



2023-24 LPC Annual Distance Education Report

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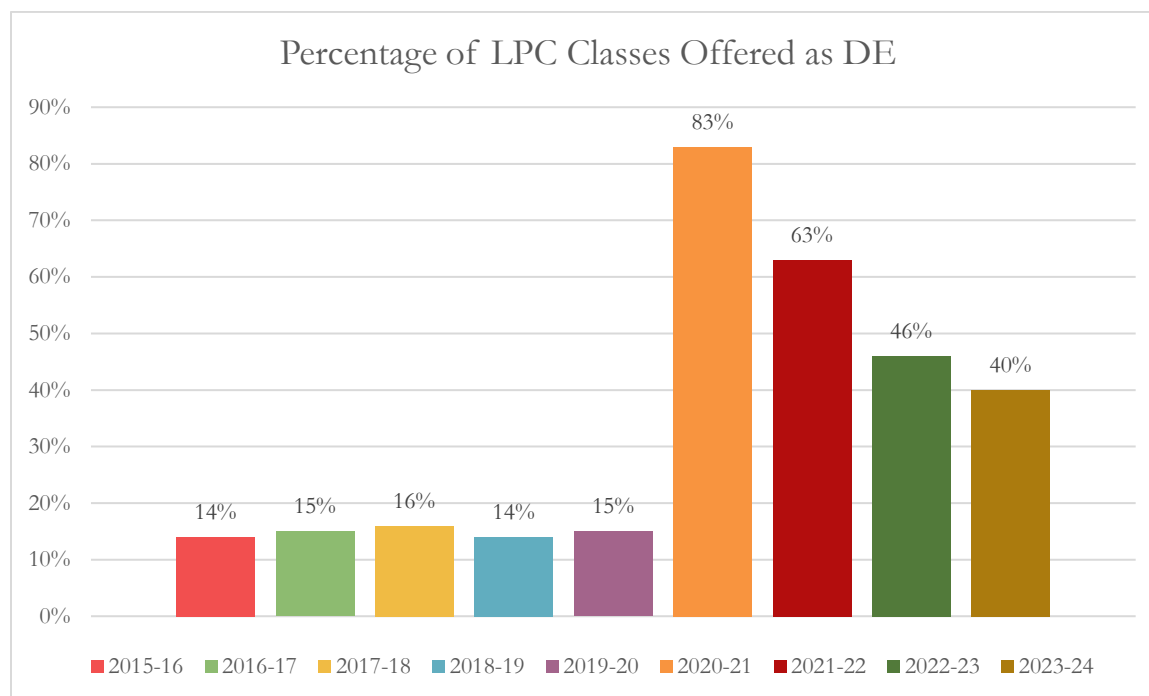
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Introduction

Las Positas College is pleased to present its annual Distance Education (DE) report for the 2023-24 academic year. This report aims to give a comprehensive review of DE activities, data, and important issues that affect the LPC community. While reading it, keep in mind that the ultimate goal of the DE program is to provide high-quality instruction, while also supporting students, enhancing learning, and allowing students the opportunity to attain their educational goals. The information in this report is used for making key decisions in the future.

For the third straight year after transitioning out of the pandemic and returning to normal campus life, DE has continued to play a major role at LPC. Because of student demand, the percentage of classes offered as DE only decreased from 46% in 2022-23 to 40% in 2023-24. Two years ago, the percentage was 63%.

Among the DE-related events of the past year, three stood out: 1) the accrediting commission's approval of LPC's DE-majority programs and its approval of the college's Substantive Change application, 2) the training of faculty in artificial intelligence (AI) matters, and 3) the CLPCCD's commitment to LPC and Chabot becoming Teaching Colleges in the California Virtual Campus Exchange.



Accreditation

In late January 2024, LPC received a letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) stating that it had “recently updated its Policy on Substantive Change and Substantive Change Manual and has clarified distance education approval requirements as seen in the U.S. Department of Education’s Letter on Accreditation and Eligibility Requirements for Distance Education.” The letter asked the college to notify the ACCJC within 30 days if it offers “any new or existing programs where 50 percent or more of the total program (including General Education courses) will be offered via distance education.” The commission’s definition of DE includes all online, hybrid, and HyFlex courses (LPC and the State Chancellor’s office do not define hybrid courses that meet less than 51% of the time online as DE courses).

After working with the Office of Academic Services, the college’s Instructional Technology Coordinator identified 19 associate degrees, eight associate degrees for transfer, and 14 certificates needing Substantive Change approval. Those programs were submitted to the ACCJC on February 29, and later that day, the college received approval.

The January letter from the commission also stated that LPC must receive additional Substantive Change approval if one or both of the following apply: 50 percent or more of the total student population is enrolled in at least one course offered through distance education, or 50 percent or more of all the institution’s courses are offered via distance education. By February, 77.2% of spring 2024 students were enrolled in at least one DE section, and in that same semester, LPC offered 493 courses, 254 of which (or 51.5%) were offered as DE. Because the college met the latter two conditions, it had to go through an administrative approval process by the ACCJC. That process included completing, and submitting, a Substantive Change application consisting of 12 accreditation-type questions, along with supporting evidence and other documentation.

With assistance from various employees across the district, the Instructional Technology Coordinator completed the application. Prior to submission, it was presented for review to the Academic Senate, Curriculum Committee, and Distance Education Committee. The application was submitted at the end of April and was approved May 6 by the ACCJC.

The two approvals and the application are available on the LPC Online Learning web site at <https://bit.ly/4aj99L8>.

Artificial Intelligence

The following are some of the efforts in 2023-24 to help faculty deal with the explosion of generative artificial intelligence (AI) since ChatGPT was introduced in November 2022:

TLC Workshops

The Teaching and Learning Center (TLC) offered six separate workshops on related topics. Here are those workshop titles, along with their published descriptions:

- **Exploring the Basics of Generative AI:** Familiarize yourself with how Generative AI works. You'll explore how AI is being used by both students and instructors, and you'll learn the key terms and phrases in the AI world. Most importantly, you'll explore prompt writing in ChatGPT in order to get the best results, learning about best practices, then trying it out yourselves.
- **Lesson Planning in ChatGPT:** Use ChatGPT to generate a lesson plan for an on-campus class that can also be adapted for an online class. The lesson plan will include an icebreaker, lecture components, a worksheet, a discussion, and a writing assignment. We'll even generate a grading rubric.
- **Generating a Canvas Quiz in ChatGPT:** Learn to generate a quiz in ChatGPT and, ultimately, import it into Canvas. The process includes copying your output into a CSV file in Excel, converting it into a QTI Zip file via an online conversion tool, then importing it into Canvas Quizzes. You can also have ChatGPT generate feedback to your students' answer choices and even generate an introduction that students read prior to taking the quiz.
- **Generating AI Presentations:** Generate AI presentations that can be used in the on-campus classroom or online in Canvas. Learn how to use Gamma, an AI presentation generator. Your presentation can be used in class, or you can download it as a PowerPoint or PDF. You'll also learn how to make these presentations accessible to students with disabilities before posting online.
- **Generating AI Images for your Class:** In this fun workshop, you'll learn to generate images that can be used for either instructional or decorative purposes. You'll use Bing's Image Creator to input descriptive prompts to generate the images.
- **Turnitin Artificial Intelligence Detector:** Aside from detecting plagiarism, Turnitin, which is integrated into Canvas, can also detect writing that has been generated by artificial intelligence like ChatGPT. There are exceptions, though. Learn what these exceptions are and what Turnitin's AI detection reports can tell you about student writing submissions.

