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

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.
- ❖ Coordinate available resources to address current and future professional development needs of faculty, classified professionals, and administrators in support of educational master plan goals.

Distance Education Committee

Members Present (voting):
Vicky Austin (FA)
Bobby August (MSEPS)
Maureen O'Herin (A&H)
Bill Komanetsky (CATSS)
Thomas Rothman (A&R)
Leslie Zamora (ASLPC)

Members Present (non-voting):
Christina Lee (Counseling, co-chair)
Scott Vigallon (co-chair)

Members Absent:
Paul Sapsford (BHAWK)
Kali Davis (Library)
Amir Law (Dean)

Meeting Guests:
None

Meeting Minutes

1. Call to Order
   a. The meeting began at 10:00 a.m.
2. Approval of February minutes
   a. Bill Komanetsky moved to approve, Vicky Austin seconded, minutes approved.
3. Updates
   a. Thomas Rothman has replaced Jeff Lawes as the A&R representative to the committee.
   b. There were 67 applications for the Online Student of the Year Scholarship Award. Scott, Wanda Butterly, and Tim Druley will select a winner by the April 15 deadline.
   c. Chancellor Dr. Jannett Jackson is a member of the state's CEO Board that has made recommendations on guiding principles for moving forward with the Governor's New Funding Model regarding the online college.
4. Online Education Initiative
   a. On Feb. 28, a resolution to apply to the OEI Consortium was approved by the Academic Senate. Later that day, LPC's application was submitted. We are supposed to find out if we are accepted in mid-Spring. Twenty-eight other colleges applied. There are currently 8 colleges in the course exchange.
   b. The OEI is working to get a per-student accommodation flag put into Canvas that would flag all registered DSPS students throughout the state. It is also working with Canvas on a built-in accessibility tool.
   c. @ONE is offering a 3-week course beginning April 9 called Building a Local Peer Online Course Review Process. There are three online meetings for a team, and the team consists of a

minimum of three people. The committee would like to pursue the training, so Scott will send the dates of the three online meetings.

d. A Request for Applications (RFA) was distributed by the state chancellor's office March 8 announcing the California Virtual Campus-OEI grant program. The plan is to combine the CVC, which mainly is an online catalog of DE courses, and the OEI. From the application: "It is the intent of this RFA to rebrand the OEI as the CVC-OEI and significantly recast the CVC-OEI as a one-stop online portal for all students at the 114 colleges. A primary focus to enable students to find and enroll in courses in the Systemwide Online Course Exchange, that have the highest demand, fill quickly, and are prerequisites for many different degrees."

5. Transition to Canvas

a. On March 9, bookstore manager Nolan Howe addressed the district Technology Coordinating Committee, asking that faculty and students be able to use Canvas from which to request their bookstore materials. He added that faculty can request their materials from any Canvas course, which partially meets his needs. He was told that all faculty already have access to Canvas and have sandbox courses set up. They can access a sandbox course to request materials. For students, they would all have to be inputted into Canvas, then a link in the global navigation menu would need to be added that allows both students and faculty to access the bookstore online. Currently, faculty have access to an app that they have to make available in the course menu, but this link doesn't work for students. Before any of this can work, though, District ITS will have to work with Follett to

create the link that would go into the global navigation menu. Even if all of this comes to fruition, students will still be able to purchase materials via Class Web and the bookstore web site.

b. According to Eric Stricklen at District ITS, he has found a way to disallow students in merged sections from seeing each other, while allowing students in officially cross-listed courses to see each other. This issue was discussed at the March 9 Technology Coordinating Committee. This potential FERPA-solving issue would need approval by faculty at both colleges, and it would need to be tested. If implemented, it would require instructors to merge (cross-list) courses themselves in Canvas. Faculty would need to undergo training on this.

c. On Feb. 28, Scott presented the two Canvas statements, along with the reasons for them, to the Academic Senate. There was both support for, and resistance to, them. At the March 14 Senate meeting, there was a public comment issued by Ashley McHale that stated:

"The Math Department supports the requirement of Canvas for all distance education and hybrid classes, understanding the additional auditing requirements for those classes. However, we strongly oppose any requirement for face-to-face classes to use Canvas only or as a gateway to other sites. Faculty currently using alternative course management sites understand accessibility requirements (which these sites also follow regulations). This is a violation of academic freedom and we ask the Academic Senate to thoughtfully consider our concerns."

Because of this, Senate President Melissa Korber recommended

the following changes to the statements:

1. Beginning Summer 2018, the Las Positas College Academic Senate recommends that all online and hybrid courses use Canvas, which can also be used as a gateway to other technologies.

2. Beginning Summer 2018, the Las Positas College Academic Senate recommends that all face-to-face courses that use a course management system as an online supplement to instruction use Canvas, which can also be used as a gateway to other technologies.

The committee was fine with Melissa's changes but discussed possible additional statements.

3. Due to limited resources, the Instructional Technology staff will prioritize addressing and resolving those instructional issues related to the Canvas.

