous online classes, virtual office hours, and student support services. This tool enables real-time interaction and extends access to essential academic and support resources.

Beyond administering and training faculty on these core technologies, LPC’s Instructional Technology team supports a broad range of additional tools that enhance teaching and learning, including support for the college’s new virtual bookstore and publisher integrations within Canvas.

DE Data

2024-25 Success Rates

While on-campus activities continue to rise as we move further from the COVID pandemic, there remains strong student demand for online courses. Our Instructional Technology team, DE Committee, and Office of Research, Planning, and Institutional Effectiveness continue to collaborate to track and evaluate data – and it is with great pleasure we share that our DE success rates rose in the 2024-25 academic year.

Table 1: Summer 2024 Course Outcomes by Modality

	Success Rate		Non-success		Withdrawal		Total	
	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Totals	5,015	78%	623	10%	820	13%	6,458	100%
Asynchronous	3,759	77%	488	10%	631	13%	4,878	100%
Synchronous	35	85%	4	10%	2	5%	41	100%
Both Asynch/Synch	52	68%	8	11%	16	21%	76	100%
Hybrid	202	84%	14	6%	24	10%	240	100%
HyFlex	123	72%	19	11%	28	16%	170	100%
In person	813	83%	81	8%	82	8%	976	100%
Other	31	40%	9	12%	37	48%	77	100%

LPC Office of Research, Planning, and Institutional Effectiveness, March 25, 2025

Table 2: **Fall 2024** Course Outcomes by Modality

	Success Rate		Non-success		Withdrawal		Total	
	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Totals	18,209	75%	3,037	13%	2,960	12%	24,206	100%
Asynchronous	6,941	74%	1,100	12%	1,365	15%	9,406	100%
Synchronous	180	83%	21	10%	15	7%	216	100%
Both Asynch/Synch	195	83%	16	7%	24	10%	235	100%
Hybrid	1,672	78%	277	13%	206	10%	2,155	100%
HyFlex	548	71%	123	16%	106	14%	777	100%
In person	8,039	76%	1,403	13%	1,081	10%	10,523	100%
Other	634	71%	97	11%	163	18%	894	100%

LPC Office of Research, Planning, and Institutional Effectiveness, March 25, 2025

Table 3: **Spring 2025** Course Outcomes by Modality

	Success Rate		Non-success		Withdrawal		Total	
	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Totals	17,458	77%	2,531	11%	2,554	11%	24,543	100%
Asynchronous	6,840	77%	940	11%	1,074	12%	8,854	100%
Synchronous	229	81%	14	5%	38	14%	281	100%
Both Asynch/Synch	186	85%	11	5%	23	10%	220	100%
Hybrid	1,823	79%	255	11%	235	10%	2,313	100%
HyFlex	429	75%	70	12%	74	13%	573	100%
In person	7,498	78%	1,156	12%	977	10%	9,631	100%
Other	453	68%	85	13%	133	20%	671	100%

LPC Office of Research, Planning, and Institutional Effectiveness, July 17, 2025

In the early years of DE, online success rates typically lagged behind those in on-campus classes. Thanks to robust training efforts and support systems, we now celebrate success rates in DE courses that more closely parallel – and at times exceed – in-person success rates.

DE Data Trends

LPC's Office of Research, Planning, and Institutional Effectiveness and DE Committee also coordinate to track trends in success rates in our online courses by term:

Table 4: Summer DE Trends

	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Success	70%	73%	75%	78%	79%	78%	76%	77%	76%	77%
Non-Success	13%	12%	10%	10%	9%	8%	8%	10%	9%	10%
Withdrew	18%	15%	15%	12%	13%	14%	16%	12%	15%	13%

LPC Office of Research, Planning, and Institutional Effectiveness, March 25, 2025

Table 5: Fall DE Trends

	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Success	60%	61%	63%	66%	66%	73%	70%	69%	72%	74%
Non-Success	17%	17%	17%	15%	14%	8%	12%	14%	12%	12%
Withdrew	24%	22%	20%	19%	20%	19%	18%	16%	15%	14%

LPC Office of Research, Planning, and Institutional Effectiveness, March 25, 2025

