DE COMMITTEE MINUTES

August 28, 2020 | *10 a.m.* | ConferZoom

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)
Bobby August (STEM, co-chair)
Lyndale Garner (SLPC)
Toby Bielawski (A&H)
Paul Sapsford (BHAWKS)
Melissa Korber (Faculty at-large)
Kali Rippel (Library)
Marina Lira (Counseling)
Vicky Austin (FA, adjunct faculty)
Frances Denisco (A&R)

Members Absent:
Kristina Whalen (VP, Academic Servs.)
TBD (Dean)
TBD (ASLPC)

Meeting Guests:
Julia McGurk
Emerald Templeton
Himani Tiwari

Meeting Minutes

1. Call to Order

   a. The meeting began at 10:02 a.m. New members Lyndale Garner and Marina Lira were welcomed to the committee, and Kali Rippel was welcomed back.

2. Approval of May minutes

   a. Toby Bielawski motioned, Paul Sapsford seconded. Minutes approved.

3. Updates

   a. Support notes: From July 1-Aug. 14, Wanda Butterly's hours were cut back to her original 25 hours a week. However, President Foster approved her for full-time hours from Aug. 17-Dec. 31. Also, after the end of December, students and faculty will no longer have 24x7 access to Canvas Support by telephone. However, they will continue to have 24x7 access via live chat, which can be accessed in the Help menu of Canvas. Canvas is planning to add a searchable knowledge base for all users that can be customized for LPC. This new setup is part of the CVC-OEI's contract with Instructure, the parent company of Canvas.

   b. On Aug. 24, The U.S. Department of Education released its final rule on distance learning, and among the new regulations, it gave a definition to Regular and Substantive Interaction. The new rule, which goes into effect July 1, 2021, defines the interaction as meeting the standard if it satisfies at least two of five conditions:

      i. providing direct instruction;

ii. assessing or providing feedback on a student's course work;

iii. providing information or responding to questions about the content of a course or competency;

iv. facilitating a group discussion regarding the content of a course or competency;

v. other instructional activities approved by the institution's or program's accrediting agency.

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency:

   i. Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and

   ii. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

The above info is now on [LPC's Regular Effective Contact web page](#).

c. On June 29, Scott removed information about, and links to, the SmarterMeasure online readiness diagnostic tool from the Quest for Online Success course. The CVC-OEI stopped funding SmarterMeasure on June 30.

d. The annual DE report to the Board of Trustees was submitted July 21 to the Office of Academic Services. When approved by the

board, it will be posted to the Online Learning site's DE Data and Reports page.

e. The DE Handbook on the Online Learning site was updated over the summer. The DE Definitions and LPC Regular Effective Contact Guidelines have not been updated because the state chancellor's office still hasn't approved the revised DE Guidelines for the state.

f. LPC was alerted to the Fall 2020 TLC workshop schedule on Aug. 26. Based on need and informal demand by faculty, new workshops include Canvas Studio, the new Rich Content Editor in Canvas, and Advanced Design Tips in Canvas.

g. Hypothesis was installed into Canvas on Aug. 3. Katie Eagan emailed LPC faculty Aug. 7 to introduce the tool and let instructors know that the vendor will provide support for it, not Scott or Wanda. A demo will be held Sept. 2 at 1 pm.

h. On Aug. 1, our Turnitin license expired because there was some sort of billing snafu with District. District pays the license for both colleges. Turnitin began working again Aug. 4 after the billing snafu was addressed.

i. Canvas Studio was installed July 30. Scott and Wanda were officially trained Aug. 5, and Scott conducted a workshop for faculty Aug. 7. That workshop was recorded and posted on the Canvas Studio web page on the Online Learning web site. A support web page for students was created and posted on Aug. 13.

j. The implementation of the New Rich Content Editor that was supposed to occur for the summer will now take place Dec. 19. The TLC will offer workshops on it this fall. View a video on the New

RCE. If you like the New RCE and want to use it for fall classes, it's up to you to enable it. Just access a course, go to Settings – Feature Options, and toggle the Off switch to On for RCE Enhancements.