4. Instructors who choose not to utilize Canvas will be held responsible for ensuring that their courses are in compliance with all legal and accreditation requirements.

Those additional statements will be sent to the committee to wordsmith.

d. In due time, the committee will attempt to create guidelines and/or recommendations surrounding Canvas issues. Issues include: 1. adding non-CLPCCD personnel or students into Canvas, 2. when to schedule final exams, 3. student workload

during Spring Break, 4. putting faculty and TAs into class, 5. when to hold online office hours, 6. student time overlaps issued by A&R, 7. students completing incompletes, 8. faculty or administrator wanting to see someone else's course for whatever reason, 9. a student challenging a grade, 10. faculty requests for increased storage quotas.

    i. On March 9, Scott received an email from Jesus Bravo-Morales of A&R asking for information about final exam dates and times for online and hybrid courses. He supplied two possible examples:

        1. Final exams are offered on the last day of online courses

        2. Final exams are determined by faculty based on availability

    ii. The committee felt that faculty should have the freedom to schedule their exams at any point during the final exam period. Chris Lee will contact A&R to discuss further.

e. A better solution has been found for Canvas student support and the Computer Center staff once the spring semester ends and 24/7 Canvas support goes away. The Computer Center staff will be given limited admin rights under each of their individual logins. At the same time, one support account will be created and shared among the staff to use the ticketing system. This should satisfy district's concern about sharing a login with admin access, while allowing the staff to work on tickets.

f. Canvas has released a new version of its quiz tool called Quizzes.Next. According to Canvas, this new version will replace the current tool "likely sometime in 2019". When complete it will

supposedly have all of the current features plus several more. It can be made available to instructors to test out. A Quizzes.Next guide is available online.

6. Online student services

   a. At our last meeting, the committee decided to create policies/procedures for vetting third-party tools for FERPA compliance. Scott created a draft, and Amir approved it. The draft was shown to the committee, which wanted more time to review it. Scott will email it to the committee.

   b. Unless the college pays for more NetTutor hours, it might run out in April. Student Services, which pays for NetTutor, has been alerted.

7. Accreditation

   a. On Flex Day, April 3, Scott and Vicky Austin will conduct a session called Using the OEI Online Course Design Rubric to Meet Accreditation Standards from 10-11:50 a.m. in Room 2410. Scott and Wanda Butterly will conduct Making your Canvas Course Site ADA-Compliant from 1-2:50 p.m. in Room 2412.

   b. On March 7, Scott, Bill Komanetsky, and Chris Lee presented on DE legal requirements at the town meeting.

   c. An accreditation checklist that Fresno City College gives to its DE faculty was shared. It was compared to the checklist we give to DE faculty at the beginning of each term. An ACCJC thought paper on evaluating DE courses was also shared with the committee. The committee likes a shorter checklist like LPC's but with added links for instructors to learn more about the items.

   d. Last month, the committee suggested the following ideas to improve DE success and retention rates: continue to pursue joining the OEI Consortium, develop a peer course-review group,

seek funding for an intervention specialist for DE classes, and request research on if short-term classes during the fall and spring have better rates than semester-long classes.

As mentioned above, the committee would like to pursue training on developing a peer course-review group. According to the Office of Institutional Research, 64% of students in semester-long classes in Fall 2017 had success, compared to 63% of students who took short-term classes. In that same semester, 80% of students in semester-long classes in Fall 2017 were retained, compared to 82% of students who took short-term classes. In Fall 2017, there were 23 short-term classes, 16 of which were taught by adjuncts. The committee wants to revisit this issue in one year when all of the courses are in Canvas.

To fund an intervention specialist, the committee can apply for a Dale and Ted Kaye 2018 Staff Innovation Grant. The grant is worth $1,000, and the application deadline is April 13. The committee decided there isn't enough time to develop all of the parameters involved in such a project by the deadline date. However, Chris Lee and Maureen O'Herin were interested in possible smaller-scale projects. They will develop an idea to bring to our April meeting.

e. The state Chancellor's Office last year convened an Accessibility Standards Work Group. The general task of the group is to review and recommend procedures around accessibility and the expectations of colleges. Possible outcomes include a sample board policy and a series of training opportunities (in addition to

those that already exist, e.g., via @ONE, HTCTU, and the Accessibility Center).

8. Goals for 2017-18.

    a. At our last meeting, the committee decided to revise LPC's Regular Effective Contact guidelines by incorporating information necessary to be compliant at the federal and accreditation levels. Scott created a draft and shared it with the committee. The committee wants more time to review it, so Scott will send it to the members, and the draft will be discussed next month.

9. Other issues: Changes to Title 5 at the state level have been proposed regarding the approval process of DE courses. One proposed change is to require an addendum to the course outline that addresses, at a minimum, how online or hybrid courses meet regular and substantive interaction not just between instructor and students, but also among students.

10. Adjournment: The meeting was adjourned at 12:00 p.m.

11. Next meeting: April 27, 10 a.m.-noon.