Table 6: Spring DE Trends

	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Success	65%	65%	69%	71%	70%	73%	72%	74%	74%	77%
Non-Success	15%	15%	13%	14%	5%	10%	13%	12%	12%	11%
Withdrew	20%	19%	18%	16%	25%	17%	14%	14%	14%	12%

LPC Office of Research, Planning, and Institutional Effectiveness, July 17, 2025

We hope you will celebrate our rising numbers with us, indicative of ongoing strategic efforts to improve:

- 1% increase in success in Summer
- 2% increase in success in Fall
- 3% increase in success in Spring

DE Surveys

This year, LPC faculty and students participated in a systemwide DE survey promoted through the California Community College Chancellor's Office. The DE Committee used results to inform our strategic efforts.

Faculty Results

Faculty are actively engaging in professional development to strengthen online teaching:

- **94.3%** completed training provided by LPC/CLPCCD
 - **35.8%** completed training through CVC@ONE
 - **28.3%** completed training through another organization
-

Survey results indicate faculty are applying what they've learned, implementing practices proven to support student success. When asked which practices are included in their online courses, faculty reported:

- **89.6%** intentionally foster care and connection among students and with the instructor
 - **85.4%** share information about student services that promote wellness and success
 - **79.2%** ensure course images and content reflect broad diversity
 - **75.0%** design communications and activities that value students' diverse identities, backgrounds, and cultures
 - **72.9%** integrate connections between coursework and students lived experiences
-

When asked about tools, technology, and professional development needs, many instructors' narrative responses centered on AI, including:

- "Guiding students in appropriate uses of AI"
 - "Multiple, easy-to-use, built-in AI detection tools that work for quizzes and assignments (I'm speaking of Canvas here)"
 - "Need AI & plagiarism detection for discussion posts"
 - "Best ways to leverage AI for instructors and students"
-

When surveyed about challenges to teaching an online course, the highest-ranking responses included:

- Maintaining a sense of community with my students: **64.2%**
 - Lack of student engagement: **64.2%**
 - Issues with academic dishonesty: **64.2%**
-

Reflection: After reviewing faculty survey results, the DE Committee recommended both short- and long-term actions, including increased training on generative AI and engagement tools like Hypothesis.

“Social annotation tools like Hypothesis are game changers for supporting student reading/critical thinking skills; interactive video discussion tools like Studio are crucial to building community in fully online courses; AI-checking technology like Turnitin is a necessity to help with academic integrity.”
- LPC Instructor

