



DE COMMITTEE MINUTES

Jan. 26, 2018 / 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

- ❖ 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)
Teri Donat (adjunct faculty)
Bill Komanetsky (CATSS)
Paul Sapsford (BHAWK)
Jeff Lawes (A&R)
Kali Davis (Library)

Members Present (non-voting):

Christina Lee (Counseling, co-chair)
Scott Vigallon (co-chair)
Amir Law (Dean)

Members Absent:

Garrett Culbertson (ASLPC)

Meeting Guests:

None

1. Call to Order
 - a. The meeting began at 10:02 a.m.
2. Approval of December minutes
 - a. Bill Komanetsky moved to approve, Kali Rippel seconded, minutes approved.
3. Updates
 - a. The new [Online Learning web site](#) was launched Jan. 2. In addition, the new [DE Committee site](#) has also been launched. Both were shown to the committee.
 - b. [@ONE](#) has also launched a new site. The site includes a wealth of resources for online educators.
 - c. TLC workshops for the spring semester begin Jan. 30. An email was sent to the campus Jan. 24.
 - d. On Jan. 10, CCC Chancellor Eloy Ortiz Oakley announced full support for Gov. Brown's budget proposal to establish a new online community college tailored to provide working learners with skills and credentials. Brown is proposing \$100 million to begin the project and \$20 million ongoing. The online college will be based at the Chancellor's Office, and a new district will be created for it. It seeks to begin enrolling students in December 2019 and gain accreditation within 4 years. It will reportedly offer certificates and badges but no degrees. Courses will emphasize learning modules intended to improve specific skills. The online college is not connected to the OEI. Noteworthy from Chancellor Oakley's press release: "The new online college will not compete for students already being served by community colleges because these working learners cannot and do not access our traditional college programs."

4. Online Education Initiative

- a. Forty-six colleges, including LPC, signed the letter of intent to join the OEI Consortium recently. The OEI has not said how many colleges will be accepted, but it is expected to be a significant number. Colleges accepted will begin participating in the fall and are expected to begin offering courses in the exchange by Fall 2019. The committee reviewed and discussed the OEI self-assessment packet, which is due March 1 if LPC wants to join the OEI Consortium. An OEI college planning team is being assembled to complete the packet.
- b. The OEI has discontinued negotiations with Blackboard for a system-wide license to use Blackboard's Ally software that checks for web accessibility issues within Canvas courses and creates accessible versions of Word and PowerPoint files. It is now looking into an open-source product called the Universal Design Online Content Inspection Tool, or UDOIT. This product also checks courses, but it does not create accessible Word and PowerPoint files.
- c. @ONE is hosting a 1-day, free online conference called Digital Learning Day on Feb. 22. According to @ONE, it "will be a day of exploration designed to tickle your curiosity, showcase effective uses of digital tools in teaching and learning across the CCCs, and provide opportunities to experiment with emerging technologies in a safe, supportive peer-based environment." Other colleges are designing activities, such as hosting parties around this event. The committee not to host a viewing party.

5. Transition to Canvas

- a. At the October meeting, the committee wanted its two statements regarding Canvas usage discussed by the divisions.

The two statements are:

- i. Beginning Summer 2018, all online and hybrid courses must use Canvas, which can also be used as a gateway to other technologies.
- ii. Beginning Summer 2018, all face-to-face courses that use a course management system as an online supplement to instruction must use Canvas, which can also be used as a gateway to other technologies.

The committee decided that it wants feedback from other bodies before pursuing anything further. Vicky Austin will get feedback from the FA, Chris Lee will get feedback from the Academic Senate President Melissa Korber, and Scott will get feedback from interim President Roanna Bennie.

- b. Forty-six faculty are still using Blackboard for 98 sections.
- c. At our December meeting, the committee tasked Scott to reserve three rooms for Spring Flex Day sessions because it hadn't decided which DE-related sessions to offer. Professional Development Committee Chair Howard Blumenfeld wasn't keen on that idea because he said there are simply too many other sessions going on. He wanted us to limit the number of sessions to offer. In December, we discussed these possibilities: two Advanced Canvas sessions, a drop-in session, a session on regular effective contact centering on giving feedback to students, using video in Canvas, using Canvas Commons, sharing best practices,

the OEI course design rubric, and web accessibility. CTO Jeannine Methe said he would pay for a Canvas trainer conduct sessions if that's what our committee decides. The committee tasked Scott to submit proposals only for sessions on the OEI course design rubric and web accessibility. In those workshops, an attempt will be made to introduce the important information to those needing it, while also helping instructors with their specific classes. Basic Canvas training was not chosen because of all of the other opportunities provided faculty on this topic.

