



DE COMMITTEE MINUTES

January 24, 2020 / 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)
Kali Rippel (SLPC, Library)
Toby Bielawski (Faculty at-large)
Vicky Austin (FA, adjunct faculty)
Frances Denisco (A&R)

Members Absent:

Paul Sapsford (BHAWKS)
Kristina Whalen (VP, Academic Servs.)
TBD (Dean)
TBD (ASLPC)

Meeting Guests:

Shawn Taylor (Equity)

1. Call to Order
 - a. The meeting began at 10:02 a.m.
2. Approval of November minutes
 - a. Vicky motioned, Toby seconded. Minutes approved.
3. Updates
 - a. LPC will be testing a new video tool that integrates with Canvas and 3C Media called PlayPosit. The tool allows instructors to add questions and surveys to their assignments, and automatically syncs students' grades from video interactions in the Canvas Gradebook. It also enables instructors to monitor student progress and performance analytics within Canvas.
 - b. TLC workshops for the Spring semester begin Jan. 29. There are 18 workshops scheduled, including new workshops on New Quizzes in Canvas and the new Rich Content Editor.
 - c. Participants in the Spring 2020 version of the Online Course Development Program are Ana Del Aguila, Kisha Turner, Laura Reno, Niloufar Hadei, Stephanie Tyler, and Susan Cumbo. They began Jan. 21.
 - d. On Dec. 13, the district Technology Coordinating Committee viewed, and discussed, templates for a board policy and administrative procedures on accessibility for students with disabilities. This issue will be taken to the Senior Leadership Team. The district TCC also said that a procedure for vetting third-party tools for accessibility and FERPA compliance needs to be created.
 - e. The LPC English Department has created procedures for offering DE courses to adjunct faculty.

- f. Canvas now offers a Training Services Portal that is available from the Help icon in the global navigation menu. Resources include live webinar trainings, recorded videos, and actual courses.
- g. CVC-OEI updates:
 - i. There is a new video for students on how to use ExCEL that is on the OEI's YouTube channel.
 - ii. The OEI is working on integrating a chatbot on cvc.edu to answer questions in real time.
 - iii. There is a new POCR Course participation agreement that will let faculty know what they are in for when taking the course. It also allows faculty to register for the course.
 - iv. After June 30, Proctorio, SmarterMeasure ,and NameCoach will no longer be funded because of low usage statewide. The OEI suggests using equity money to pay for a discounted license through the FCCC. For proctoring, colleges can join the state's Proctoring Network.
 - v. The Quest for Online Success course will be refreshed.
 - vi. There will be a pilot using a new appointment feature in NetTutor.
- h. Instructure, the company that makes Canvas was sold Dec. 4 to private equity firm Thomas Bravo. The deal is not supposed to impact the CCC's use of Canvas.
- i. A new enhanced student view for submitting assignments will eventually be available in Canvas. This will provide an improved interface and submission workflow for students submitting assignments within their courses.

4. DE equity

- a. Shawn Taylor, LPC's Director of Student Equity & Success, addressed the committee to discuss including DE in the college equity plan. Shawn explained that LPC has an existing three-year plan and will be completing the first year in June. He added that the content of the plan is for helping "disproportionally impacted students."

The committee discussed how to replace Proctorio and NameCoach, two equity tools that the CVC-OEI will no longer be funding after June 30. At the Dec. 13 TCC meeting, Scott asked about the possibility of creating a district budget for purchasing third-party tools for Canvas. That issue is supposed to be taken to the district Planning and Budget Committee. Also, the English department has expressed concerns about the inequity of online students not having access to the RAW Center online. Proctorio costs \$15 per user per year. According to Proctorio, in 2019, 399 students took exams using Proctorio. A total of 6,292 exams were taken by those 399 students.

A new user Pronouns tool will allow students to add their preferred pronouns into Canvas. It is a root-account level setting, meaning that Chabot and LPC would have to agree to enable it. Students can opt to not select a pronoun if they do not wish to have one associated with their Canvas profile. VPs Kristina Whalen and William Garcia has given their consent to use the tool.

For tools like the above and other equity concerns for DE

students, such as ADA-compliance, Shawn would like a list by May 1. The committee will develop a list at its February meeting.

5. Follett Discover: Access

- a. Bookstore manager Nolan Howe was supposed to address the committee about implementing Follett Discover: Access into Canvas. In an earlier email, Nolan wrote that Access is not about selling books to students but rather providing them with single signon access to the digital materials they have already purchased. By logging into Access through Canvas, students can then access all of their digital books and materials from publishers in one location without needing to access different publisher websites, eliminating the need for multiple logins, passwords, etc. Since Nolan wasn't there, questions couldn't be answered, and no further action was taken.

6. Course review

- a. The course review process has been updated. The process for new and late hires has been merged into one document.

The committee discussed the process and wanted to make clear on the document that the process is for first-time DE instructors at LPC. It then discussed, and agreed to, changing the process for the next academic year to say that ALL first-time DE instructors at LPC will go through the review process regardless if they have been trained to teach online course here or at another college. The reasoning is there were instructors last fall who had been trained but did not implement the necessary content into their course design, and thus, did not pass the initial review.

