

Substantive Change Application

Distance Education – 50% of Students or Courses

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

Email completed application to substantivechange@accjc.org.

Institution name:	Los Medanos College				
Address:	2700 E. Leland Road Pittsburg, CA 94565				
ALO name:	Ryan Pedersen	Phone:	925-473-7309	Email:	rpedersen@losmedanos.edu

Select the type of Distance Education approval:

- 50 percent or more of all the institution's students enrolled in at least one course offered through distance education

11445 Total number of students | 9204 Total number of students enrolled in at least one distance education course

- 50 percent or more of all the institution's courses available to be offered in the distance education modality

740 Total number of courses in catalog | 592 Total number of courses, not sections, available to be offered in distance education modality

It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards¹. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

Describe how the distance education modality is consistent with the mission of the institution (Standard 1.1).

Distance education modality is not only consistent with the institution's mission but is also a vital component of our commitment to providing equitable access to educational opportunities

¹ 34 CFR § 602.16(a)

and support services for our diverse community of learners.

In all teaching and service modalities, [Los Medanos College's Mission](#) remains the same; “providing our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.” While the COVID-19 pandemic served as the catalyst for a large shift toward distance education courses and supports, this shift provided Los Medanos with the opportunity to fulfill our vision of responding to our students’ needs in an innovative and dynamic way.

Aligned with our [College's Mission, Vision, and Values](#), Distance Education at Los Medanos College provides exceptional learning opportunities in both traditional and non-traditional environments. Online course design, instruction, and evaluation increase access and support student completion of certificates and degrees. The College develops fully online programs and services based on student need, workforce demand, institutional strength, and the ability to operate effectively and efficiently.

This is accomplished through technology-ready classrooms, a common course management system, training, and support of online and technology-infused pedagogy, and strategic and accessible distance education course offerings across all programs. By embracing distance education, we can extend our reach beyond the physical boundaries of our campus, ensuring that every student has the opportunity to pursue their academic and career goals, regardless of their location or circumstances.

Additional Supporting Evidence:

[LMC Distance Education Mission Statement](#)

[LMC Distance Education Position Paper 2020](#)

Describe how distance education will be integrated into the institution’s regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).

Integrating distance education into Los Medanos College’s regular review of relevant and meaningfully disaggregated data is imperative for evaluating progress and informing plans for improvement and innovation. A variety of outcomes data related to the quality of our distance education courses and supports are available and reviewed to provide departments with the ability to monitor quality while also making decisions about offerings and services in future semesters.

From a course achievement standpoint, the College utilizes a [District-supported Tableau dashboard](#) that provides enrollment and success data by modality and delivery method. This dashboard can also be viewed for individual departments and disaggregated by other student demographics such as gender and race/ethnicity. For instance, in the Fall 2023 semester, Los Medanos had an overall course success rate of 71%, with consistency across modalities: a 69% success rate in partially online/hybrid courses, a 71% success rate in fully online courses, and a 72% success rate in fully face-to-face courses. Department chairs and their respective deans

regularly review these outcomes as part of the schedule development process.

Beyond course outcomes, the College also reviews data surrounding the achievement of students with differing enrollment profiles. For example, in Fall 2023, during our [College Opening Day presentation](#), we reviewed outcomes such as term-to-term persistence and overall successful course completion for students who were either taking all fully online courses, all courses with a face-to-face component, or some combination of modalities. Through this analysis, it was found that students who were taking some combination of face-to-face courses along with fully online courses were the most likely to succeed in their courses and persist into subsequent terms.

Moreover, from a learning outcome perspective, Los Medanos College is currently enhancing its CLSO/PSLO assessment processes to allow for more disaggregated data. We are in the process of implementing our new enterprise assessment tool eLumen to facilitate this type of analysis. This capability to disaggregate our assessment results will encompass both student demographic information and course modality.

By integrating distance education into our regular review of data, Los Medanos College ensures a comprehensive understanding of the effectiveness and impact of our distance education initiatives. This data-driven approach enables us to continuously improve and innovate in our delivery of quality education to our diverse community of learners.

Additional Supporting Evidence:

[Tableau Enrollment & Success Modality Dashboard Screenshot 03.19.24](#)
[FA23 College Opening Day Outcomes_F2F vs Online Student Types](#)

Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (Standard 2.6).