Flex Day Sessions

In addition to the above workshops, Flex Day sessions on AI were offered during the spring and fall. For fall, Math instructor David Powers and the Instructional Technology Coordinator conducted a

session titled Classroom Artificial Intelligence Resources. Several AI tools were demonstrated, and a new AI Resources site in Canvas was unveiled. The session had 26 participants.

In spring, the coordinator and Math instructor Bobby August led a session titled ChatGPT Basics for Teaching, which incorporated elements from the TLC workshops Exploring the Basics of Generative AI, Lesson Planning in ChatGPT, and Generating a Canvas Quiz in ChatGPT. That session had 25 participants.

AI Resources Site

The aforementioned AI Resources site in Canvas was created by the coordinator in the fall and was updated by him throughout the year. The course is divided into nine modules, with several resources within each module:

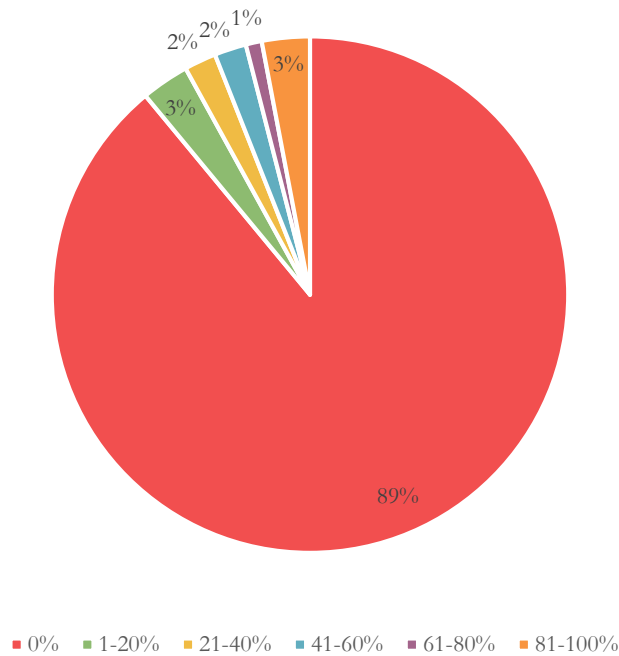
- AI Basics
- Writing Prompts
- Teaching with AI
- AI in Student Assignments
- AI and Canvas
- TLC Workshop Recordings
- AI and Academic Integrity
- College and Instructor Policies/Procedures
- AI Tools

All faculty were offered access to the site, and 67 requested, and were granted, access to it.

The LPC Academic Senate has been researching AI policies and is either expected to create one for the college or work with Chabot to create one for the district. During the past academic year, 103,283 papers from students at LPC and Chabot were run through the AI detector in Turnitin, and 89% showed no AI detection. The complete results are below, but keep in mind the following:

- Turnitin could not separate the data by college because LPC and Chabot share the same Canvas and Turnitin systems.
- Turnitin does not purport to be 100% accurate.
- The data includes reports in which instructors allow students to use AI in their assignments.
- The Turnitin representative who supplied the data indicated that our district's results are comparable with results from his other CCC and CSU client schools.

Percentage of AI detection in Turnitin



CVC-OEI

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

"Please increase distance education for more classes. For example, I have a full-time job and need to take care of the family. DE provides flexibility and opportunity for me continue to study."
-- LPC online student

LPC is a Home college in the CVC Exchange, but it will need to become a Teaching college before its students—and other colleges' students—can take full advantage of the exchange. Home colleges receive completions for degrees and certificates that are earned by their students taking classes elsewhere. Teaching colleges teach the

courses in which outside students enroll and receive the FTES.

The CVC executive director, Marina Aminy, met with the district Senior Leadership Team on December 4 to explain the process for LPC and Chabot to become Teaching colleges. Chancellor

Gerhard committed the district to participating in the February 2025 cohort that will do the work necessary to enter the Exchange as Teaching colleges. That was the earliest cohort start that was available, but the chancellor asked that if an opening arises earlier, that our district be placed on a waitlist. The process to become Teaching Colleges takes eight weeks with 1-10 hours per week of work for team members. Those team members will come from Academic Services, Admissions & Records, Financial Aid, Fiscal Services, and District ITS. All necessary LPC systems must be integrated into the Exchange’s systems.

Statewide CVC Exchange Data (through May 17, 2024)

	2021-22	2022-23	2023-24
Home Colleges	73	98	109
Teaching Colleges	16	39	61
Course Finder Integrations (with live seat count)	54	86	104
Cross-Enrollments (into other Teaching Colleges’ courses)	1,523	6,586	12,883
Financial Aid Consortium Agreements Signed	75	111	114

For 2023-24, 69 LPC students enrolled in a total of 84 online classes at other colleges. Breaking this down by semester shows that there were 3 students enrolled in summer 2023, 20 in fall 2023, 2 in winter 2024 (some colleges are still on the quarter system), and 44 in spring 2024. Each of the 69 students had to apply to the other colleges through CCCApply. When LPC becomes a Teaching College, they will automatically be cross-enrolled, meaning they won’t have to apply to other colleges. Conversely, students from other colleges will be able to cross-enroll into LPC online classes without having to apply.

Local POCR

Despite being a CVC certified local Peer Online Course Review (POCR) college, LPC’s POCR program stalled in 2023-24 after the retirement of former faculty POCR lead Victoria Austin. It had no lead until English instructor Richard Dry volunteered for the role on an interim basis in early spring 2024. Later in the term, fellow English instructor Angelo Bummer volunteered for the permanent role. He completed his POCR lead training in April. Perhaps because of this—and the fact that it has taken so long for LPC to become a Teaching college in the Exchange (the POCR program was established in 2019)—the college did not process any courses through POCR this past year.

POCR entails instructors submitting their courses to be reviewed against the standards of the CVC-OEI Course Design Rubric to ensure quality. The process includes a group of trained faculty members who review the courses, then give feedback to the instructors. Instructors then work with the Instructional Technology Coordinator to ensure alignment and work with the Instructional Technology Specialist to ensure that their courses are accessible to students with disabilities. LPC has 28 online courses that have been successfully aligned to the rubric.

One of the key benefits of getting courses aligned through the POCR process is that because they are badged as “Quality Reviewed” in the CVC Exchange, they rise to the top when students are searching for classes. Thus, students are more likely to enroll in them, which has the possibility of increasing enrollments at Teaching Colleges.

Online Learning Tools

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

- Ally: used for making content accessible to students with disabilities
- Canvas Studio: used for video creation and captioning
- ConexED (formerly Cranium Café): used for online counseling
- Hypothesis: used for social annotations
- NetTutor: used for online tutoring
- Proctorio: used for online proctoring
- Pronto: used for communication and engagement
- Turnitin: used for combatting plagiarism and generative artificial intelligence
- Course Evaluations by Watermark: used for course evaluation surveys
- Zoom: used for synchronous learning and online office hours

For the 2024-25 fiscal year, Canvas, Canvas Studio, and Zoom will continue to be funded at the state level, while the CLPCCD will have to pay for the rest. To ease some of the financial burden, the CVC-OEI and the Foundation for California Community Colleges negotiated discounted pricing to colleges and districts for several of the tools through its Systemwide Technology Access Collaborative (STAC) and Systemwide Technology Access Resource Tools for Education (STARTE) programs. The CLPCCD has taken advantage of STAC to purchase Ally, NetTutor, and Pronto, and it has purchased Proctorio through STARTE.