Student Results

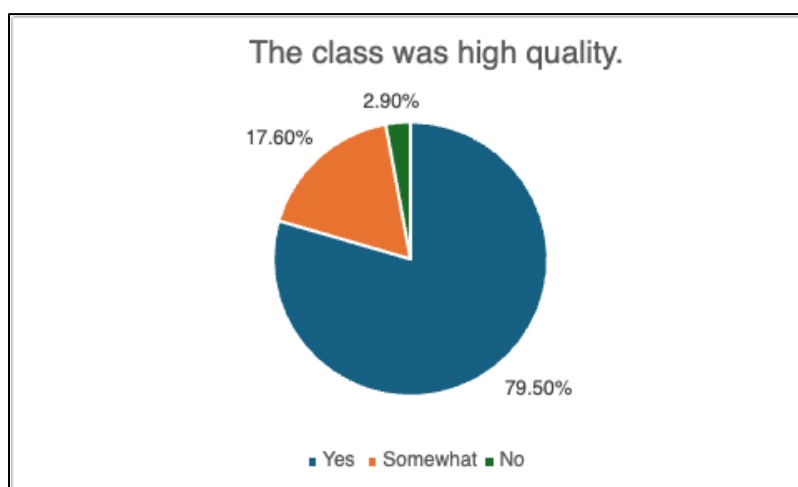
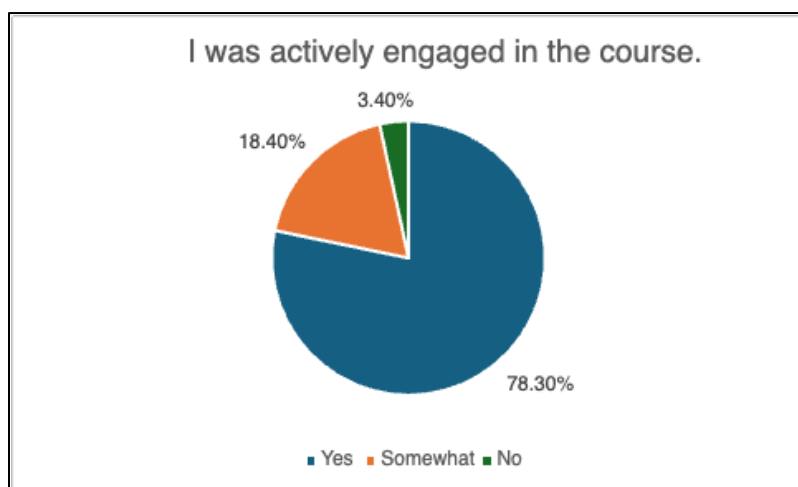
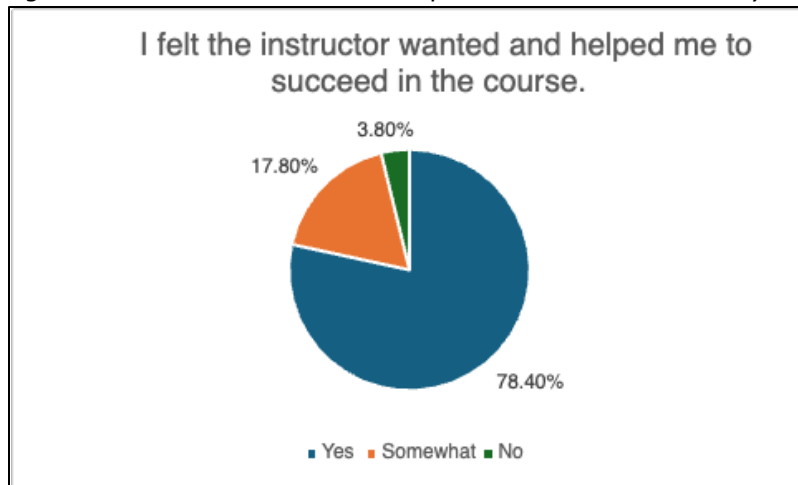
When asked about the online course students were most satisfied with, LPC students specifically praised a wide variety of departments, including:

- Administration of Justice
- Anthropology
- ASL
- Biology
- Communications
- Computer Network Technology
- Early Childhood Education
- English
- Graphic Design and Digital Media
- Health
- History
- Humanities
- Math
- Music
- Nutrition
- Psychology

“My ASL 1B class has been a great synchronous class so far. The professor engages with the class during meetings, we get through a lot of content and interact with each other via breakout rooms.”
- LPC Online Student

LPC students feel well-supported and engaged in online courses:

Figures 1 – 3: LPC online student responses to “Please describe your experiences with the course.”



Survey results highlight student demand for both on-campus and online support:

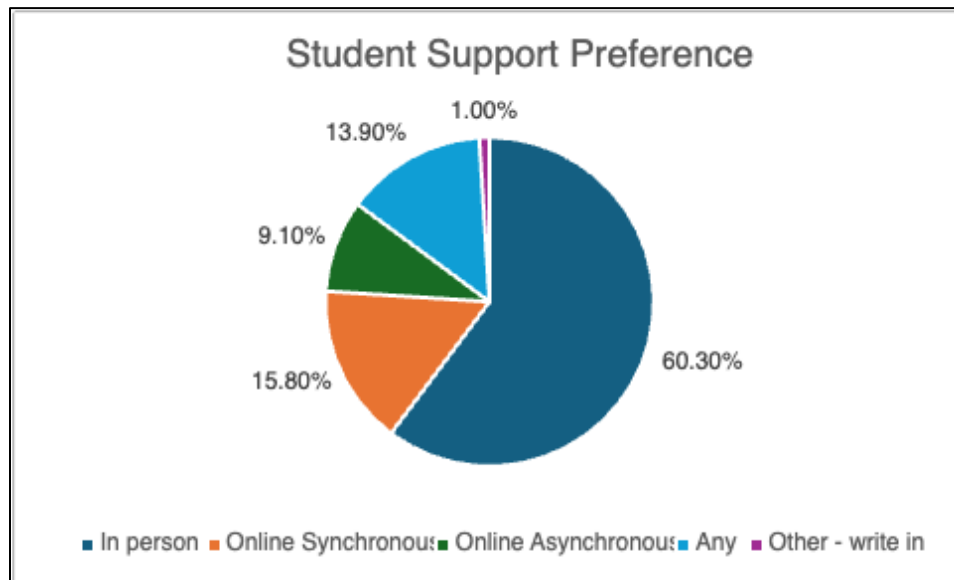


Figure 4: LPC student responses to responses to “When it comes to student support services, which way of accessing the support works best for you?”

After reviewing student survey results, the DE Committee made recommendations for strategic improvements to boost student satisfaction and success, particularly by reviving our Peer Online Course Review program to support high-quality course design.

DE Faculty Support

LPC continues to invest in professional development to equip faculty with the tools and strategies needed to effectively engage students. These efforts ensure compliance with state and federal requirements, foster innovation, and improve equitable outcomes.

Orientations

To ensure new instructors are well-supported from the start, LPC’s Instructional Technology team participates in faculty orientations each Fall and Spring. These sessions introduce full- and

part-time faculty to available tools, resources, and services designed to help them develop engaging, high-quality courses.


Workshops

Throughout the year, LPC employees participate in workshops led by our Instructional Technology team and partners. These sessions provide timely training on emerging technologies and strategies to promote student engagement.

This year, we piloted a new calendar tool to increase awareness of professional development opportunities. This new tool allows us to streamline registration and automate surveys sent after workshops to evaluate the effectiveness of sessions.


Calendar

Click on an upcoming session below for complete workshop descriptions, locations, and any applicable sign-up links.




Social Annotation in the Age of AI
Ongoing through Tuesday, Jan 28, 2025
[Register here](#) for the 2-week asynchronous Hypothesis Academy: Social Annotation in the Age of AI

Hypothesis Social Annotation in the Age of AI is a two-week course designed to teach you...
[More...](#)




USC: The Syllabus as a Tool for Racial Equity
Thursday, Jan 23, 2025, 10am – 12pm
[Zoom \(register for link\)](#)

[Register here](#) for the free USC Equity-Minded Teaching Institute Syllabi Review Guide Session, designed for higher education part- and full-time faculty, department chairs, dea...
[More...](#)




Creative Ways to Use Social Annotation in your Courses
Thursday, Jan 23, 2025, 11:30am – 12:15pm
[Zoom \(Register for link\)](#)

Hypothesis [Register Now](#) for this Hypothesis Partner Workshop
Looking for strategies to foster rich, student-driven annotation discussions? In this workshop, the Hypothesis team will share...
[More...](#)




Pronto: Early Activities to Build Community and Identify Fraud
Tuesday, Jan 28, 2025, 12 – 12:30pm
[Zoom \(Register for link\)](#)

[Register Here](#) for this Pronto Partner Workshop, hosted by Chabot Tools for Teaching and Las Positas Instructional Technology
Have you heard faculty and students raving about...
[More...](#)



Design Thinking and Social Annotation
Thursday, Jan 30, 2025, 11:30am – 12:15pm
[Register Now](#) for this Hypothesis Partner Workshop
This workshop for instructional designers and technologists explores how Hypothesis social annotation can support course...
[More...](#)



WebAIM Accessible Document Training
Monday, Feb 3 – Wednesday, Apr 30, 2025
[Register now](#) for the WebAIM Accessible Document Training, sponsored by the California Community Colleges (CCC) Accessibility Center. This training is designed to provide parti...
[More...](#)

Workshop highlights from the 2024-25 academic year include:

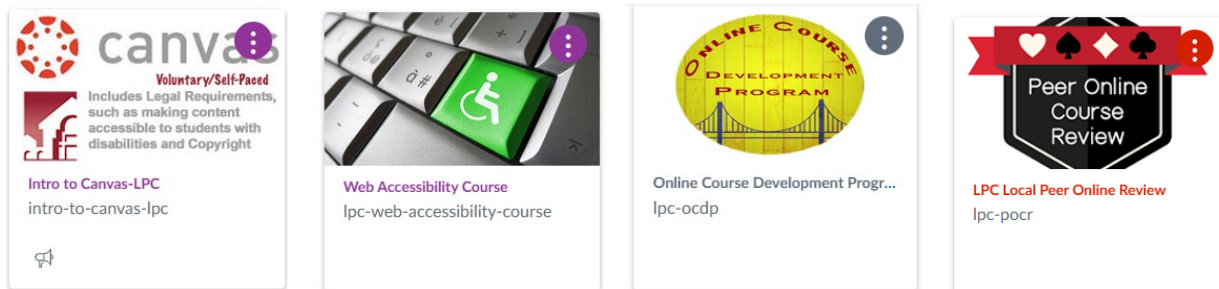
- Advanced AI Assistance with Course Materials
- Canvas Data + Tools to Support Student Success

- Canvas Gradebook: Tips + Tricks
- Distance Education: Regular and Substantive Interaction (RSI)
- Easy AI for Educators: Simple Ways to Test How AI Can Help
- Generative AI Meets Universal Design for Learning
- How to Combat Disengagement: Using Social Annotation to Reignite Student Attention
- Pronto: Early Activities to Build Community and Identify Fraud
- Studio: Engage Students with Video
- Turnitin: AI + Plagiarism Detection Tool

On a scale of 1 – 5, with 5 being the highest, faculty rated LPC workshops an average of 4.86 in post-workshop surveys.

Courses

LPC also offers structured courses to help faculty develop essential skills and meet contractual requirements:



Introduction to Canvas

Self-paced training for foundational **Learning Management System** skills; preloaded on all new faculty dashboards.

Web Accessibility

Self-paced training to ensure all instructional materials meet **WCAG 2.0 standards**. At this time, this training is optional; we anticipate the need to implement mandatory accessibility training to comply with pending legislative requirements outlined in California AB 2821.

Online Course Development Program

Over **400 instructors** have completed this robust course covering online pedagogy and compliance with DE regulations. To ensure quality standards, LPC online instructors must complete the OCDP, an equivalent training, or a course review with a member of our DE Committee.

HyFlex Training

120 instructors completed our training to deliver flexible, high-quality instruction in classrooms offering simultaneous on-campus and online options.

Peer Online Course Review

This locally certified program helps faculty align their courses with the CVC Online Course Design Rubric, enhancing course quality and increasing visibility on the CVC Exchange – a key driver of enrollment. After being paused due to funding limitations, POCR is set to relaunch in 2025–26 thanks to newly secured financial support.

CVC@ONE + Other Partners

In addition to our local offerings, faculty are encouraged to leverage free, high-quality courses available through our partnership with the California Virtual Campus – Online Network of Educators and other partners. Examples include:

- Advanced Techniques with Canvas
- Assessment in Digital Learning
- Creating Accessible Course Content
- Equitable Grading Strategies
- Equity & Culturally Responsive Online Teaching
- Humanizing Online Teaching & Learning
- Hypothesis Academy: Social Annotation for Student Success
- WebAIM Accessible Document Training



Conferences

LPC faculty participate in regional and statewide events, such as:

- AI Road Show (Bay Area Community College Consortium)
- AI for Learning (California Community Colleges + Carnegie Mellon)

- AnnotatED 2025 (Hypothesis)
- Navigating AI Together: A Bay Area Community College Unconference
- Online Teaching Conference (CCC TechConnect)



Teaching and Learning Center Support

The Teaching and Learning Center (TLC) serves as a critical hub for faculty support, offering **personalized assistance** through both drop-in sessions and one-on-one consultations, available online and on campus. In 2024–25, our Instructional Technology team handled an average of **150 support cases each month**, helping faculty effectively integrate technology and improve the student learning experience.

Looking ahead, LPC sees an opportunity to expand the TLC into a **comprehensive Professional Development Center**. This proposed transformation would allow us to broaden training and support beyond faculty to include **Classified Professionals and administrators**, creating a unified approach to professional growth across the college.