The distance education courses at Los Medanos College (LMC) are designed to meet students' diverse needs and curricular requirements while fostering equitable student learning and achievement. All online courses designed and taught at LMC align with the goals of Completion, Transfer, Unit Accumulation, Workforce Preparation, and Equity. These objectives aim to reduce achievement gaps by enhancing Career Technical Education (CTE) offerings, addressing equity gaps among our underrepresented student population, and elevating transfer and completion rates across all demographics.

To ensure the quality and effectiveness of online courses, a thorough [Course Outline of Record \(COOR\) approval process](#) is followed through the [LMC Curriculum Committee](#). Each proposed or existing online course undergoes a comprehensive review to ensure it meets the criteria defined in Title V. This includes a separate review and approval process for courses that utilize distance education methods instead of face-to-face interaction between instructors and students, as per the District's adopted course approval procedures, [CCCCD Board Policy 4014 Distance and Correspondence Education \(5 CCR § 55206\)](#).

Furthermore, the LMC Curriculum Committee conducts a Technology Review of all online courses through eLumen to guarantee [Regular and Effective Interaction \(REI\)](#) and compliance

with Accessibility Requirements, as outlined in the [Distance Education Online Addenda](#) process and in [CCCCD Board Policy 1029](#). This ensures that students receive a rich and engaging online learning experience that is accessible to all learners.

From an instructional staffing perspective, all online faculty teaching online are required to complete a course in [Becoming an Effective Online Instructor](#) before teaching their first fully online course. This ensures that faculty members possess the necessary skills and competencies to deliver high-quality online instruction. Similar to traditional course delivery, faculty members meet stringent criteria for course design, accessible content, Diversity, Equity, and Inclusion (DEI) considerations, technological proficiency, evaluation methods, and more.

By upholding these rigorous standards and procedures, Los Medanos College ensures that its distance education modality not only meets the diverse needs of its student population but also promotes equitable access to education and fosters student success and achievement, regardless of their background or circumstances.

Additional Supporting Evidence:

[Approved Title V Distance Education Revisions](#)

[Curriculum Committee Program and COOR Guide](#)

[Distance Education Best Practices](#)

[Americans with Disabilities Act Information](#)

[Section 508 of the Rehabilitation Act of 1973](#)

[GROW @4CD BEOI Sessions](#)

[Distance Education Forms and Resources Webpage](#)

[How to Revise a Course Using eLumen](#)

Describe how the institution designs and delivers equitable and effective services and programs (e.g., counseling, advising, tutoring, library, etc.) that support students in the distance education modality (Standard 2.7).

Los Medanos College (LMC) is committed to delivering quality student support services both in-person and remotely, ensuring equitable access for all students. The [Welcome Center](#), Information Desk, and the Mustang Center serve as dedicated spaces accessible online, by phone, and in person, offering new students guidance from application through course registration. The [Student Resources website](#) provides easily accessible links to various student services programs, services and resources.

From a counseling/advising perspective, students can schedule appointments with [Counselors either in-person or online](#) to address their educational planning needs and provide support to vulnerable students in distress. Departments such as [Admissions & Records](#), [Financial Aid](#), [Disabled Students Programs & Services](#), [Transfer & Career Center](#), among others, offer support and services both in-person and online during all business operational hours. Instructional supports, including Library services, and tutoring through our [Center for Academic Support](#), [Math Lab](#), or [MESA Center](#), provide both in-person and online assistance.

Students are directed to these resources through various portals on LMC’s website landing page and within each Canvas course. Canvas dashboards feature updates on deadlines, scholarship opportunities, and more, while a comprehensive menu bar within each course offers access to support services such as the [Online Library](#), tutoring, counseling, and more. Comprehensive websites have been developed for students and faculty, offering on-demand information related to services needed by students enrolled in online courses, such as the [Online Learning at LMC Website](#). LMC provides technology support for students through a dedicated [Technology Support for Students Website](#) and services offered in the [Student Support Hub](#).

Additionally, LMC offers multiple resources for the accommodation of students with disabilities, including alternate media devices and support services designed in compliance with [section 508 of the Rehabilitation Act](#). Faculty course designers ensure course content meets 508 compliance standards using program design applications such as Ally and PopeTech.

Additional Supporting Evidence:

[LMC Hours Page](#)

[Office 365 Access Directions](#)

[Office of Student Life Wellness Central](#)

[Equity Technology Loan Program](#)

Describe how the institution ensures that “regular and substantive interaction” occurs between students and instructors (*Policy on Distance Education and Correspondence Education*).