LPC pays for ConexED outside of STARTE and shares the cost of Hypothesis with Chabot since that product is not part of either STAC or STARTE. Neither are Course Evaluations by Watermark, nor the specific Turnitin product used (Turnitin Feedback Studio with Originality, which includes AI detection). Both are used by LPC and Chabot and will have to be purchased separately by the

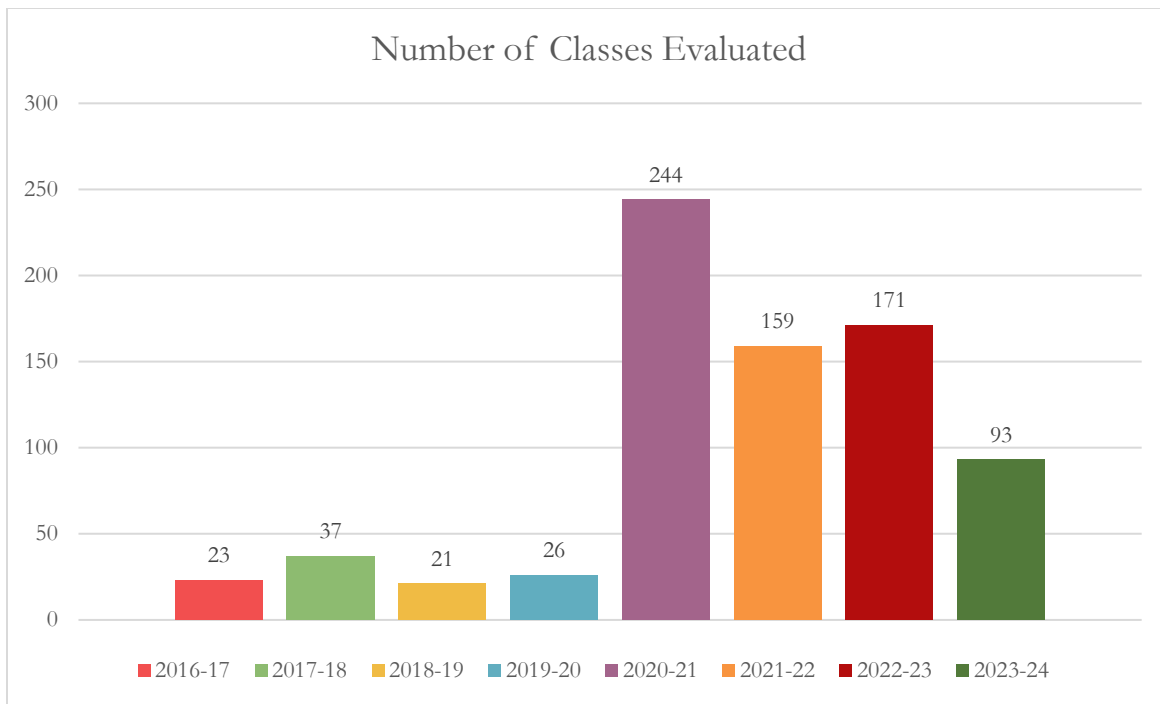
DE Course Quality

FA Evaluations

Per the Faculty Association contract, instructors teaching DE the first time have to participate in an official peer evaluation. The evaluation consists of an interactive tour of the course, evaluator access to the course for up to 72 hours, a writeup by the evaluator using an Observation of Instruction form, and an online student survey.

"The asynchronous classes I've taken have all been great. The in-person classes I've taken were also great."
-- LPC online student

For the fourth consecutive year, Course Evaluations by Watermark was used to administer the online surveys to students as part of the faculty evaluation process. In both the fall 2023 and spring 2024 terms, multiple rounds of surveys were conducted, in addition to a handful of surveys outside of the rounds. In the summer, surveys for 2 LPC classes were launched; in the fall, surveys for 50 classes were launched; and in the spring, that number was 43. Since the response rate cannot be separated in the tool between LPC and Chabot, only the total response rate for both colleges can be obtained. That rate was 44%.



Committee Course Review

Also in the FA contract, Article 9H, Role of Las Positas Distance Education Committee (DE) and Chabot Committee on Online Learning (COOL), states: “Faculty members who have not taught a DE or COOL reviewed online course in a prior semester or have taught a CVC-OEI aligned class, or attained the @ONE online teaching certification— must engage the COOL/DE review process prior to the first day of instruction for their particular assignment(s). If the unit member has completed DE instruction elsewhere, they can apply for exemption from this requirement.”

At LPC, each member of the DE Committee reviews at least one course per semester. The process is similar to the interactive tour mentioned above, but the committee member will also work with the instructor to remediate any deficiencies. Once the fixes are made, the Instructional Technology Coordinator will confirm the fixes before notifying the dean of the completed review. A checklist with items similar to those in the Minimum Standards for Distance Education Instruction is used to identify the strengths and weaknesses of the course. In fall 2023, 10 courses were reviewed, and in spring 2024, 17 courses were reviewed.

Canvas

For the past seven years, LPC has used Canvas as its Learning Management System for all courses, not just DE courses. Below are some of the college’s noteworthy items regarding its usage of Canvas during 2023-24:

Guided Pathways

In January 2024, LPC unveiled its new Academic & Career Pathways site in Canvas to all students and staff. The site, designed primarily for students by members of the Guided Pathways Steering Committee and a contracted designer, allows students to select their pathway to view and contact their Success Team members, access their degree and certificate maps, and to choose and follow their pathway checklist. It also links students to the LPC Events Calendar.

Within the Academic & Career Pathways site is the new Support & Belonging Hub, which replaced the old Student Support Hub. Students can also access the new hub by clicking the Student Support Hub in the global navigation menu in Canvas. Faculty, staff, and students collaborated in the design of the new hub, which provides an interactive and extensive organization of information, resources, and opportunities based on student needs and interests. Within the new hub, campuswide information is organized based on common questions, such as “How can I afford college?” and “How do I find learning communities or connect with other groups?” The resulting information is intended to enhance student belonging at LPC. The hub also includes traditional topics, such as Financial Aid, Academic Support, Career Services, Transfer Center, and Health & Wellness.

Also debuting in January 2024 were graphical global announcements posted in Canvas for all students to read. A cross-campus team worked on these announcements, which are posted monthly and give students just-in-time information on topics like registration, student education plans, Smart Shop workshops, and important events and dates.

Discussions Redesign

On October 31, Canvas announced that its long-anticipated Discussions Redesign would be enforced on July 20, 2024. Since July 20 is in the middle of the summer session, the new interface was enforced May 28, the first day of the first summer session. Among the updates to Discussions are a choice between a split-screen view and an inline view for discussion threads, a discussions history view, more sort and filter options, and an enhanced search. To prepare faculty for the new features, two TLC workshops on Discussions were offered, a spring Flex Day session was conducted, and a new informational web page, which includes videos and other resources, was posted to the Online Learning site.