k. LPC's BANQ Grant video was finalized and posted on the CVC-OEI's YouTube channel.

l. The following Canvas new features were implemented during the summer:

a. The Assignments page will support editing all assignment, discussion, and quiz dates in a single page. This change allows assignment dates to be adjusted at one time in the same location.

b. The Dashboard, Courses menu, and All Courses page will display both published and unpublished courses. This change helps instructors see what courses are unpublished in various Canvas locations.

c. Instructors will be able to add multiple content files into modules from the Modules page. Although you will have the ability to do this, it is discouraged from a best practices standpoint since you will not be able to add context surrounding the files so students know how to work with them. If you are going to add multiple files, it is best to do it within a Canvas Page so you can add context.

d. The Section column can be hidden from students in the People page when more than one section exists in the course. This change prevents students from viewing sections for other students when they have access to view the People page. This can be particularly beneficial if you have merged a non-credit section

of a course with a credit section, and you don't want students to see who is in the non-credit section. To do this, go to Settings in your merged course, click More Options in Course Details, then check the box in front of Hide sections on the People page from Students. Click Update Course Details at the bottom.

e. Multiple pages can be deleted at one time in the Pages Index page. Multiple pages can be deleted at one time in the Pages Index page.

f. There's a link to search the Canvas guides at the top of the Help menu, followed by Live Chat with Canvas Support. It includes separate chat links for LPC faculty and students.

4. NetTutor

a. Because the CVC-OEI has changed its funding model for NetTutor, and because usage at LPC has exploded, the future use of NetTutor at the college is in jeopardy. Previously, the CVC-OEI covered LPC costs for 500 hours plus additional hours that other colleges weren't using. The new model is FTES-based, which means it will only cover costs for 277 hours. Although LPC paid for extra hours directly to NetTutor, it will not be enough to cover student usage. Tutoring director Jin Tsubota estimates that by the "end of the year," if LPC continues at its current rate, it will owe NetTutor $35,379.

b. During July alone, LPC used 11,572 minutes (193 hours). A typical month is 4,000-5,000 minutes. Submitting papers to the NetTutor Writing and Paper Center took up half of those minutes during July. English and Math tutoring took up the vast majority of the time. LPC's Tutorial Center did not offer services during the summer.

c. On Aug. 17, Jin emailed LPC about Tutorial Center tutoring and encouraged instructors in Canvas to make available the LPC Tutoring/RAW link to their students so they can get services from the Tutorial Center tutors beginning Aug. 24. That same day, he sent an email saying a decision about NetTutor has yet to be made because the repercussions of discontinued use aren't known, and a clear picture of what funds might be available is not present.

d. The committee came up with questions that should be asked and ideas that might be looked into further:

   i. What is Chabot doing about NetTutor?

   ii. Are there alternate forms of funding?

   iii. Can the LPC Foundation help with funding?

   iv. Limit the submissions of papers in NetTutor.

   v. Just use NetTutor during the summer when Tutorial Center tutoring is not available.

   vi. A faculty movement for funding similar to what happened with Turnitin.

5. Canvas tools and end dates

   a. Along with NetTutor, the CVC-OEI and state chancellor's office have clarified the licenses for all of the tools purchased for online learning. Tools and services with an end date of Dec. 31, 2020: Canvas student and faculty phone support (will be replaced by live chat), Ally, Proctorio, Labster, and Cranium Café. The state chancellor's office said last week that it is evaluating which tools will be extended past December. Hopefully, decisions will be made in about a month.

   b. According to VP William Garcia, there's a chance that the SEA budget might be a source of funding for the 2020-21 fiscal year.

But decisions are contingent on what the spring 2021 semester looks like (online vs. on-campus instruction), the state's decision on extending licenses past December, and employee/student demand on such software during fall 2020. Shawn Taylor mentioned that he is finalizing the SEA budget and is looking for specific costs. Those are hard to determine because it's difficult to predict the usage.