The College requires all remote classes to meet [Regular and Effective contact](#) during instruction as a [California Title V educational requirement](#). Instructors incorporate instructor-initiated, regular, effective contact into online and hybrid course design and delivery. For each online course that will be offered at the College, CSLOs are linked to examples of how regular effective contact between instructor and students, and among students, could occur in the [DE Addenda to the Course Outline of Record](#).

This separate course approval, ([Title 5, section 55206](#)) is defined as any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures ([5 CCR § 55206](#)). This course design state mandate ensures the responsibility of the instructor to initiate contact with students, make announcements, involve them in discussions, reach out when students are absent or missing work, and monitor their overall progress.

It is also the responsibility of the instructor to design opportunities for students to interact with other students in the course via discussion boards, group collaboration, peer review, and other student-to-student interaction.

Additional Supporting Evidence:

[KINES-100 Course Outline of Record](#)

[KINES-100 Online Addendum](#)

[Approved Title V Distance Education Revisions](#)

[CCCCD Board Policy 4014 Distance and Correspondence Education](#)

Describe how the institution authenticates students in distance education courses (Policy on Distance Education and Correspondence Education).

To ensure the integrity of the Distance and Correspondence Education offerings and comply with federal regulations (34 CFR§602.17g) and ACCJC policies, the College ensures student authentication to Distance Education using the unique Student ID and password issued by the Contra Costa Community College District as part of the enrollment process. Required use of the Student ID and password through a Single-Sign On (SSO) Protocol serves as a means to validate that the student who is registered for a course is the same student doing the work and receiving the grades/credits.

The District and the College work to ensure that each student's password is protected against public disclosure. Students shall be notified about steps to take in order to request the issuance of a new password should they believe that their existing password has been compromised. Anyone accessing the [InSite portal](#) is required to change passwords at determined intervals within the system, A Multi-Factor Authentication (MFA) process was added during the pandemic so as to secure students' personal information in InSite and access to their Canvas courses. The Distance Education committee and District-wide DE committee ensure that all applications used in course delivery at the campuses will not compromise the integrity and protection of students' personal information.

For Student Services provided via remote modality, identity of students are authenticated through the same SSO/MFA processes. However, other e-tools are used in concert with these processes such as dynamic forms and videoconferencing.

Additional Supporting Evidence:

[CCCCD Board Policy 4014 Distance and Correspondence Education](#)

[LMC Distance Education Position Paper 2020](#)

[CCCCD Board Policy 5030 Acceptable Technology Use Policy](#)

[CCCCD Distance Education Website](#)

[CCCCD Technology Use Policies](#)

[CCCCD Distance Education Strategic Plan 2022-2027](#)

[LMC Privacy Policy](#)

[Canvas Privacy Policy](#)

[Canvas Acceptable Use Policy](#)

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (Standard 3.1).

Significant personnel are dedicated to the delivery of online instruction and student support at the College. Utilizing an integrated model of service delivery, virtually every Student Services

Employee dedicates a significant percentage, if not a majority, of their time working to deliver their services remotely.

Los Medanos College has prioritized the continuous development and professional growth of its employees, with professional learning deeply ingrained in the campus culture. Staff delivering services remotely have access to and regularly utilize training in various tools to deliver these services online to students. For example, the College provides professional development through the Grow platform on topics such as the local use of [Dynamic Forms](#) or more global state provided resources such as webinars provided through the California Community Colleges Vision Resource Center.

The [Office of Equity & Inclusion \(OE&I\)](#) delivers learning and leadership opportunities, onboarding programs, and community-building activities. The Classified Senate, Caring Campus, and OE&I collaboratively sponsor the "[Equity in Action](#)" series, empowering Classified Professionals with tools and skills for diversity, equity, and inclusion. Also, new technology deployment is accompanied by targeted professional development, ensuring faculty, staff, and students acquire the necessary skills. The College's comprehensive approach prioritizes professional growth, inclusivity, and technological proficiency to create an equitable learning environment.

All online faculty teaching online are required to complete a course in [Becoming an Effective Online Instructor](#) before teaching their first fully online course. For faculty teaching hybrid courses, there is an additional Becoming an Effective Hybrid Instructor (BEHI) course that can be taken in addition to completing the required BEOI course. This ensures that faculty members possess the necessary skills and competencies to deliver high-quality online and hybrid instruction. Supplemental trainings are offered weekly so as online teaching, technology and course design skills can be maintained in a consistent manner.