7. POCR

- a. Thirteen courses have been aligned to the OEI rubric. Two courses from the BANQ grant have been reviewed and are in the process of alignment. More will follow.
- b. Based on feedback from reviewers at the OEI, Scott has revised the model course template he offers to faculty. The new template has been approved by LPC's main OEI reviewer. It is now available for faculty use. Because the template was revised, Scott is currently updating the OCDP training course to match the template. Part of this update will include a module on accessibility so participants don't have to go to the separate Web Accessibility Course to complete the training. Updates to the OCDP are expected to take a while.

8. Canvas

- a. Since the spring semester began, students who have dropped courses have not been removed from those courses. In the midst of District ITS trying to fix this, all past courses were removed from Canvas on Jan. 16. Those courses were restored the next day. Scott detailed other issues that have arisen since. The situation is not resolved. The committee asked Scott to ask the VPs whether or not to inform students of the situation.
- b. No date has been given for when Canvas will replace the current Quiz tool with New Quizzes. That's because not all features are ready, particularly moving quizzes from one course to another without doing a course copy. Training on New Quizzes will begin this semester. The committee was asked if Chabot should be consulted about turning on New Quizzes at the global level and at least allowing faculty a choice of using it or not this semester. It agreed to do so.

- c. According to the Canvas Dec. 23 Release Notes, the New Rich Content Editor is slated to go into effect June 20. It is now a feature option in Canvas. Our Canvas rep said she is not aware of updates to the deprecation date of the old RCE. Therefore, we should plan for the new RCE to become default this coming June. Training on the new RCE will begin this semester. The committee was asked if Chabot should be consulted about turning on the new RCE at the global level and at least allowing faculty a choice of using it or not this semester. It agreed to do so.
- d. A new Canvas feature called Direct Share will allow instructors to copy individual course items to another course and share individual items with other users. This change allows content to be shared directly in Canvas without having to use a secondary repository like Commons. In Assignments, Quizzes, Discussions, and Pages, instructors can copy content to another course and share individual content items with another user. The committee was asked if Chabot should be consulted about turning on the Direct Share feature. It agreed to do so.

9. DE student satisfaction survey results

- a. Two hundred seventy-four students completed the annual DE Student Satisfaction Survey in Fall 2019, and like previous years, results were positive. When asked to rate their level of satisfaction with different components of online learning, students were mostly satisfied or very satisfied in all areas. This included the DE program as a whole (76%), overall course quality (78%) and overall course satisfaction (74%).

When asked if they would take another DE course from LPC, 86 percent indicated that they would (9 percent had no opinion).

Students also indicated (61 percent) that they learned about the same in their DE classes than they would have in a similar on-campus class. Interestingly, 24 percent said they learned more in their DE classes, and 16 percent said they learned less.

When asked which, if any, degrees or certificates they would like to see offered online, students listed a wide variety of these programs. Also, 83 percent of students indicated that if they had the opportunity to take an online course at another California Community College because the course they need to take at LPC is either full or not offered, they would be interested in taking that course.

The committee was asked what, if anything, it can do to improve the DE program based on the results, and some possibilities included letting faculty and deans know that students want programs online, informing faculty and deans about how close some of those programs are to being fully online, and providing free textbooks for students. It might help, too, to highlight results in the Online Learning newsletter.

Survey results are posted on the [Survey Results page](#) of the Online Learning web site.

10. DE faculty satisfaction survey results

- a. According to results of the DE Faculty Satisfaction Survey, faculty seem to be happy teaching online at LPC. Among the results:
 - i. 97% were either satisfied or very satisfied with the DE program as a whole.

- ii. 100% were either satisfied or very satisfied with faculty support from Teaching and Learning Center staff.
 - iii. 74% were either satisfied or very satisfied with faculty support from Canvas.
 - iv. 68% were either satisfied or very satisfied with student success in their classes.
 - v. 45% were either satisfied or very satisfied with student retention in their classes.
- b. The committee was asked what, if anything, it can do to improve the DE program based on the results. Answers included tweaking the course review process, continue growing the POCR program, and getting additional accessibility help (add a question in next year's Program Review template).

Survey results are posted on the [Survey Results page](#) of the Online Learning web site.

11. Accessibility

- a. For the accessibility of Word and PPT files, the CVC-OEI reviewers are emphasizing putting the content from those files into Canvas pages. For PPTs, it's best to create narrated videos out of them. Barring the above, they are OK with posting Word and PPT files as long as they are accessible. The CVC-OEI is advocating the creation of accessible PDFs when part of the learning objective is based on how a document is formatted. For example, create an accessible PDF when needing to keep content from a scientific paper in its original format or when you need students to fill out a fillable form.
- b. At the Dec. 13 TCC meeting, that committee viewed, and discussed, templates for a board policy and administrative

procedures on accessibility. This issue will be taken to the Senior Leadership Team.

12. Review of DE goals

- a. Frances broached the topic of State Authorization and the federal regulations that go into effect July 1. Scott said that he brought the issue of State Authorization to the District Technology Coordinating Committee in the fall. The TCC decided that the issue belongs in the District Enrollment Management Committee. According to the DEMC web site, it was listed under Future Agenda Items in the DEMC Dec. 6 meeting agenda. Apparently, it wasn't discussed because it is also on the DEMC Feb. 7 agenda as a Future Agenda Item.
- b. The committee's review of processes involving A&R was tabled.

13. DE outcomes

- a. The committee's discussion of possible changes to the DE outcomes was tabled.

14. Other issues. None broached

15. Adjournment: The meeting was adjourned at 11:59 a.m.

16. Next meeting: Feb. 28, 10 a.m.-noon