6. Online evaluation

   a. A district-wide task force was formed to research software tools that would streamline the student surveys that are part of the FA's online instructors' evaluation. Scott, Vicky Austin, Tom Orf and Erick Bell are representing LPC. The first demo was on Scantron's ClassClimate product Aug. 20. The second was on EvaluationKIT by Watermark on Aug. 25.

      i. Both products are web-based and connect to Banner and Canvas. Setup and reporting are done in these products, while the evaluations are taken by students in Canvas. It's not clear who would be doing the setup work in ClassClimate or EvaluationKit, but the programs can be organized by divisions, which currently administer the on-campus survey process. The products can administer both the on-campus and online survey process. They can send emails and reminder emails to students about taking the surveys, and the surveys can show up in Canvas for the students.

      ii. Vicky said there is hope that a decision could be reached by Sept. 1.

   b. Vicky added that the FA is not renegotiating the forms and surveys to be completed during evaluations.

7. Course review
    a. Bobby August emailed all faculty Aug. 19, asking for first-time DE instructors to voluntarily undergo a committee course review. He included the checklist, which the instructors are supposed to complete. As of today, 13 instructors requested a review.
    b. For norming purposes, the committee reviewed Julia McGurk's ESL 121B together.
    c. The committee discussed how to divide up the courses among the members and how many courses each member can realistically review. Scott will create a form that lets committee members sign up for courses to review.

8. POCR
    a. Vicky Austin is the new POCR lead and that Lisa Everett is helping out through the end of the BANQ grant. There are still 3 courses in the grant that haven't been approved yet by the LPC POCR team.
    b. Because June's Online Teaching Conference was switched from face-to-face to online, $15,000 of BANQ grant money was not spent. That money will be spent on packaging existing coursework into OEI-aligned certificates in Small Business Management" and Commercial Music: Piano Teaching.
    c. Vicky said that local POCR reviewers need to attend two of four norming meetings with @ONE so LPC could remain a certified local POCR college.

9. Summer DE training program
    a. Here is the faculty data from the program, which ended Aug. 16:
        i. 129 completed the program
        ii. 114 completed Level 1 (the OCDP)
        iii. 15 completed Level 2 (selected content in the OCDP)

      iv. 228 were inputted into the OCDP

      v. 6 indicated they were dropping out

      vi. 21 did no work and didn't tell anyone

      vii. 72 did some work but didn't finish

  b. Those who completed the training were awarded digital badges.

  c. Because of the large number of registrants, two additional faculty coaches were added: Sheena Turner-August and Drew Patterson. They joined the original four coaches: Vicky Austin, Tracey Coleman, Nadiyah Taylor, and Amy Chovnick.

  d. For the Fall, we currently have no faculty to act as coaches. VP Whalen is working on getting instructional assistants to help out like they did during the spring.

10. Fall flex day

  a. The committee was asked which sessions it should propose for flex day. Scott will do a session on Canvas Studio, and Wanda will do one on web accessibility. Vicky will participate with the other faculty coaches in the Summer DE training program in a session on lessons learned from that program.

11. Student support hub in Canvas

  a. Christina Lee, Frances Denisco, Tim Druley, and Scott worked on the hub during the summer and early fall. Student Services was given the month of August to review and give feedback. The plan is for it to go live Sept. 1. The committee was given a tour of the hub.

  b. The committee was asked if the hub needs to be made public, outside of Canvas. Scott offered that it should remain in Canvas. Nobody else offered an opinion.

12. DE goals and objectives

  a. The committee reviewed the goals and objectives.

b. Five were added since the summer as a result of issues that arose, and the committee was asked if it wanted to tackle these issues at an upcoming meeting:

   i. Become an Exchange-ready college.