CCCCD Distance Education in collaboration with all three (3) College in the District, implemented the CVC-OEI Peer Online Course Review (POCR) to prepare our courses to send to CVC-OEI for badging. These districtwide efforts are also documented in our [CCCCD Distance Education Strategic Plan 2022-27](#). An example of our robust POCR process is demonstrated in a [BIOSC-005 course in the last phase of review](#) before sending it for approval to badge.

Additional Supporting Evidence:

[@One Training Seminars](#)

[@One Principles for Online Teaching](#)

[LMC Self-paced Beginner's Guide to Canvas Screenshot](#)

[Certified POCR Campus Canvas Screenshot](#)

[POCR Mentor Program Resources Canvas Screenshot](#)

[POCR College Resources Canvas Screenshot](#)

[POCR Self-Assessment Checklist Canvas Screenshot](#)

[Spring 2024 FLEX Schedule](#)

[CVC/OEI Website](#)

[CVC-OEI Sample Course Design Rubric](#)

[CVC-OEI Consortium Implementation Team Member Roles](#)

[LMC DE Online Teaching Resources Canvas Screenshot](#)

[LMC Distance Education Forms & Resources Webpage-Conferences Section](#)

Describe the institution's fiscal resources to support and sustain the distance education modality (Standard 3.4).

The [Resource Allocation Process \(RAP\)](#) guides budgetary decisions as all requests are reviewed by the [Shared Governance Council \(SGC\)](#) and the President to ensure staff and operational resources are aligned with institutional objectives. LMC utilized the RAP to make non-emergency Higher Education Emergency Relief Funding (HEERF) decisions that supported various efforts across the institution to improve distance education.

In addition, our ongoing budget utilizes its existing positions to support Distance Education activities. This includes a large number of full-time instructional as well as student and administrative service employees who dedicate a significant, if not a majority, of their time to supporting Distance Education students who are accessing their supports remotely. Included in this application is a budget estimating the percentage time and associated costs of these full-time employees.

In particular, the College also is in the process of recruiting a new instructional dean position whose areas of responsibility will include the overall management of our instructional Distance Education activities. Also, the College has dedicated a full-time 100% faculty reassigned time position to coordinate instructional Distance Education activities as well as chair the Distance Education committee.

In summary, the College estimates that it dedicates over \$8 million annually to the support of Distance Education beyond the direct costs in the classrooms.

In terms of direct instructional classroom costs, faculty are compensated for Distance Education courses at the same pay rate as in-person courses, and class maximums are consistent for in-person and online course modalities ensuring that every student has access to their instructional faculty's time in an equitable way across modes of delivery.

Additional Supporting Evidence:

[2024-25 Tentative Budget-DE 03.19.24](#)

[UF Contract 2022-2025](#)

[RAP Website](#)

[RAP Sharepoint Link and Information](#)

Describe the institution's physical resources including, if applicable, equipment and supplies, to support and sustain the distance education modality (Standard 3.8).

HEERF resources were instrumental in establishing a technology loan program for students, facilitating equitable outcomes during and post-pandemic. This initiative included procuring laptops, Chromebooks, and Wi-Fi hotspots for distribution. Additionally, HEERF addressed in-classroom technology and office equipment upgrades for staff and faculty, supporting remote and hybrid instruction. HEERF was also used to build a new virtual desktop infrastructure (VDI), ensuring consistent access to software and tools for students, reducing

equity gaps and technology barriers.

HEERF Expenditures <https://www.losmedanos.edu/finacialaid/care.aspx>

Describe the institution's technology resources to support and sustain the distance education modality (Standard 3.9).

Prior to the pandemic, the College had a comprehensive series of technology resources for students; however, once all courses were moved to fully online delivery through Canvas, the College moved to a more comprehensive approach to technology support. The College offered and continues to support and enhance multiple avenues for students to receive assistance to ensure success in their online course rooms.

- An [LMC website specific to student technology needs](#) was immediately created.
- A [Faculty self-paced course](#) focused on how to assist students with every aspect of their courses was created in Canvas.
- Multiple sources of student assistance were developed and new sources of help are currently in progress to support and sustain online course delivery.
- Live technology help desk hours have been added Spring, 2024, and an updated LMC Online Technology Hub expansion has been embedded within the Canvas menu options for students.
- The College has increased assistance to students with on-demand Canvas tutorials, CVC/OEI course design (infusing tech guidance in each orientation module) for each online course on campus.
- A live help chatbot on [LMC's landing website](#) is the immediate choice for students who need on-demand assistance and guidance in any area of campus support.
- Applications within each course, such as Pronto, Zoom and others give students additional opportunities to request immediate assistance in live learning modes.

