



DE COMMITTEE MINUTES

August 23, 2019 / 10 a.m. / Room 2410 and ConferZoom

Meeting Minutes

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Distance Education Committee

Members Present (voting):

Scott Vigallon (TLC, co-chair)
Christina Lee (Counseling, co-chair)
Melissa Korber (A&H)
Bobby August (STEM)
Paul Sapsford (BHAWKS)
Kali Rippel (SLPC, Library)
Toby Bielawski (Faculty at-large)

Members Present (non-voting):

Members Absent:

Vicky Austin (FA, adjunct faculty)
Amir Law (Dean, BHAWKS)
TBD (ASLPC)
Kristina Whalen (VP, Academic Servs.)
Frances Denisco (A&R)

Meeting Guests:

Matt Baugh (Pronto)
Peter Johnson (Pronto)

1. Call to Order
 - a. The meeting began at 10:04 a.m.
2. Committee makeup
 - a. The committee welcomed new members Melissa Korber and Toby Bielawski. Frances Denisco, representing A&R, is also new, though she could not be present at today's meeting.
 - b. Chris Lee was nominated to continue as faculty co-chair. Paul Sapsford moved to appoint Chris, Melissa Korber seconded, committee approved the appointment.
3. Updates
 - a. During the summer, the CVC-OEI reached agreement on contract extensions with Link-Systems International (parent company of NetTutor) and Proctorio to continue using both systems. LPC Student Services has pledged additional money for NetTutor because the usage rate was so high last year. No word yet on if that money is confirmed.
 - b. The 2018-19 DE report to the CLPCCD Board of Trustees has been finished. It has been posted to the Online Learning site.
 - c. Five Business instructors completed training in the Online Course Development Program for the CVC-OEI grant, known as the BANQ Project. Instructors participating in that project will spend the fall semester improving their courses with the goal of getting them aligned to the Course Design Rubric.
 - d. Turnitin was integrated into Canvas on Aug. 13 and a training session was held at Convocation, Aug. 15. The process of moving the database of student-submitted papers from VeriCite to Turnitin is still under discussion. Between LPC and Chabot, there

are 300,000 papers to move. This is a manual process and will take time.

- e. The CVC-OEI's free online conference, Can•Innovate, takes place from 9 am-5 pm October 25. This online conference is designed for CCC Canvas users and will spotlight "emerging, creative practices shared by CCC faculty, staff, and administrators across our 114 colleges." The full program and registration will be available on September 16. Visit the Can•Innovate site.
- f. The CVC-OEI will be working on a DE Program Rubric to look at local DE Programs -- including resource allocation, faculty and student support, and evaluation structures, to recommend standards for quality programs that lead to student success. Representatives from constituencies across the state, along with a member of the ACCJC, will join the CVC-OEI in developing the rubric. A final rubric might not be completed until Fall 2020.
- g. The state's updated DE Guidelines will be sent in draft form to the Consultation Council on Sept. 19. They will then go to the Board of Governors for a hearing at its November meeting. After that, the guidelines will be released and will become a living document that will be continually updated. Highlights of the guidelines include new DE definitions, mention of instructor preparation to teach online, and web accessibility as a shared responsibility throughout the institution. Regarding accessibility, the guidelines say that districts and colleges must provide the faculty, staff, and administrators with appropriate resources and training to ensure their understanding and implementation of accessibility regulations.
- h. Fall 2019 marked the first semester in which Canvas courses were automatically created for every LPC course. This process

has gone relatively smoothly. We still have to figure out how to deal with these courses when section numbers are changed.

Canvas seems to create the new class while leaving the old class, and students remain in the old class. We are working with Canvas, the college scheduler, and District ITS to figure this out.

- i. During the summer, Scott received a handful of inquiries from faculty who are team-teaching courses and did not have Teacher access in faculty. Instead, they were given TA access because they were not the primary instructor as listed in Class Web. This posed a problem because TA access isn't the same as Teacher access, and these secondary instructors were not able to complete necessary tasks in Canvas. Scott worked with District ITS and Chabot to give all instructors Teacher access to their courses in Canvas.
- j. Blueprint courses in Canvas are being tested and used for the first time at LPC with merged non-credit and credit Math courses. Blueprint courses are designed to deploy, update, and maintain course design templates or components across a number of courses. These templates can have content and learning objects that can be locked in the associated courses, and updates can be pushed to those courses. Instructors of the associated courses can manage any items that are not locked and can create as much new content as they want.
- k. Scott will send an external hard drive full of Blackboard archives to District ITS, which will transfer them to the record management service Iron Mountain for safekeeping. The archives, which contain student data from LPC and Chabot courses, are from Spring 2006 to Spring 2017. They were housed on a network drive maintained by Chabot for years, but Chabot is

apparently not maintaining it any longer, and Scott was sent the archives via an external drive.

4. DE Definitions

a. The new state DE Guidelines that are supposed to go into effect this semester contains a section that provides new definitions of DE courses. It is optional for colleges to define DE courses exactly how they are defined at the state level, but in terms of consistency, we might want to look closely at this. Here are the new definitions:

i. Fully Online (FO): Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require in-person assessments or activities. If synchronous activities are required, the schedule of classes indicates dates and times.

1. All instruction is online.

ii. Partially Online (PO): Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online must follow a separate approval

process. The approved online portion must meet the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of the required in-person components.

1. Also known as hybrid. Online instruction with scheduled on-campus meetings and/or assessments.
- iii. Online with Flexible In-Person component (OFI): Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interactions, supplemented by required in-person assessments or activities that are available at approved locations during a specified range of time. The schedule of classes indicates dates, times and locations of all required in-person components.
 1. Online instruction with in-person/proctored assessment/activities at a flexible time and place.
- b. The committee was given examples of the different types of DE courses and discussed whether or not to recommend that LPC adopt the new definitions and what the effects might be. Scott will take the issue to VP Kristina Whalen. It is reasonable to expect that the CVC-OEI will allow OFI courses into its exchange, but that decision has yet to be made.
 - c. The DE Guidelines cover many areas of DE that are spelled out in Title 5, including web accessibility and regular effective contact.