New Quizzes

In fall 2023, LPC and Chabot began preparing for the transition to New Quizzes. This transition from the current Canvas Quiz tool, Classic Quizzes, will be major since quizzes are a popular form of assessment in distance education classes, and the new tool presents instructors with a different interface and several new question types. Although Canvas has yet to announce an end-of-life date for Classic Quizzes, it has been strongly suggesting that colleges create a transition plan. LPC and Chabot’s plan began in spring 2024 with the creation of a Canvas site that can serve faculty at both colleges by offering training resources, including information and instructional videos on question

types, item banks, migration from past courses, and web accessibility. Here is a timeline for the rest of plan, keeping in mind that the timeline can change if Canvas announces a deadline prior to fall 2025:

- Summer 2024: Begin the transition to New Quizzes by offering training and resources.
- Fall 2024: Ramp up training of all faculty in New Quizzes.
- Spring 2025: Faculty begin migrating to New Quizzes in their classes.
- Fall 2025: Turn off Classic Quizzes.

Impact

In July 2023, when the State Chancellor’s Office announced that Canvas and Canvas Studio will continue to be funded through at least 2026-27, it indicated that as part of that license, colleges have the option of purchasing the Impact by Instructure product. Impact is a tool that, among other things, provides tips and tutorials for students and faculty directly within Canvas. These tips and tutorials, which can be in the form of text, images and videos, can be strategically placed anywhere in Canvas. For example, when an instructor clicks the Rubrics link, more information and/or a tutorial can pop up about how to use rubrics. Impact also includes analytics that can measure how well, and how often, users are interacting with tools and apps, such as third-party apps like Pronto. District ITS purchased Impact in the fall, and the Canvas administrators at both colleges were trained in its usage early in the spring term. Later in the term, Impact was used for the first time, and additional usage is anticipated in the future.

Roles

At the first DE Committee meeting in August, members discussed a request by an adjunct instructor who wanted students to have Teacher access in Canvas non-instructional courses, namely for a student club. She wanted them to have Teacher access so they could make changes to announcements, discussions, and pages. After weighing the pros and cons, the committee voted to allow one student each in student club non-instructional courses to perform the aforementioned three tasks but nothing else.

The topic was then broadened to limiting instructors’ abilities to add students and change user roles in instructional courses. The roles available to instructors are Designer, Evaluator, Grievance, Guided Pathways, Grader, Observer, Support, TA, Teacher, Tutor, and the newly created Student Club Lead. Because several of these roles are either unnecessary, or the instructor does not know or understand what the roles do, the committee—after discussing each role—voted to deactivate or delete the following prior to fall 2024: Designer, GP (Guided Pathways), Grader, Grievance, Observer, Support, TA (Teaching Assistant), and Tutor. The necessary roles that remain are Student, Teacher, Evaluator, and Student Club Lead. The TA role will be changed to Instructional Assistant so it won’t confuse students, and it will have the same privileges as the Teacher role.

Canvas and AI

Canvas is working on a new method for creating content, called the block editor, that incorporates artificial intelligence. It is planning to release the block editor in the second half of 2024. According to Canvas: “This new experience...will enable well-designed, high quality, responsive content using a simple and familiar interface. It will also help users build more accessible content, working seamlessly with the existing Ally Checker, using blocks to compose and format content that will create flexible layouts for all screen sizes, and leveraging common design practices to reduce cognitive loads. The block editor will modernize the existing experience, making it easy for educators to harness the power of the features available in the rich content editor using content blocks and will add additional functionality that makes content easy to format. Additionally, the solution enables us to further explore ways to leverage AI in page design and templates alongside the block editor to solve other problems around content creation.”

Canvas also announced that it is planning to add two more AI tools late in 2024. The first is called Smart Search for Efficiency & Timesaving, which is supposed to allow instructors and students to quickly find content from assignments, course pages, and discussion prompts. The second is an Ask Your Data feature that allows Canvas administrators to query data using natural language and questions.

Instructure, the parent company of Canvas, has implemented a web site called Emerging AI Marketplace beta, where users can learn more about the AI efforts of Canvas and its partners.

Other Canvas Notes

- Forty-four non-instructional Honors courses were created for faculty who have students participating in the Honors Program. The courses allow participating students to complete challenging coursework beyond what is normally required for their regular courses, and it allows students to have their regular courses count as Honors courses. This effort was spearheaded by Honors Transfer Coordinator and Psychology instructor Irena Keller.
- Thirty-four instructors, mostly from the English Department, used the social annotations tool Hypothesis in 70 classes. Hypothesis enhances interaction in Canvas by allowing students to annotate online readings so their classmates can read those annotations and respond to them. During the past academic year, 2,378 students made annotations on 413 assignments. A total of 44,353 annotations were made.
- On April 11, Instructure announced that it has formed a partnership with Lucid Software that will allow instructors to use the Lucid Education Suite in Canvas beginning June 15. The suite includes Lucidspark, a collaborative virtual whiteboard, and Lucidchart, an intelligent diagramming application.
- Based on feedback from Guided Pathways, the model online course syllabus and the model HyFlex syllabus that are posted into the Canvas courses of many instructors were updated. Both syllabi are available to be downloaded from the Online Learning web site.

- Canvas also announced that its Rubric tool will also be upgraded and will replace the current tool in summer 2024. Among the enhancements will be drag and drop for rating order or criterion arrangement, copying or duplicating criteria, and the ability to preview the rubric before publication.
- The Canvas page on the Online Learning web site received the 10th-most page views (50,101) on the entire LPC web site.

Web Accessibility

Because web accessibility—or making content accessible to students with disabilities—is included in the faculty contract, in Title 5 regulations on DE, and in Board Policy 3725 Information and Communication Technology Accessibility and Acceptable Use, the college, the district, and the State Chancellor’s Office all continue to strive towards compliancy with the Americans with Disabilities Act.

LPC Efforts

Each semester, Instructional Technology Specialist Wanda Butterly conducts Teaching and Learning Center workshops on the following topics:

- Canvas Studio Advanced Captioning Techniques
- Canvas Accessibility
- Creating Accessible Word and PowerPoint Files

Web accessibility is actually woven into all workshops conducted by the instructional technology staff because of its importance. This includes training to design and develop online, hybrid, and HyFlex courses. Furthermore, all LPC faculty are enrolled in the Web Accessibility Course in Canvas, in which they can learn in a self-paced format. They also have two accessibility checking tools within Canvas to utilize, along with recently upgraded captioning features in the video management tool Canvas Studio.

Yet another tool, Pope Tech Dashboard, will be available for start of fall 2024. Funded by the state Chancellor’s Office, the Pope Tech Dashboard integrates with the Pope Tech Instructor Accessibility Guide, which LPC has been using in Canvas for several years. The Instructor Accessibility Guide allows instructors and Canvas administrators to review courses for potential accessibility errors and prompts instructors with the necessary changes to fix issues. The instructor portion of the Dashboard gives instructors an overview of accessibility for each individual course, as well as an overview of all the courses they teach. It helps them pinpoint accessibility issues and allows them to fix those issues. The admin portion of the Dashboard gives Canvas administrators an overview of accessibility issues for the college as a whole.

Although the faculty contract does not mandate that content in every Canvas course be ADA-compliant, those who choose to align their courses with the CVC-OEI Course Design Rubric do have to make all of their course materials accessible. Members of the DE Committee, when conducting course reviews, will do a cursory check for web accessibility and refer instructors to Wanda for training if they need it. During 2023-24 academic year, the DE Committee solicited all faculty to receive voluntary course reviews for web accessibility conducted by Wanda. She reviewed 22 courses, then showed the instructors how to remediate inaccessible content. Among the top issues she encountered were incorrectly captioned videos, incorrectly formatted links, inaccessible documents, and improper heading structure. Wanda will continue to offer her accessibility checks each semester, including summer.