To achieve this, the TLC Insight team has recommended adding a **Professional Development Coordinator** to complement our Instructional Technology staff. This role would help us align professional development with institutional goals, support equity initiatives, and strengthen overall employee engagement. If implemented, this expansion will position the TLC as a cornerstone for continuous learning and innovation at LPC.

DE Student Support

On-campus and online students rely on virtual support to streamline access to vital student services. Highlights of online support at LPC include:

Orientations

The Instructional Technology Coordinator and Specialist offer orientations to online learning ahead of each semester. This spring, we served more than **50 students** on Zoom, covering:

- Tips to log in and successfully get started in your online classes
- Technology tutorials
- Quick ways to access student support online, including free tutoring

One-on-one support

Las Positas College ensures students have the tools and assistance they need to succeed – anytime, anywhere. Our **Computer Center** provides both on-campus and online, just-in-time help for critical academic technologies, including Canvas, Google Apps, Proctorio, Turnitin, and Zonemail. In addition, students benefit from 24/7 Canvas support via chat and phone, supplemented by a robust campus-developed Knowledge Base designed by our Instructional Technology team.

Tutoring

High-quality tutoring remains one of the most effective ways to promote student success, and LPC provides multiple options to make this support accessible:

- **Tutorial Center:** In 2024–25, students logged 627 hours of in-person tutoring and 52 hours of online tutoring with our trained peer tutors through drop-in and appointment-based services.
- **Reading & Writing Center:** Students can submit papers for expert feedback using the convenient Penji app.
- **NetTutor:** Every student has access to up to 18 hours per semester of one-on-one academic support from subject matter experts within Canvas. This service is especially valuable for working students and those with family responsibilities, as it offers flexible evening and weekend availability.

“I have made extensive use of NetTutor in previous semesters and have found it to be an exceptional resource; without it, I would not have completed my earlier classes with a 4.0 GPA. For students like myself who are returning to school after spending years away, there is simply nothing better than NetTutor.”

-LPC Student

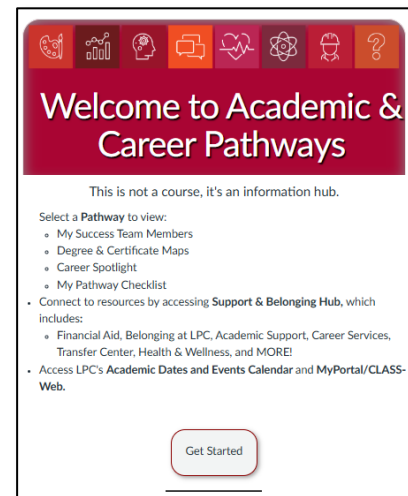
Student Support Hub in Canvas

To streamline student navigation and ensure no one falls through the cracks, LPC integrates student support directly into Canvas, the platform students use daily for coursework:

The **Student Support Hub** offers one-click access to Welcome Services, Financial Aid, Career and Transfer Services, wellness resources, technology support, and more, prominently displayed on the Canvas global navigation menu.

Our **Academic & Career Pathways shell** is pre-loaded on every student's dashboard, helping them explore degree and career options.

Guided Pathways Leads collaborate with our technology team to share **timely global announcements** about important deadlines and available resources.



In addition to the support spotlighted here, LPC students enjoy access to robust online support across all student services, including access to online Counseling, Career, and Library services.

Insight: These integrated, student-centered services not only remove barriers to success but also reflect LPC's commitment to equity, flexibility, and innovation in meeting students' academic and personal needs.

2024-25 DE Goal Review

At the start of the academic year, the DE Committee identified key priorities to strengthen online learning, ensure compliance, and prepare for emerging technologies. Below are highlights of this year's progress:



Advancing Accessibility Compliance

In preparation for accessibility standards outlined in the Spring 2024 joint Department of Justice/Department of Education “Dear Colleague” letter and California Assembly Bill 2821, LPC made significant strides toward ensuring equitable access to online content.