      1. Because of the pandemic, the CVC-OEI wants all colleges to place colleges in the exchange, regardless if they are in the CVC-OEI Consortium or not. It has requested that the necessary technical work be done to make this happen as soon as possible. Eric Stricklen from ITS raised several questions about the technical aspects. Because of this, and because the effects of the exchange touch so many aspects of LPC and Chabot, Scott proposed to ITS that the issue be placed on the Sept. 10 Technology Coordinating Committee agenda.

   ii. Develop policies/guidelines that govern placing users who are not students enrolled in the class or instructors officially assigned to teach the class into Canvas courses. This includes non-CLPCCD personnel or non-CLPCCD students, faculty, teaching assistants, reviewers, onlookers, administrators, etc.

      1. Scott said he gets these requests periodically, and aside from a new provision in the faculty contract that allows for administrator access to a course for grievance purposes, he has no other written policies supporting him. Already this semester, he was asked to add two sign-language interpreters who were not CLPCCD employees into a Canvas

class. In lieu of a written policy, he has been seeking administrator approval when approached with such requests.

iii. Develop recommendations or policies/procedures for live lecturing either to one class or multiple classes in order to adhere to FERPA.

1. The committee was asked if it should approach the Academic Senate about developing recommendations or policies/procedures for live lecturing either to one class or multiple classes in order to adhere to FERPA. When an instructor records a lecture for students to watch later or for future students to watch, students might be identifiable in the recordings, and this can be a FERPA violation. When multiple sections are being lectured to simultaneously, students in one section can be visible to students in another, creating a FERPA violation.

iv. Develop recommendations or policies/procedures for student access to courses once a term ends.

1. Should we be consistent on what students see in completed courses? Should we allow faculty to restrict students from viewing courses after end date?

v. Develop a process for deciding what to do to with content in a Canvas course belonging to an instructor who no longer is teaching that course.

1. An instructor can be assigned a course and proceeds to create a great amount of content in

that course, then can be replaced in teaching that course for a number of reasons. The new instructor automatically gets inputted as the teacher of that course in Canvas and has access to all of the previous instructor's content.

13. Fall 2019, Spring 2020 DE rates

a. For fall 2019, the success rate of 66% tied for the highest ever for a fall semester at LPC (fall 2018). The 4,689 students enrolled in DE classes were the most ever for any semester, topping the previous mark of 4,673 in spring 2019. Correspondingly, the 19% of LPC students taking DE classes was the highest ever for a fall semester, beating 17% set in Fall 2017 and 2018.

b. The spring 2020 success rate of 70% is just one percentage point below the all-time high that was set for a spring semester in 2019. However, the retention rate of 76% was a nine-point drop from the previous year, though this most likely is due to the unprecedented situation caused by COVID-19. For example, spring 2020 was the first semester in which the new Emergency Withdrawal option was available to students. Moreover, the retention rate for non-DE classes was 77%, which is 12 points below spring 2019.

c. The committee was asked what it could do to improve the rates. The following recommendations were made: continue training in the OCDP, complete the Student Services hub and implement it, improve the online evaluation process, more training on new tools like Studio and Hypothesis, make Wanda Butterly's Instructional Technology Specialist a permanent full-time position, get funding for NetTutor and RAW tutoring, complete

course reviews, and get more courses aligned to the OEI Course Design Rubric.

14. API/LTI issue

   a. On July 27, Canvas sent an email saying that our system would be affected by an upcoming change to TLS 1.0 and 1.1 protocols, and we need to update to the current protocols by Sept. 19 or there will be negative effects on our system. Not knowing what any of this meant, Scott reached out to our Canvas rep and District ITS. According to our Canvas rep, ""schools only need to be concerned with their custom-built integrations." Eric Stricklen of District ITS said that our system does not have any custom-built technologies, so we are not affected.

15. Other issues

   a. Vicky mentioned that two of her students' names showed as FNU in Canvas, meaning first-name only, and that's what they were being referred to as by classmates. In this situation, students need to be led to Admissions and Records to complete an official name-change form, and once processed, their corrects names will eventually flow into Canvas.

16. Adjournment: The meeting was adjourned at 11:55 a.m.

17. Next meeting: Sept. 25, 10 a.m.-noon.