"I have a back injury making travel EXTREMELY difficult as well as parking and walking across campus. Having access to online classes is very important for me. If I can work as an ER employee with my disability, I can get my education as well."

-- LPC online student

For students, to help ensure that they have access to digital learning materials in formats that work for their different devices and learning needs, Canvas includes a third-party tool called Ally. Ally takes files that instructors upload into Canvas and automatically generates alternate accessible versions of them. These versions include audio, electronic braille, and HTML.

District Efforts

During spring 2024, the district's Technology Coordinating Committee made a recommendation to the Chancellor to form a Digital Accessibility Advisory Group that will address issues related to web accessibility districtwide.

Those issues would include identifying training and remediation needs for those who post to the LPC, Chabot or district web sites, setting up a process to vet textbook

publisher content for ADA compliance before placing it into Canvas, and identifying resources to meet accessibility goals. It would also include regular compliance review. The hope is that the group, which would include faculty, classified, and administrators from all three sites, will be established and kick off its work in fall 2024.

Also during spring 2024, District ITS, along with IT managers from both colleges, created a draft of a new Software Acquisition Form that employees will have to complete prior to purchasing software. The form was created mainly to prioritize purchases and to eliminate duplication purchasing. Key features of the form include a security assessment, along with the information on how the software supports students and/or staff, and how it supports the colleges' and/or district's mission and strategic initiatives. There is also an item that assesses the software's ADA compliancy in order to ensure that it is accessible to those with disabilities. The final version of the form had not been implemented by the end of spring 2024.

Statewide Efforts

In fall 2023, the State Chancellor's Office convened a Universal Design for Learning (UDL) Task Force to collaborate on an implementation approach of UDL that is suitable for California Community Colleges. UDL, which includes web accessibility, is an approach to improve and optimize teaching and learning for all by: 1) setting clear, rigorous goals; 2) anticipating barriers; and 3) proactively designing to minimize those barriers. The UDL task force is intended to make curriculum and learning in the classroom and in-service delivery more accessible to students and to ensure that all students experience community college as a place where they belong. The task force's planning phase ended March 1 with a review of its draft recommendations. In the 2024-25 academic year, it will continue its work in the implementation phase.

Distance Ed and LMS Statistics

Below are the DE statistics since the inception of distance learning at LPC. For the third consecutive year since the pandemic year of 2020-21, the number of sections offered as DE dropped. This can be explained by more classes returning to on-campus instruction. Still, as mentioned earlier, 40% of all sections were offered as DE during the 2023-24 academic year.

Distance Education statistics (1999-00 through 2023-24)

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Total sections	44	95	110	135	123	134	132	163	171	214	242	233	219
Total disciplines	12	13	14	17	15	20	26	25	26	29	30	31	30
Enrollment	1,746	2,196	2,571	3,405	3,369	4,366	4,744	4,991	5,669	6,795	7,851	7,119	6,914
WSCH	5,291	5,580	7,236	9,816	10,931	13,288	14,732	16,202	18,253	25,539	25,991	23,606	24,309
FTES	172.2	182.1	240.9	328.6	362.4	437.4	483.4	532.2	602.3	840.7	853.1	774.4	795.1
Online sections	8	65	89	124	123	134	132	163	157	176	205	198	188
Hybrid sections	0	0	0	0	0	0	0	0	14	38	37	35	31
HyFlex sections	0	0	0	0	0	0	0	0	0	0	0	0	0
Telecourse sec	34	30	21	12	0	0	0	0	0	0	0	0	0
Videoconf. sections	2	0	0	1	0	0	0	0	0	0	0	0	0

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Total sections	229	246	265	300	329	373	351	409	2,047	1,562	1,020	893
Total disciplines	30	30	30	29	30	29	30	32	57	58	57	53
Enrollment	7,080	7,288	8,210	8,747	10,227	11,265	11,864	12,796	46,184	33,194	25,413	25,633
WSCH	24,224	25,713	27,945	28,992	34,210	36,114	38,611	41,936	177,294	120,130	88,839	89,126
FTES	790.1	836.1	911.2	945.3	1,110	1,175	1261.7	1,362	5,751	3,934	2,882	2,894

Online sections	188	198	224	256	288	341	322	374	2,036	1,514	862	774
Hybrid sections	41	48	41	44	41	32	29	40	11	24	63	47
HyFlex sections	0	0	0	0	0	0	0	0	0	24	95	72
Telecourse sec	0	0	0	0	0	0	0	0	0	0	0	0
Videoconf. sec	0	0	0	0	0	0	0	0	0	0	0	0

Below are the Learning Management System (LMS) statistics. They include all classes that use the current LMS (the current one is Canvas), whether they are considered DE or not. For example, web-enhanced classes are those that are conducted on campus but use Canvas for student resources. They are not considered DE.

*Learning Management System usage statistics (2003-04 through 2023-24)**

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

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Total sections	1216	1247	1347	1,487	1,579	1,644	1,969	2,402	2,404	1,982	2,020
Enrlmt for total sections	34,942	35,912	38,730	41,794	41,230	43,609	47,593	48,454	42,013	40,956	46,551
Online course sections	198	224	256	288	341	322	374	2,036	1,514	862	774
Enrlmt for online course sections	6,475	7,316	7,903	10,227	10,483	11,197	12,110	46,016	32,417	23,144	22,944
Hybrid course sections (DE)	48	41	44	41	32	29	40	11	24	63	47
Enrlmt for hybrid sections (DE)	813	894	904	955	782	667	686	228	306	428	569
HyFlex course sections (DE)	0	0	0	0	0	0	0	0	24	95	72
Enrlmt for HyFlex sections (DE)	0	0	0	0	0	0	0	0	471	1,841	2,120
Hybrid course sections (non-DE)**	29	32	33	51	55	48	49	46	201	162	178

Enrlmt for hybrid sections (non-DE)**	723	823	821	1,215	1,356	997	949	880	2,713	2,848	3,430
Web-enhanced sections	939	950	1,014	1,107	1,183	1,242	1,506	307	641	785	990
Enrlmt for web-enhanced sections	26,931	26,879	29,102	30,352	28,609	30,748	33,848	1,330	6,106	12,695	17,488

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

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

Distance Education Satisfaction

Student Satisfaction

On October 24, the LPC Student Experiences survey, emanating from the Institutional Research Office, was launched in 57 DE sections in Canvas. Because that survey contained some overlap with the annual DE Student Satisfaction Survey to be launched 5 weeks later, there was discussion in the DE Committee whether to launch the satisfaction survey at the beginning of December as usual or postpone it until the spring term. The committee decided to proceed with the survey in December, and perhaps as a result, only 197 students completed it, marking the first time it had less than 200 respondents.

*"I enjoyed the courses, though I have taken three classes this semester. Thanks to all the professors for the timely guidance."
-- LPC online student*

Although the satisfaction level dipped from the previous year, the results were generally positive. Concerning key questions:

- When asked to rate their level of satisfaction with different components of online learning, 73% were mostly satisfied or very satisfied with the DE program as a whole (compared to 77% last year), 77% were mostly satisfied or very satisfied with the overall course quality (compared to 80% last year), and 78% were mostly satisfied or very satisfied with overall course satisfaction (compared to 81% last year).
- When asked if they would take another DE course from LPC, 88% percent indicated that they would (90% last year). Students also indicated (60%) that they learned about the same in their DE classes than they would have in a similar on-campus class (53% last year). Interestingly, 29% said they learned more in their DE classes (33% last year), and 11% said they learned less (15% last year).
- As usual, students want more online learning options than the college offers. For example, 82% indicated that it is somewhat necessary or very necessary for students to have the ability

to complete a degree or program online, and 88% said the same about having the ability to enroll in a variety of online course options (asynchronous, synchronous, combination synchronous-asynchronous, hybrid, HyFlex). Of the students surveyed, asynchronous (average score of 4.46 out of 5) was their preferred method of learning online, followed by synchronous (3.54), hybrid (3.44), combination synchronous-asynchronous (3.43), and HyFlex (2.89).