- **Districtwide Collaboration**
 - The Instructional Technology team partnered with our District Accessibility Task Force to provide strategic leadership on accessibility compliance.
- **Proactive Monitoring & Targeted Training**
 - The DE Committee used the Pope Tech Dashboard to track Canvas accessibility compliance, identifying the most common issues: color contrast and empty links. Based on this data, we delivered:
 - Presentations at division meetings on accessibility regulations and remediation strategies
 - “Take Action on Accessibility” - weekly hands-on workshops providing individualized support
 - Promotion of external resources like WebAIM Accessible Documents training and CCC Accessibility Center workshops

Impact: These efforts reduced accessibility errors in Canvas by 62% from Fall 2024 to Spring 2025.

Evaluating Artificial Intelligence Tools

Generative AI continues to transform education. LPC has been proactive in helping faculty and staff adapt to these changes through training, policy development, and pilot projects.

- **AI Professional Development**
 - Over **30 AI-focused workshops, listening sessions, and courses** were offered, including specialized sessions for Librarians to support campus-wide AI literacy.
- **AI Policy**
 - An Academic Senate workgroup is updating our **academic integrity policies** to address AI use.

- We launched a new **AI Resources webpage** to guide faculty on AI integration and course-specific policy creation.
- **AI Tool Pilots**
 - LPC piloted two CCCCO-supported AI tools:
 - **PlayLab AI** (Fall 2024): Enables faculty and staff to create custom bots for teaching and learning
 - **Nectir AI** (Spring 2025): FERPA-compliant customizable course assistants
- **Custom AI Solutions**
 - Our Instructional Technology Specialist developed **LPC-specific chatbots**, including faculty-facing bots that streamline accessibility compliance and course design, and student-facing bots built to support learning outcomes.
- **Cross-Campus & Regional Collaboration**
 - Partnered with Pleasanton Unified School District to align AI implementation strategies
 - Participated in key events: ASCCC AI Conference, Navigating AI Together Unconference, and Online Teaching Conference

CVC: Teaching College Project Implementation

LPC joined the CVC Consortium in 2018, improving online course quality through initiatives like Peer Online Course Review (POCR) and expanded online student services. As a Home College, LPC has benefited from increased certificate and degree completions when our local students use the CVC Exchange to register for additional online courses through partnering colleges.

This year, LPC advanced to begin phase two of its partnership with the California Virtual Campus to become a Teaching College on the CVC Exchange.



California
Community
Colleges

California
Virtual Campus

What Teaching College Status Means:

- Students from across California can soon enroll in LPC online courses through the CVC Exchange without a separate application, expanding our typical service area
- LPC receives FTES (enrollment revenue) for these additional students

Status: Phase two implementation began in Spring 2025 with districtwide cross-collaboration, training, and testing. Final certification is anticipated in Fall 2025.

Conclusion

This year brought both challenges and significant progress in strengthening online education at Las Positas College. Looking ahead, several priorities will remain critical as we position LPC to meet state and federal requirements, support faculty innovation, and expand student access:

- **Accessibility**
 - Accessibility will remain a top priority. With new federal requirements from the DOJ/DOE taking effect in Spring 2026 and California AB 2821 reinforcing these standards, LPC is committed to ensuring all online content, including webpages, course materials, and student resources, is fully compliant. These efforts are central to our **mission of providing equitable access for all students**.
- **Artificial Intelligence**
 - LPC will continue to provide faculty with the training needed to mitigate risks, maintain academic integrity, and ensure meaningful student learning in the age of AI. At the same time, we will support faculty in leveraging AI responsibly to enhance instruction, personalize learning, and prepare students for workforce demands. Our work will align with **Vision 2030: Generative AI and the Future of Learning** and related CCCC strategic priorities.
- **High Quality Course Design**
 - As we move toward finalizing **Teaching College** status with the California Virtual Campus, we will capitalize on this opportunity to reach more students statewide. Key initiatives include reestablishing our **Peer Online Course Review (POCR) program**, ensuring our online courses meet rigorous quality standards, and preparing for the updated CVC rubric in 2026.
- **Winter Intersession**
 - In preparation for the upcoming winter intersession and compressed calendar, we are developing targeted **pedagogical training** for faculty and implementing **continuity support plans**. These efforts aim to optimize enrollment opportunities while maintaining a strong focus on student success.

We thank you for your ongoing partnership in supporting DE at Las Positas College.

Sincerely,

Kat King

Kathleen King
Instructional Technology Coordinator
DE Committee Co-Chair
Las Positas College