



DE COMMITTEE MINUTES

Aug. 24, 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):

Bobby August (STEM)

Moh Daoud (STEM)

Paul Sapsford (SLPC)

Kali Ripple (Library)

Vicky Austin (FA, adjunct faculty)

David Johnson (VP, Academic Services)

Members Present (non-voting):

Christina Lee (Counseling, co-chair)

Scott Vigallon (TLC, co-chair)

Members Absent:

Maureen O'Herin (A&H)

Amir Law (Dean, BHAWKS)

TBD (A&R)

TBD (ASLPC)

Meeting Guests:

Toby Bielawski (English)

1. Call to Order
 - a. The meeting began at 10:02 a.m.
2. The committee welcomed Moh Daoud from the STEM division.
3. Approval of April minutes
 - a. Vicky Austin moved to approve, Paul Sapsford seconded, minutes approved.
4. Updates
 - a. The 2017-18 annual DE report to the Board of Trustees was approved by the board Aug. 21. It is posted on the Online Learning web site.
 - b. The two people responsible for DE at Chabot have left their positions. Minta Winsor has resigned, and Lisa Ulibarri took a full-time teaching position. Lisa will work with DE as needed until permanent replacements are hired. Chabot will use temporary employees until then.
 - c. The federal Department of Education announced July 31 that it intends to form one negotiated rulemaking committee to address several issues related to quality and innovation in higher education. This includes the definition of "regular and substantive interaction" and state authorization. The new regulations for state authorization were delayed in May. Unless the state authorization rules are removed at both the federal and state levels, LPC will still have to adhere to the laws in each state that govern educating their students in DE classes.
 - d. A Blackboard archive license has been purchased for \$38,000. The license will be in effect from July 1, 2018 to June 30, 2019.
5. Online Education Initiative

- a. The OEI has been rebranded as the California Virtual Campus-Online Education Initiative. The CVC web site (cvc.edu) will host a searchable catalog of courses in what now will be called the CVC Exchange.
- b. The CVC-OEI Consortium Master Agreement was approved by the board Aug. 21, then signed by the district and sent back to the CVC-OEI, making our participation official and legal.
- c. Chris Lee will serve as LPC's Second Consortium Rep, and among her duties will be to lead the college Peer Online Course Review (POCR) team and participate in OEI meetings.
- d. Aside from Chris, others who previously volunteered for the POCR team were Maureen O'Herin, Vicky Austin, and Kali Rippel. Chris said we need more course reviewers and that there are lots of details to figure out. A subgroup will be formed to figure out those details. Chris added that she has approached the Academic Senate about the POCR team and that there will be a standing agenda item on this issue at Senate meetings. She said she'd like to discuss the POCR team at a Curriculum Committee meeting and also plans to discuss it at division meetings in September. Vicky said the FA will negotiate compensation for faculty getting their courses through the review process and possibly compensation for POCR reviewers.

The committee was asked whether the POCR team or another group/committee could also review online courses taught by an instructor teaching online for the first time prior to the courses being offered. In the past, each time reviewing courses has been brought up in this committee, the union is consulted, and each

time, the union denies this ability. It was brought up again for the following reasons:

- i. In July, the CCC Board of Governors approved changes to Title 5 regarding DE at its first reading. The BOG is expected to vote on the changes at its second, and final, reading Sept. 16-17. These changes include: 1) expanding regular effective contact to cover not just instructor-to-student but also among students; and 2) inserting this language: “Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.”
- ii. A presentation at July’s state academic senate’s Curriculum Institute included a slide that said that it’s the responsibility of the Curriculum Committee to ensure that courses being approved for DE include regular effective contact, but then it’s the responsibility of “DE review committees” to ensure the courses include REC “as they’re being taught!”
- iii. Article 10D.1H (page 55) of the current faculty contract states:

“All Distance Education courses being taught for the first time by a particular Instructional Faculty unit member or being taught in a Distance Education format for the first time or being taught for the first time in either of the colleges must be submitted for approval to the appropriate College Curriculum Committee and any additional committee as required by the specific college.”

Chabot has been reviewing courses prior to the courses being offered for years. Its COOL committee oversees this process.

The committee discussed this and decided to ask to get on the Curriculum Committee agenda. Bobby August said he would approach Curriculum Chair Craig Kutil about this. The DE Committee wants Curriculum to designate our committee to do DE reviews.

- e. LPC's CVC-OEI implementation team met Aug. 17. Fifteen of the 18 team members participated, as well as six other interested faculty members. The team discussed many issues, including how to encourage faculty to submit their courses to the OEI Design Academy. Some of the ideas mentioned: 1) offer stipends; 2) begin targeting required courses, particularly ones that are hard to fill; 3) create a confidentiality agreement that tells faculty that the review process is not an official evaluation; 4) target new courses to align with the OEI rubric; 5) assure faculty that nobody can teach the course they create; 6) present the process as an opportunity; 7) tell faculty that getting involved is cool and it's part of a college-wide movement; 8) invite faculty from a different OEI college who have gone through the process to a flex day panel; 9) personalize emails to faculty by telling them that their course has been identified; 10) develop courses that students need; 11) tell them that everybody benefits.