- A new question was added to the survey that asked students for which educational purposes, if any, do they use artificial intelligence (AI). Understanding difficult concepts (65%) was the top answer, followed by getting feedback on their work (40%), summarizing or paraphrasing text (36%), preparing for an exam (32%), help with writing assignments (28%), and answering homework questions (17%).

“My instructors were both extremely helpful and available, more so than expected with distance learning. My only suggestion for LPC would be to either offer more classes or make it possible to utilize other Community College distance learning so to improve availability and class options.”

– LPC online student

Complete DE Student Satisfaction Survey results can be found at <https://bit.ly/3TOtUrP>.

2023-24 DE Goals Review

At the beginning of each fall term, the DE Committee sets goals for the coming academic year. Below are those goals, along with results:

Goal	Result
1. Create a Canvas site to populate with AI resources for faculty.	Completed.
2. Create, and post, a matrix that lists all HyFlex classes for a semester and denotes the student participation choices for each of those classes.	Completed.
3. Institutionalize ongoing, voluntary web accessibility course reviews.	Completed.
4. Oversee the creation of a self-paced HyFlex faculty training course.	Completed.
5. Research Impact by Instructure, and make a recommendation on whether or not it should be purchased.	Completed.
6. If Impact is purchased, oversee its implementation.	Completed.

7. Make recommendation(s) on the implementation of Turnitin Originality and Authorship.	First implementation completed; second tabled.
8. Complete DE Committee course reviews.	Completed.

Online Student Support Services

LPC gives all of its students the opportunity to accomplish their educational goals, and DE fits in nicely by offering students several choices of how they want to learn. With so many students choosing to learn at a distance, the college supports them in a variety of virtual ways, including the following:

Online Tutoring

LPC students can receive online tutoring through the college’s Tutorial Center or via NetTutor, which is a 24x7 online tutoring service. Both are available in every Canvas course. Prior to October, the main difference between the two was that if students wanted tutoring for Math or Writing—the two most popular subjects for tutoring—they had to access the Tutorial Center’s tutors online. In October, as the student tutors in the Tutorial Center were all transitioned to predominantly in-person working shifts, Math tutoring was moved to NetTutor only (Writing tutoring continued to be conducted separately, by faculty tutors).

In spring, unsurprisingly, NetTutor data showed a spike in student usage. To ensure that all students have access to NetTutor before the college’s allotted hours ran out, the Tutorial Center implemented an 18-hour, per-student, per-semester usage cap at the end of April. Of the 69 unique users that LPC had in spring 2024 prior to the cap, 10 used 18 hours or more (the highest was 60). The Tutorial Center is able to allot 5-hour discretionary tokens for students who have reached the 18-hour cap in order to get more time. Those students have to contact the Tutorial Center. A notice was posted on the NetTutor site and also on the LPC Online Learning site’s NetTutor page.

Over the past academic year, 151 students participated in 1,357 sessions of NetTutor tutoring for a total of 759.9 hours. Three of the top four subjects were various disciplines of Math (Statistics, Calculus, and Algebra). The other was Computer Science. During that same time, 18 students participated in 54 sessions of Tutorial Center online tutoring for a total of 59.41 hours.

Both sets of students were surveyed on their experiences, though only one online student through the Tutorial Center completed the survey. The NetTutor survey was completed by 83 students, and on it:

- 89% agreed or strongly agreed that they would definitely use NetTutor again.

- 86% agreed or strongly agreed that they were pleased with the overall effectiveness of their NetTutor experience.
- 85% agreed or strongly agreed that the tutor suggested techniques that helped them learn the material.
- 75% agreed or strongly agreed that the tutoring they received effectively improved their grade on the specific assignment or in their class.

The college's Tutorial Center also hosts the Reading and Writing (RAW) Center, in which faculty provide online tutoring, as well as in-person tutoring. The RAW Center provides reading and writing help to students in any class and even offers a paper drop-off service whereby instructors give feedback to students' writing. During 2023-24, RAW Center tutors helped 224 students during a total of 521 online sessions. This included 161 students who dropped off 341 papers.

Online Counseling

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

Virtual counseling contacts are scheduled and tracked through the SARs scheduling system, where the resulting notes are tracked, too. Phone appointments are also scheduled in SARs, and counseling related email exchanges with students are tracked in SARs, with the email content saved in the student's SARs Notes. Counseling related forms may be submitted through the counseling office email account and are forwarded to counselors or the required parties for processing. Many students, even those who participate in on-campus learning, are making use of online counseling and other online counseling services.

The demand for online counseling persists, even as a high percentage of students return to campus, and in-person services have regained traction. In summer 2023, 975 students contacted Counseling and Special Programs using ConexED, while in fall 2023, 1,719 students used that service, and in Spring 2024, 2,092 used it.

Online Readiness

The Quest for Online Success course, which helps prepare new and experienced students for online learning, is an optional service offered to all students (some instructors do make it mandatory). In 2023-24, 2,276 students self-enrolled into the course, with 1,210 completing at least one of the course's eight quizzes, and 326 completing all of the quizzes. For the Quest course as a whole, 78% of 242 survey respondents indicated that they felt either mostly prepared or very prepared to successfully complete an online course after finishing Quest.

Online Learning Orientations

At the beginning of each semester, LPC offers two virtual orientations to students who want to learn how to become successful online learners. During the past academic year, a total of 61 students attended. Once completed, students are asked to fill out a short survey that, among other things, measures the following outcome: *After completing an online learning orientation, students will indicate that they are prepared to successfully complete an online course.*

Of the 10 students who completed the survey, 9 indicated that they were either mostly prepared or very prepared to successfully complete an online course.

Online Proctoring

Instructors who choose to use the online proctoring service Proctorio have many optional features at their disposal to implement during exams, including recording students and the room in which they are located, recording students' web browsing, locking down students' web browsers, and disabling the copy, paste, and print functions. On the annual DE Student Satisfaction survey, 28% of 196 students indicated that they were either satisfied or very satisfied with Proctorio. Another 18% indicated that they were either unsatisfied or very unsatisfied with it, 25% were neutral toward the tool, and 30% indicated that it was not applicable, probably because their classes did not use it.

Library Online Support

Aside from going directly to the Library web site, students can click a Library Resources link that is embedded in every Canvas class. The Library web site offers access to research resources, in addition to giving students the opportunity to chat live with a librarian or make an appointment for research help on Zoom. Research resources include 82 databases covering 44 subjects from 11 vendors/providers. Students can also sign up for Grammarly Premium EDU through the web site. Grammarly provides writing assistance to students, and according to its web site, makes "context-specific suggestions to help with grammar, spelling and usage, wordiness, style, punctuation, tone, and even plagiarism." The Library Resources link in Canvas also takes students to a resources page customized for the class they are currently accessing.

