



DE COMMITTEE MINUTES

Sept. 28, 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)

Vicky Austin (FA, adjunct faculty)

Maureen O'Herin (A&H)

Paul Sapsford (SLPC)

Members Present (non-voting):

Christina Lee (Counseling, co-chair)

Scott Vigallon (TLC, co-chair)

Rodrigo Saucedo (ASLPC)

Members Absent:

Kali Rippel (Library)

David Johnson (VP, Academic Services)

Amir Law (Dean, BHAWKS)

TBD (A&R)

Meeting Guests:

John Ruys (Accred. Steering Cte)

1. Call to Order

- a. The meeting began at 10:02 a.m. by welcoming Rodrigo Saucedo as the new representative from the student government.

2. Approval of August minutes

- a. Paul Sapsford moved to approve, Moh Daoud seconded, minutes approved with one abstention.

3. Updates

- a. The Title 5 changes were approved by the Board of Governors and are expected to be codified this fall. The CCC's DE Guidelines will be updated to reflect the Title 5 changes.
- b. The state's DE Coordinators group is working on minimum standards for faculty teaching online courses. The state's Distance Education and Educational Technology Advisory Committee is looking to incorporate these standards in the DE Guidelines around the new requirement that says: "Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements."
- c. Minor revisions are being made to the Course Design Rubric to take out redundancies. Section D on accessibility is being streamlined. The OEI is hoping to be finished by early October. The OEI is working with the State Academic Senate to widely adopt the Course Design Rubric with a resolution at the Fall Plenary.
- d. @ONE is offering the following webinars Oct. 5 as part of its First Fridays series: Improving Student Writing with Online Tutoring at 11 am, Leveraging Technology to Foster Student Equity at noon,

and Taking the Quest Program to the Next Level at 1 pm. Register on the @ONE web site.

4. Course review

- a. On Sept. 13, Scott and Chris Lee met with LPC FA reps Tom Orf and Vicky Austin about reviewing new online instructors' courses for quality and mandatory training for new online faculty. On Sept. 17, Scott and Chris presented the same topics to the Curriculum Committee and informed members it wanted to implement a course review and beef up the DE proposal form to move it more into compliance with the new Title 5 regulations. On Sept. 19, Chris presented at all four division meetings. On Sept. 26, Scott and Chris presented to the Academic Senate, where Senate President Melissa Korber asked for a timeline for making the course review happen.

Chris said that in all of her presentations, she has not received any pushback from faculty regarding course review or mandatory training. They just want to know what such a program, particularly for course review, would look like. The committee discussed the following possibilities:

- i. Changing the committee charge to reflect the ability to do course review. This would include reviewing courses designed by faculty teaching online for the first time and new online courses taught by existing online faculty (the latter would be fast-tracked through the review process). Committee members will collaborate on a new charge via Google Docs.

- ii. Expanding the committee so there will be enough faculty to do course reviews and also become Peer Online Course Reviewers to review OEI exchange courses. The expansion would consist of adding one more faculty member per division. The POCR reviewers would have to undergo training by @ONE. Vicky Austin said the FA is working on an MOU to compensate POCR reviewers, as well as compensate faculty for aligning their courses to meet the OEI Course Design Rubric and for offering those courses in the exchange.
- iii. Creating a process for course reviews. Chris said she will start working on this. Vicky and Scott will help. Bobby August suggested that prior to any review, faculty be given information on what to expect. The committee thought providing faculty with a checklist would work for this purpose.

5. Online Education Initiative

- a. Thus far, only 4 courses have gone to OEI Course Design Academy for review. Chris and Vicky modified the upcoming flex day workshop titled “What to expect when you submit your DE course to the OEI Course Design Academy”. The first hour will still focus on examples of feedback given to Chris and Vicky by the OEI, and the second hour will now be participation in the OEI Course Design Academy information session via ConferZoom.

6. Canvas

- a. Over the past two weeks, Scott worked with Eric Stricklen from District ITS who tested whether a Canvas setting would disallow students in merged classes from seeing each other and allow students in officially crosslisted courses to see each other. This

would keep us on the right side of the Ferpa law.

The above process was tested because if Canvas shells are to be created automatically for every course, faculty will have to merge courses themselves in Canvas instead of in Class Web. The process of merging is pretty straightforward, but the testing so far has revealed results that have impacting effects. Those results include effects on course names, effects on exactly what students in different sections will see, and effects on new “mirrored classes”. The committee decided that it’s best to take the results to the District Technology Coordinating Committee since the effects will be district-wide.