From a broader college planning perspective, technology initiatives were included as part of [Technology Master Plan](#). In addition, the institution has started the development of a new Facilities Master Plan that is looking to align our physical resources during the next 10 year and beyond planning horizon. Recent efforts included the core infrastructure upgrade that updated our core servers and data back system. The new virtual desktop infrastructure (VDI), that was built allows the college to support remote and hybrid instruction by allowing students to access software and virtual technology platforms remotely.

Describe how the institution's decision-making structures support innovation and equitable student outcomes in the distance education modality (Standard 4.3).

The [Academic Senate](#) supports the [Distance Education Advisory Committee](#). The committee is made up currently of thirteen representatives across the campus. Each member offers a specific skill or background experience in the area of distance education. Policy, course review, training programs, technology, tutoring, funding sources, and general college business related to online education is discussed in Brown Act meetings twice a month.

The Distance Education Committee maintains relationships with the following committees: Learning Management System Work Group (LMSWG), District Distance Education Council (DDEC), Curriculum Committee, Academic Senate, Teaching and Learning Committee,

Strategic Enrollment Management Committee, Planning Committee, and the Technology Committee. The Resource Allocation Process (RAP) guides budgetary decisions as all requests are reviewed by the Shared Governance Council (SGC) and the President to ensure staff and operational resources are aligned with institutional objectives.

All the committees above include crossover membership and functional relationships with our Distance Education Advisory Committee. These relationships ensure that the interests and needs of our students in Distance Education courses are represented and integrated into the fabric of our college's decision making structures in general.

Additional Supporting Evidence:

[LMC Distance Education Position Paper 2020](#)

[LMC Distance Education Strategic Plan](#)

[CCCCD Distance Education Strategic Plan 2022-27](#)

[LMC Institutional Self Evaluation Report 2020](#)

Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the [Policy on Institutional Advertising and Student Recruitment](#).

Institutional Disclosure and Advertising and Recruitment Materials Regulation citations:

602.16(a)(1)(vii); 668.6. The College provides accurate and up-to-date information to current students, prospective students, and the public at-large through its website and the catalog.

- [LMC Accreditation Website Homepage](#)
- [About LMC Webpage](#)
- [LMC College Catalog 2023-2024](#) -
- [LMC Website Homepage](#)

- Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.

Los Medanos College publishes clear policies and procedures for handling student complaints. Student complaint records are retained by the College and demonstrate accurate implementation of the complaint policies and procedures. LMC demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints against Institutions.

- [CCCCD Curriculum & Instruction Procedure 4005](#)
- [LMC 2023-24 College Catalog-Student Complaint Procedures](#)
- [CCCCD Student Services Procedure 3027-Student Code of Conduct](#)
- [LMC Student Code of Conduct Webpage](#)
- [LMC Grievance Procedures Webpage](#)

- Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:

- Findings from any audits and program/other review activities by the U.S. Department of Education (ED)

- Evidence of timely corrective action taken in response to any Title IV audits or program reviews

See [Policy on Institutional Compliance with Title IV](#)

Title IV Compliance Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq. The College provides evidence of compliance with the U.S. Department of Education (USDE) Title IV regulations, including the findings from any audits. The College responds to issues raised comprehensively and in a timely manner. Contra Costa Community College District reports audit results annually and presents regularly at meetings of the District Governing Board. The institutional student loan default rate is within the USDE acceptable range. All contractual relationships regarding student support services, library, tutoring, and other areas align with the Standards. The College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

- [CCCCD Business Procedure 9.40-Contracts/Agreements for Personal Services](#)
- [CCCCD Business Procedure 9.42-Contracts/Agreements for Professional Services](#)
- [2022-23 FSA eZAudit](#)
- [2022-23 FSA eZAudit Submission](#)
- [CCCCD Audit Reports Website](#)
- [CCCCD Board Policy 5034-Internal Audit Services \(IAS\) Charter](#)
- [CCCCD Internal Audit Services Website](#)

Supporting Evidence

Please provide any evidence that supports the narrative above as separate files. Please link evidence where appropriate in the narrative. Do not embed evidence files into the application.