On the DE Student Satisfaction survey, 61% were either satisfied or very satisfied with the Library's online resources (10% marked not applicable).

Technical Support

Among the many services offered by the LPC Computer Center are student support for Canvas, Proctorio, Zonemail, and Zoom. Students can receive help from Computer Center staff by dropping in via Zoom, submitting an online support ticket, leaving a voicemail message, or by walking into the Computer Center in room 21206 on campus.

On the DE Student Satisfaction survey, 45% of 196 students indicated that they were either satisfied or very satisfied with the support they received from the Computer Center. Thirty percent were neutral toward the support, and another 20% indicated that it was not applicable, most likely because they did not use it.

Because the Computer Center is closed on weekends and holidays, students also have access to support directly from Canvas. Canvas offers a "self-service" support page by clicking the Help icon in its global navigation menu. On the page, in addition to 24x7 live chat for students, there is 24x7 email support. The self-service page is powered by LPC's Knowledge Base that provides students with answers to popular college-specific questions. Most of the inquiries that students (and instructors) direct toward Canvas are addressed by Canvas support staff, but when they cannot answer certain questions, they forward them to the LPC instructional technology staff to address. During the academic year, 599 inquiries were made to Canvas, and 74 of them were directed to LPC staff. All were addressed.

On the DE Student Satisfaction survey, 46% of 196 students indicated that they were either satisfied or very satisfied with the support they received from Canvas. Twenty nine percent were neutral toward the support, and another 21% indicated that it was not applicable, most likely because they did not use it.

Success and Retention Rates

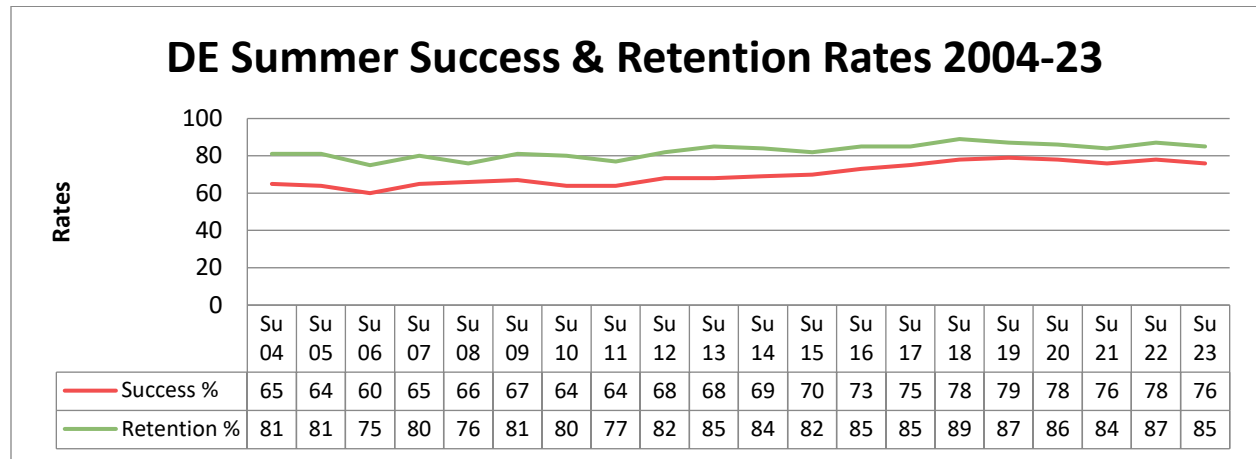
Overall DE Rates

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

In summer 2023, the DE success rate of 76% was two percentage points lower than the previous summer and three percentage points off the all-time high for a summer session at LPC, set in 2019.

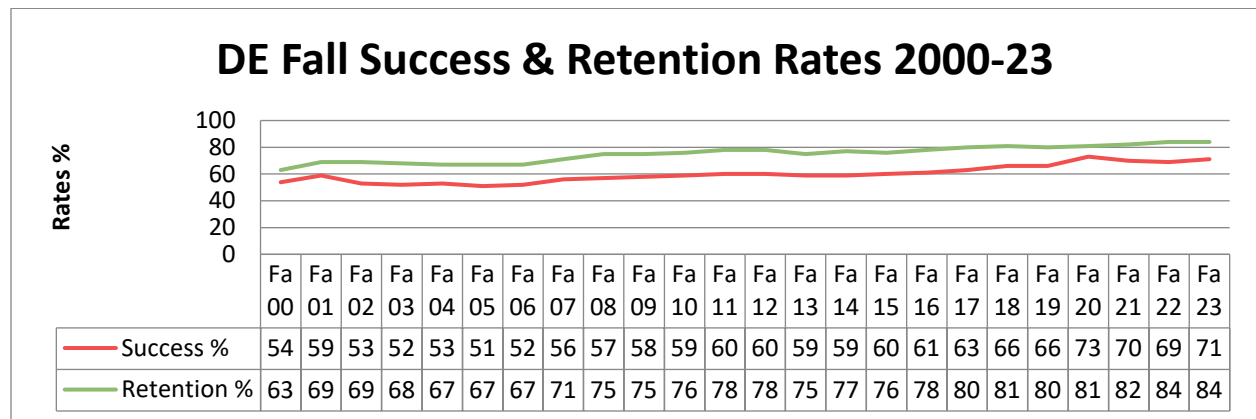
The retention rate of 85% was also two percentage points lower than the previous summer and four points off the all-time high for a summer session at LPC, set in 2018.

Here are the summer 2023 success rates by modality: synchronous 87%, combination synchronous-asynchronous 83%, hybrid 79%, asynchronous 76%, HyFlex 64%. Synchronous had the highest retention rate at 90%, followed by hybrid at 89%, combination synchronous-asynchronous at 88%, asynchronous at 85%, and HyFlex at 80%. Note that all 6 HyFlex courses offered during the summer were Math courses, which typically have lower rates than other disciplines.



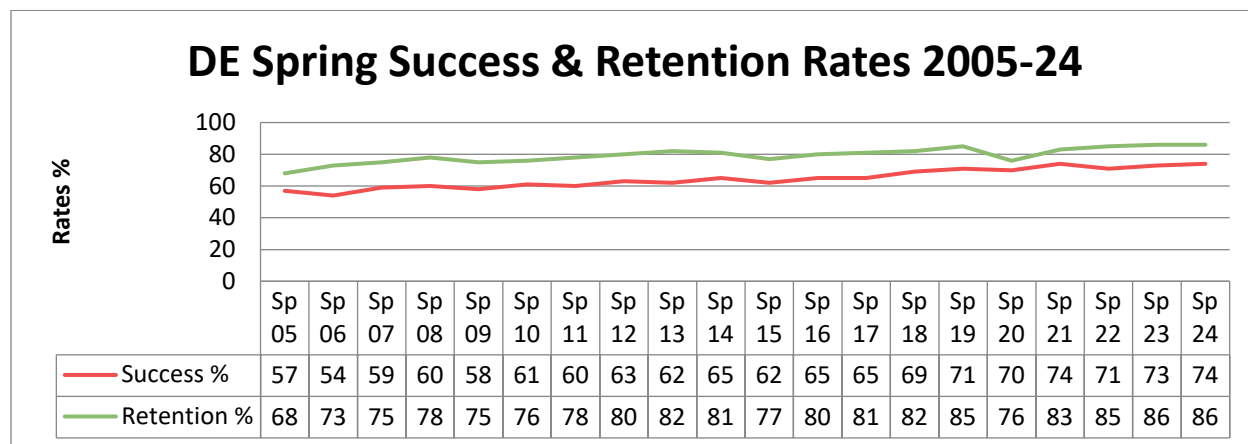
DE rates for fall 2023 were positive as evidenced by the retention rate of 84%, which equaled the highest ever for a fall semester at LPC, set in fall 2022. The success rate of 71% for fall 2023 was the second highest ever for a fall semester, trailing only the 73% mark set in Fall 2020.