Chris emailed many of the faculty who attended the College Day session called DE Teachers Teaching Teachers. She said she will go to a Math department meeting to encourage instructors to submit courses to the OEI Course Design Academy. Toby Bielawski said she would do the same at an English department meeting.

- f. On Sept. 7, @ONE will conduct two webinars focused on online equity: Redesigning the Online Student Experience: Making Equity Visible at noon and Open and Equity-Minded Course Development at 1.

6. Canvas

- a. @ONE's Can-Innovate one-day online conference takes place from 9 am to 5 p.m. Oct. 26.
- b. The VeriCite anti-plagiarism service, which both colleges use in Canvas and which was purchased by Turnitin, will remain available for another 12 months or so. It will have the same functionality and the same cost. A new product, Simcheck, will eventually replace VeriCite and become Turnitin's low-cost, anti-plagiarism option. A beta release is expected in Q3 this year or possibly even Q1 next year. Simcheck's price and functionality will be equivalent to the current VeriCite.
- c. At the end of the last academic year, our committee and the District Technology Coordinating Committee discussed the idea of creating a Canvas shell for every course. District ITS has the ability to adhere to Ferpa by disallowing students in merged classes from seeing each other and allowing students in officially crosslisted courses to see each other. The committee was asked

to discuss this with their divisions and report back for our September meeting.

7. Accreditation

- a. Our Blackboard rep supplied a quote for the purchase of the web accessibility software Ally. For a one-year license, it would cost LPC \$48,000. If we purchased a three-year license shared with Chabot and integrated into Canvas, it would cost the district \$160,000.
- b. A Distance Education Handbook has been created and uploaded to the Online Learning web site, but has not been linked. The committee was asked to review the site, and provide feedback at our next meeting.
- c. The ACCJC's current Guide to Evaluating and Improving Institutions specifically lists all of the evidence that colleges need to account for surrounding DE. That list, which is much more extensive than the list for the previous accreditation standards, was shown to the committee. Members requested access to a spreadsheet that lists the required evidence and contains space for us to note what type of evidence we have (if we have evidence).

8. Senate recommendations

- a. The committee was asked when it would like to present the packet of DE recommendations to the Academic Senate. It took a brief look at those recommendations before Vicky suggested that we discuss the items individually next month.

9. Online student services

- a. Last May, the work group formed in coordination with the Academic Senate to review and update the current Standards of Student Conduct proposed recommendations to maintain

academic integrity in classes. Among them were an adoption of an honor pledge, inclusion of a uniform statement on course syllabi, a restorative justice approve/teaching moments by instructors, and proactive steps by faculty. A possible tool to aid in maintaining academic integrity is Proctorio, the online proctoring service that might be integrated into Canvas. The OEI said this week that it will include a free proctoring service for colleges in the OEI Consortium.

10. DE plan

- a. Because LPC does not have a separate DE plan, VP of Academic Services, David Johnson, suggested that one be created. Scott started the initial steps of identifying the DE accreditation evidence list for tasks we currently don't do and listing them. Items from the plan can also come from legal requirements, best practices, the OEI Course Design Rubric, the OEI Master Agreement, and the packet of Senate recommendations. It was recommended that a subgroup be formed to work on this, that a document be created to share with the committee, and that this be a standing agenda item.

11. Student grievance issues online

- a. Currently, there is nothing in the faculty contract or board policies that govern who gets access to courses in Canvas when a student files a grievance. Because of this, Scott is often in a difficult position of making judgments to satisfy students, instructors, and administrators. To cover him and to make the process transparent, guidelines need to be created. Vicky said this should be a negotiated into the union contract. Administrators should also be aware of this issue. Scott showed a list of questions pertaining to this issue, and he will send them to

Vicky and David Johnson. Scott said that there also needs to be guidelines on putting others into classes.

12. Flex Day workshops

- a. The committee was asked what workshops, if any, did it want to conduct at the Oct. 23 Fall Flex Day. Vicky and Chris will submit a proposal about submitting courses to the Course Design Academy. Scott will submit a proposal for web accessibility.

13. Spring 2018 success and retention rates

- a. In spring 2018, the success rate of 69% is the highest for a spring semester at LPC, improving upon the previous high (set multiple times) by 4 percentage points. The gap between DE and non-DE classes closed to 5%, which is the closest ever for a spring semester and tied the mark for any semester (summer 2017). The retention rate of 82% tied for the highest for a spring semester (Spring 2013), and the retention rate gap of 4% was the best for a spring or fall semester. Despite the positive results, rates for LPC DE students still lag the state averages in some places. The committee was asked to improve the rates, and members suggested aligning courses to the OEI rubric, developing a course review process, developing a DE plan, and implementing tools purchased by the CVC-OEI.

14. Other issues

- a. Toby thanks Vicky for her suggestion at the Aug. 17 College Day DE Teachers Teaching Teachers session of using Flipgrid. Scott mentioned that three instructors are participating in the on-campus version of the Online Course Development Program this semester: Savanna Alliband-McGrew (French), Tim Heisler (Communication Studies), and Jim Dobson (Communication Studies).

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

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