- d. Four instructors have begun participation in the Spring face-to-face version of the Online Course Development: Rob Campbell (Geology), Marcelo Sanchez Heredia (Psychology Counseling), Jeff Zolfarelli (Fire Service Technology), and Marie Mesmer (Sociology).
- e. The Follett app has been added into all Canvas courses. It will allow faculty to order textbook materials. It will not work for students. To use the app, faculty will have to activate it in Settings – Navigation. Follett is supposed to send faculty instructions on how to use it to order materials.

6. Online student services

- a. Chris reported that she spoke to Neesa Julian, Director of 3SP/Equity, and Neesa confirmed that we have paid for Cranium Café for the remainder of Spring 2018 (5,500 students) and also for 2018-19 academic year (5,500 students). The belief is that this number is sufficient to serve all DE students. Counseling will evaluate in 2018-19 whether or not it wants to continue using Cranium Café or another program (e.g., Zoom).
- b. During the state chancellor office's Maintaining a Quality Distance Education Program online conference Jan. 24, it was

reiterated that third-party tools used in Canvas, including publisher content, apps and LTI tools, have to be accessible to students with disabilities and also FERPA-compliant. Some colleges, including Santa Monica, check third-party tools for accessibility. The OEI is just starting to put together a whitelist of publisher tools that are accessible. It is seeking help from the chancellor's office.

A presenter from the federal Department of Education recommended that colleges have policies and procedures to evaluate and approve third-party tools before they are used in classes. Chris said she would talk to Melissa Korber about the possibility of developing policies and procedures in order to show we are working toward this objective. Scott will seek examples from the presenter.

- c. NetTutor is recommending that when our transition to Canvas is complete, we no longer offer an alternative way for students to access NetTutor. To make it easier on students, faculty and support, it recommends that we only offer its services through Canvas. Since beginning NetTutor use a year ago, there have been 46 requests for its services from outside of Canvas. Tutorial Center Coordinator Pauline Trummel supports NetTutor's recommendation. Bobby August suggested setting up a Canvas course for students whose courses don't use Canvas so they can have access to NetTutor. Scott will set up the course, then send instructions to the student support employees in the Computer Center on how to have students self-enroll into this course. He will also communicate this to Pauline.

- d. The OEI is working with a vendor called Intellify to develop analytics combining student data from the Quest for Online Success readiness course and Canvas. It wants to measure the success level of students using Quest in their online courses. Cabrillo and Ventura are piloting this project.
- e. An online instructor makes her students complete the LPC Quest course, and as evidence, she requires them to screenshot the accompanying certificate and sent it to her. However, there are no triggers to allow students to see the certificate based on completion of specified modules. The committee was asked if those triggers should be programmed in and tasked Scott to do this.

7. Accreditation

- a. On Dec. 5, the state auditor sent the governor and legislative leaders results of its audit report concerning the CCCs monitoring of services for technology accessibility and the procedures for upgrading information technology. Three colleges--American River, Cerritos, and De Anza—were audited, and regarding making instructional materials accessible to students with disabilities, all three were found lacking. The state chancellor's office was also called out for not providing enough guidance to the colleges. Among the findings:
 - i. To ensure that students with disabilities have equal access to instructional materials, by June 2018, American River, Cerritos, and De Anza should each develop procedures to monitor and periodically review the accessibility of instructional materials. For example, each college could develop an accessibility checklist for instructors to complete when developing or selecting

instructional materials, from which the college could periodically review a sample of course content to ensure that instructors completed the checklist and that the instructional materials comply with accessibility standards.

- ii. To ensure that all instructors are aware of the accessibility standards for instructional materials, American River, De Anza, and Cerritos should each include in their next collective bargaining negotiations a requirement for instructors to periodically attend accessibility trainings.

8. Student and faculty DE surveys

- a. The committee reviewed the results of the two surveys and was asked what, if any, changes should we make based on the results. One suggestion was made to add the login instructions directly on the Canvas login screen. Scott was told by District ITS that when it creates the new single-signon login screen that is supposed to replace the current login screen for Summer 2018, this won't be possible. If that single-signon login screen is not ready for Summer 2018, Scott will try to add the login instructions to the current login screen. Based on the faculty survey results, the committee wants to increase web accessibility training. A proposal for a Spring flex day session will be submitted, workshops have been added to the TLC Instructional Technology workshop schedule, and accessibility topics will be included in the new Instructional Technology newsletter that is being planned. This is in addition to the other accessibility trainings already available.

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

9. Goals for 2017-18.
 - a. Update Regular Effective Contact Guidelines
 - i. These are supposed to be updated at the state level. The committee was asked if we should wait on this or revise sooner, particularly with info about regular and substantive interaction, which guides the federal auditors and accreditors.
 - ii. This issue was tabled for further discussion at next month's meeting.
10. Other issues: None broached
11. Adjournment: The meeting was adjourned at 12:02 p.m.
12. Next meeting: Feb. 23, 10 a.m.-noon.