- b. Scott has received requests from a few instructors to increase the file size quotas in their Canvas courses. The courses contain lots of PowerPoint presentations that have not been converted to accessible PDFs and videos that have no captions. Faculty are encouraged to post the videos they create to 3C Media Solutions, where they can request captions, and simply embed those videos into their courses. The current course quota is 2 GB. The committee was asked if instructors who post inaccessible content should be allowed to have their quotas increased. The committee took no action on this. Scott will include it in a list of unresolved issues that he will create.
- c. On Sept. 10, Scott demonstrated how eLumen is integrated in Canvas to the SLO Committee. In a nutshell, outcomes and rubrics in eLumen are moved into Canvas, instructors create assessments in Canvas that are graded with those rubrics, scores go into the Canvas gradebook, and rubric scores are pulled into

eLumen. The process can be construed by some as being cumbersome and unintuitive, and whether it will be implemented is up to the SLO Committee.

7. Accreditation

- a. LPC's Accreditation Steering Committee has sent 4 standards to our committee in preparation of the 2022 self-study. We are to complete a form that is due Dec. 3 based on those standards. John Ruys from the ASC explained to the committee what needs to be done. Scott will create a Google Doc and begin working on the form. Chris and Maureen volunteered to help. The goal is to have it completed in time for our Oct. 28 meeting so the committee can see the answers and approve it.
- b. On Sept. 18, Scott addressed the Accreditation Steering Committee about the next Substantive Change Proposal for DE. There are many additional degrees and certificates that are now either over or approaching the 50 percent threshold that necessitates a Substantive Change. The ACCJC has changed the proposal process to an application process, and the ASC is looking into exactly what needs to be done.
- c. The committee discussed the revised Distance Education Handbook. Chris will bring it to the Senate for possible approval.

8. Student grievance issues online

- a. After consulting with an FA lawyer, Tom Orf of the FA, said that the union's position is that NO intrusion into a faculty member's DE class should be allowed without the faculty member's consent. If the District feels that a given situation (real or hypothetical) may indeed warrant allowing an administrator to enter a faculty member's DE course, without the faculty member's consent, the District is welcome to make a request to

the FA that they meet and confer on the matter. Some aspects may be negotiable.

- b. Scott said that there also needs to be guidelines on putting others into classes. The committee decided to not take on this issue.

9. Online student services

- a. The OEI is making Cranium Café available for all student services areas, not just Counseling. This will help the college meet the accreditation standard of providing equitable services to students online.
- b. According to the OEI, there will be a webinar in October for NameCoach.

10. Senate recommendations

- a. At our August meeting, the committee wanted to discuss the items individually here. One item discussed was changing the evaluation procedures for first-time DE instructors. Vicky said the evaluation form will probably change because it is changing for in-class instruction. Vicky said she will bring the issue of using appropriate faculty to do online evaluations to the FA, and she will also look into an online evaluation service that works with Canvas in an attempt to increase the number of evaluation surveys completed by students.

Because the Senate list is too long to bring to that body all at once, and because some of the issues have been brought to the Senate or are currently being addressed, the committee decided to decide each month which ones to bring to the Senate.

11. DE plan

- a. Items from DE legal requirements, best practices, the OEI Course Design Rubric, the OEI Master Agreement, and the packet of Senate recommendations were added to the fledgling plan. There are currently 42 items listed. Scott will create strategic goals that center around course quality, professional development, online student services, the OEI, etc., then place items underneath them as objectives. He will also prioritize the objectives, include a timeline and the responsible party.

12. Summer DE rates

There were several milestones set for DE during Summer 2018:

- a. It marked the first time in any semester that there was more enrollment in DE courses than face-to-face courses (54% to 46%). The previous high percentage was 49% in Summer 2017.
- b. The retention rate of 89% was the highest ever for any semester at LPC, besting 85% set in three previous summer terms.
- c. The retention rate of 89% was higher than the 88% attained in face-to-face classes. This is the first time ever that the DE retention rate was higher than the corresponding f2f retention rate.
- d. The success rate of 78% was the highest for any semester, obliterating the previous high of 75% set in Summer 2017.
- e. The success rate gap of 1% (79% to 78% in favor of f2f courses) is the closest gap for success rates ever at LPC. The previous best was 5% set in Summer 2017 and Spring 2018.

The committee was asked what it can do to keep the momentum going and decided that it should continue to pursue mandatory training for online instructors, course review, and creating a POCR team.

13. Other issues

a. None broached

14. Adjournment: The meeting was adjourned at noon.

15. Next meeting: Oct. 26, 10 a.m.-noon