When the guidelines are released, they will be sent to all admins, faculty, and the DE Committee.

5. Course review

- a. Instructors teaching DE for first time in Fall 2019 and needing their courses reviewed: Jeff Weichert (CNT 51, 52), Tim Heisler (CMST 1), Natalie Kellner (CMST 1), John Perez (CMST 46), Irena Keller (PSYC 4), Susan Cumbo (HLTH 1), Eric Yang (PHIL 1), and Selena Troxa (PHIL 1).
- b. Chris will contact Tim Heisler to ask if he can present two modules from his course to the committee at its Sept. 27 meeting. She'll also send him the checklist for preparation purposes.

6. District Student-Centered Funding Formula project

- a. The committee was asked if we should pursue a project in order to develop additional online degrees and/or certificates. LPC's current OEI grant project might be used as a template. At the College Day session Aug. 16 titled College CVC-OEI Update, it was mentioned that English AAT and the Creative Writing Certificate of Achievement are possibilities. An ECE faculty member said her discipline might be able to create certificates that can be completed online. Toby Bielawski said she would consult with the English Department about the possibility of creating a project around the Creative Writing certificate. She added that a few of the courses in the certificate sequence would have to go through the DE proposal process with Curriculum.

7. CVC-OEI

- a. Nine classes have been aligned to the CVC-OEI Course Design Rubric, and 11 others are in the pipeline (excluding the CTE grant project courses). Three courses were reviewed by our local POCR

team during the summer in an effort for us to become a certified POCR college, which would allow locally reviewed courses to be fast-tracked through the CVC-OEI.

- b. Peter Johnson and Matt Baugh from Pronto demonstrated its product, which is being used by several CVC-OEI colleges. Pronto is integrated into Canvas and connects students and instructors in real-time chats, syncs with Google Drive and Dropbox, and allows for live videoconferencing. It can be used for group work, too. Ninety percent of its usage is via students' phones. All conversations in Pronto are saved, and these archives can be used as evidence to show regular, effective contact. It is being offered for free until January 2020. Monetary costs after that have yet to be determined.
- c. Fall Flex Day proposals are due Sept. 6. The committee decided to propose a web accessibility session and a session that involves faculty in a mock CVC-OEI review of a course to determine if it is aligned with Course Design Rubric. Scott will submit the former request, and Chris will submit the latter.

8. DE Goals and Objectives

- a. The committee was asked if a DE accessibility plan should be added to the list of DE goals and objectives. After discussion, it was decided to add DE accessibility guidelines to the goals and objectives. A general accessibility policy to cover the entire district was drafted many years ago but went nowhere. These guidelines would be specific to DE only. A sample plan from Cerro Coso College was shared. Scott will draft the guidelines, which will mostly consist of legal language. He also mentioned the updated Regular Effective Contact guidelines, which will be shared next month along with the accessibility guidelines.

- b. The committee reviewed the list of DE current goals and objectives.

9. Canvas

- a. Fall 2019 marked the first semester in which faculty are responsible for merging sections in Canvas instead of Class Web. This has gone relatively smoothly. A couple of instructors did not follow the posted instructions closely enough and merged into a class they did not intend to merge into. Several instructors have correctly changed the name of the class to encompass multiple sections, but did not copy and paste that name into the Course Code text field immediately below the course Name field. The need to do this correctly has been heightened with the advent of non-credit courses. These courses are being merged into their credit counterparts. Because there are so many of these, we should investigate the automatic merging of officially crosslisted courses at LPC. The credit and non-credit courses are officially crosslisted. On the surface, automatically merging these courses seems to be an easy decision. However, all faculty should know about this issue in case some have objections. The first step will be for Scott to set up a meeting with Canvas and District ITS to determine if automatic merging of officially crosslisted courses is technically feasible. He will report about that meeting to the committee next month.

10. Accreditation

- a. For Spring 2019 DE classes, the success rate of 71% was the highest for a spring semester at LPC, improving upon the previous high of 69% set a year earlier. The retention rate of 85% was also the highest for a spring semester, improving upon the previous high of 82% that was also set the year before. The

retention gap of 4% equaled the previous best for a spring term set in Spring 2018. Additionally, Spring 2019 marked the first time that 20% of LPC's enrollments for either a spring or fall term were for DE classes.

- i. The committee was asked what could be done to improve those rates. It decided to continue pursuing the course review process, the submission of courses for POCR/OEI review, and the training of faculty to become POCR reviewers. Scott added that the OEI's new Wellness Central tool will help, too, when it is released and integrated into Canvas.
- b. With an influx of new degrees and certificates, many of these have reached the 50 percent threshold for Substantive Change. A list was shown to the committee. That list will be brought to VP Whalen for further discussion.

11. Online student services

- a. Usage statistics and survey results were shared for NetTutor, Cranium Café and the Quest for Online Success readiness course. The committee discussed these and was asked if any changes should be made to improve the services. Since students seemed to be satisfied with the tools, no changes were offered. However, Chris mentioned that two more Student Services people recently completed the Cranium Café training, and one more will complete it by the end of August. Therefore, Cranium Café usage might be expanding. Toby requested that the faculty be surveyed about NetTutor. Scott said he would add a question on NetTutor to the faculty DE satisfaction survey.

12. Other issues

- a. None broached.

13. Adjournment: The meeting was adjourned at 12:03 p.m.

14. Next meeting: Sept. 27, 10 a.m.-noon