Breaking fall 2023 DE courses down by modality, synchronous, combination synchronous-asynchronous, and hybrid courses all had success rates of 77%, followed by asynchronous at 71%, and HyFlex at 68%. Hybrid courses had the highest retention rate at 89%, followed by synchronous and combination synchronous-asynchronous at 86%, asynchronous at 84%, and HyFlex at 81%.



In spring 2024, the success rate of 74% equaled the all-time high at LPC for a spring or summer term, set in spring 2021. The retention rate of 86% also equaled the highest ever for a spring or summer term, set in spring 2023.

Here are the spring 2024 success rates by modality: synchronous 78%, hybrid 75%, asynchronous 74%, combination synchronous-asynchronous 65%, HyFlex 45%. HyFlex courses had the highest retention rate at 92%, followed by hybrid at 90%, asynchronous and combination synchronous-asynchronous at 85%, and synchronous at 77%.



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

	Summer 2023		Fall 2023		Spring 2024	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	76%	83%	71%	77%	74%	78%
State Success	76%	85%	69%	74%	71%	77%
LPC Retention	85%	91%	84%	88%	86%	89%
State Retention	89%	93%	87%	90%	87%	90%

	Summer 2022		Fall 2022		Spring 2023	
	DE	Non-DE	DE	Non-DE	DE	Non-DE
LPC Success	78%	83%	69%	75%	73%	78%
State Success	76%	85%	70%	73%	71%	77%
LPC Retention	87%	93%	84%	87%	86%	89%
State Retention	89%	93%	86%	89%	86%	90%

Other DE Issues Affecting LPC

One constant in the field of distance education is change. In the pursuit of excellence, change comes from within institutions—as chronicled above—and from the state and federal levels. Here are some issues that will affect LPC in the near future:

Statewide

- An Attendance Accounting change that standardizes apportionment for DE classes was approved by the state Board of Governors in spring 2024. It will go to the state Department of Finance for final approval, and if approved, college districts will have two years to convert to the new model. According to the State Chancellor’s Office: “Under current regulations, shorter-length courses with labs, hybrid courses, and online courses typically yield lower FTES counts and result in few resources for districts offering such course types...The proposed regulatory action introduces a new methodology, the Standard Attendance Accounting for Credit, which provides a standard set of hours for a unit of lecture and a unit of lab”. This will put apportionment on par with corresponding face-to-face classes.
- A team from the statewide Distance Education and Education Technology Advisory Committee (DEETAC) worked on a standardized definition for HyFlex courses. Before that definition could be released publicly, that team was tasked with defining other modalities like hybrid, synchronous, asynchronous, and partially online courses. When those definitions are ultimately approved by DEETAC and other governing bodies, they will be compared with LPC’s definitions, and any differences will need to be noted in the college catalog, on the college web site, and in any other areas.
- The state’s Research and Planning Group for California Community Colleges (The RP Group) kicked off its Legislative Education Modality Research Project. The project includes a review of DE throughout the state, including course offerings and student outcomes. Surveys for faculty and students are anticipated to be launched in September.
- The state’s DE Professional Development Request for Information (RFI) was posted to the State Chancellor’s Office web site. The purpose of the RFI “is to solicit information from vendors and educational partners who can assist the CCCCO’s goal to advance systemwide the professional development priorities that are outlined in the RFI.”

Federal

The U.S. Department of Education’s Program Integrity and Institutional Quality has proposed a rule whereby attendance must be taken in all distance education courses. Attendance in DE courses typically means documenting the last instance of academic engagement for each student. For students who withdraw, their withdrawal date must be documented within 14 days of students’ last date of attendance.

The program's negotiated rulemaking sessions ended on March 7, but despite a plethora of suggestions and hours of discussion from the national DE community, negotiators could not reach consensus on this issue (nor any other DE issues). This means that the Department has the responsibility to write proposed regulations. After the proposed regulations are released, there is a public comment period to be followed by a response by the Department, then final regulatory language released by the Department. If that language is released by November 1, 2024, it will go into effect on July 1, 2025.

At LPC, faculty have been encouraged to note the last day of attendance for students for years. The difference in the proposed rule is that faculty would be required to keep attendance.

Teaching and Learning Center

On October 20, President Foster convened the Teaching and Learning Center Insight Team to lay the groundwork for designing and developing a more comprehensive TLC. Since its opening in 2007, the TLC has been the hub of all activities surrounding distance education, including housing the DE staff, hosting most of the DE professional development activities, and even being the host venue of all DE Committee meetings. The scope and mission of the TLC will be broadened, and the name will change to reflect the professional development of all employees and all topics at the college.

At that October meeting, the Insight Team, consisting of volunteers from different areas of LPC, was given a task that by March 2024, it would provide a proposal for a new TLC. The proposal would address the purpose and function of the new center, its physical space, and resources for personnel and support. That proposal was completed, then submitted to the President on March 19.

On May 17, President Foster met with the Insight Team to seek clarification on questions he had about the proposal. Once received, he said he would take the proposal to various constituency groups and even present it at the college-wide meeting on Convocation Day in August 2024.

Worth Noting

Other DE achievements during the 2023-24 academic year included:

- The DE Committee welcomed one new member this past year, Math instructor Thanh Thao Nguyen, as the adjunct faculty representative.
- Barbara Zingg completed her two-year commitment as faculty co-chair of the DE Committee.

- Based on feedback from students who were frustrated that they didn't know which participation options were available to them prior to registering for a HyFlex class, a web page was created that listed those options and whether or not the instructor required any on-campus meetings. A note was placed in the CLASS-Web schedule for each HyFlex class pointing students to the web page, which was posted to the Online Learning site.
- LPC and Chabot joined forces for a spring Flex Day session titled Using Pronto to Engage Your Students. The training, conducted by our Pronto rep, Lauren Luker, was offered on Zoom and drew 39 participants.
- Dublin resident Victoria Gonzalez Esquivel was selected as the 2023-24 Online Student of the Year and was awarded a \$300 scholarship. Victoria is a first-generation college student whose family emigrated from Mexico. Aside from carrying a 4.0 grade-point-average, Victoria has been active in several community organizations, including the Future Business Leaders of America club and the National Food Lab of America. Additionally, she aids in donating clothes to families in need in her family's hometown in Mexico and helps care for her father. She will continue her studies at the School of Industrial and Labor Relations at Cornell University, where she plans to dive deeper into international policy in order to pursue a career in government affairs and international humanitarian law.

Conclusion

Since this is likely the final DE Report I will write due to my impending retirement, I would like to thank all of the employees throughout the district—past and present—who have contributed to the success of the DE program at Las Positas College over the past 25 years. This includes LPC faculty members, classified professionals, administrators, District ITS employees, and my counterparts at Chabot. They have all made a difference in the lives of our students.

It has truly been an honor, a pleasure, and a privilege to serve Las Positas College and the Chabot-Las Positas Community College District.

Thank you for your time.



Scott Vigallon
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Las Positas College