



# DE COMMITTEE MINUTES

August 27, 2021 | 10 a.m. | ConferZoom

## Meeting Minutes

### LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

### LPC Planning Priorities

- ❖ 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.

### DE Committee Quorum: 5

#### Members Present (voting):

Scott Vigallon (TLC, co-chair)  
Lyndale Garner (BSSL)  
Angelo Bummer (A&H)  
Barbara Zingg (Faculty at-large)  
Kali Rippel (Library)  
Marina Lira (Counseling)  
Toby Bielawski (A&H)  
Vicky Austin (FA, adjunct faculty)

#### Members Present (non-voting):

Frances Denisco (A&R)

#### Members Absent:

Bobby August (STEM, co-chair)  
Kristina Whalen (VP, Academic Services)  
TBD (PATH)  
TBD (Dean)  
TBD (ASLPC)

#### Guests:

None

### 1. Call to Order

- The meeting began at 10:03 a.m. New members Angelo Bummer and Barbara Zingg were welcomed to the committee. The PATH division does not have a representative, but Dean Bell is trying to find an adjunct willing to serve.

### 2. Approval of April minutes

- Vicky motioned, Toby seconded. Minutes approved.

### 3. Updates

- The TLC workshop schedule is posted on the [Workshops page](#) of the Professional Development site.
- The TLC is being staffed on campus 5 days a week.
- Pronto training was offered Aug. 13, and another one was offered earlier this morning. Two more will be offered this semester.
- CVC and @ONE are offering a bunch of webinars in September, on humanizing your course with video, enhancing your course design, and authentic assessment. There is also a course being offered called Fall Into Humanized Teaching: A Pathway to Equity.
- Faculty can get help from Canvas' Panda Pros during a personal 25-minute session for free. Just sign up at the [Panda Pros site](#).
- The annual DE Board Report goes to the CLPCCD board next month. After it is approved, it will be posted online.

### 4. Course review

- New members were given an overview of the course review process. A list of potential courses to be reviewed was shown. This list will be shared with committee members, who will choose a course to review. The Course Review Checklist will also be shared with the committee. At the September meeting, the plan is to have the committee review one course as a norming exercise primarily for new members.

### 5. Accreditation

- As expected, the LPC Regular Effective Contact Guidelines that were approved last spring will need to be updated due to proposed changes in Title 5. The proposed changes to Title 5 were presented.
  - Section 55200 — provides list of technologies used to deliver instruction to students.

- b. Section 55204 — replaces “effective contact” with “substantive interaction” and incorporates the expanded federal definitions for “substantive interaction” and “regular interaction”.
- c. Section 55206 — reference change from “effective contact” to “substantive interaction” to align with the language in the other sections.
- d. Section 55208 — adds the accrediting agency’s qualifications for instruction as criteria for instructors.
- e. Section 55005 — adds various online course disclosures to students prior to enrollment in a course including in-person synchronous meeting dates and times, asynchronous in-person activities, labs or field trips, and technology or application requirements.

Although Title 5 language hasn’t been approved yet, work will begin on revising them the LPC guidelines. Frances volunteered to begin work with Scott on this task.

- b. Last spring, we decided to address one of the committee’s goals of checking courses for regular effective contact by offering a fall flex day workshop Oct. 28 in which participants would be able to check their courses themselves. The committee discussed this and decided not to pursue a flex day workshop on this topic.
- c. In spring 2021, the success rate increased upon fall 2020 by one percentage point to 74%, making it the highest such rate ever at LPC during a spring or fall term. The previous spring high was 71% in spring 2019. As more and more students got used to online classes, they were retained at a rate of 83%. This was the second-highest rate ever at LPC, trailing only 85% in spring 2019.
- d. The spring 2021 rates were broken down by modalities (asynchronous, synchronous, both, hybrid, and other). The majority of instruction was delivered asynchronously, and students in this modality succeeded at a 75% rate and were retained at an 84% rate. These are slightly higher than the overall DE rates for LPC (74%, 83%) and higher than the rates for synchronous instruction (72%, 82%) and instruction delivered both asynchronously and synchronously (71%, 81%). The committee was asked if there’s anything that can be done to increase any of the rates.
  - a. Ideas: Integrate LPC Tutorial Center online tutoring into Canvas, additional Pronto training, implement the CVC’s upcoming refresh of the Quest for Student

Success online readiness course, integrate ideas from Guided Pathway's Persistence Project such as instructors meeting individually with each student during the first three weeks of class.

## 6. CVC update

- a. As of Aug. 20, there were 45 CCCs that are live with Phase 1 of the CVC Exchange Implementation. This means that when students go to the exchange web site, they can see live seat counts for available courses. There are 11 colleges that have completed Phase 2, which is integrating the exchange with all of the colleges' back-end systems. Chabot and LPC are two of the 59 colleges that are Home colleges, meaning our students can take online courses at colleges that are in the exchange. District ITS has not completed Phase 1 yet.
- b. The CVC is working with Canvas to give students the ability to change their names in Canvas. Currently, our district and most other districts and colleges have students officially change their names through Admissions before the SIS system (e.g. Banner) processes the new names into Canvas.

## 7. Web accessibility

- a. Scott reported that if faculty use the 3C Media app in Canvas to get videos captioned, it might be easier to use Canvas Studio for that purpose...unless faculty have a student with a documented Academic Accommodation Plan (AAP) who meets the priorities set forth in the Oct. 27, 2020, [State Chancellor's Office memo](#). If you have an AAP need that meets the requirements of the above memo, don't fill out the request form within the app, but instead, email support@ccctechconnect.org. You will receive a response prompting you to supply the information needed to process your request. For this method, your video will first be auto-captioned, then any mistakes will be corrected by a human being. If you complete the form within the app, your video will only be auto-captioned, and you will be responsible for correcting any mistakes by [editing your captions](#).
  - a. Since the majority of instructor-created videos will need captions manually edited in either 3C Media, Canvas Studio, and YouTube, the committee was asked if it should request CARES funds to pay for a captioning service or pursue a [Distance Education Captioning and Transcription \(DECT\) Grant](#). The DECT Grant supplements, not fully funds, efforts by colleges to provide captioning services. Vicky pointed out that

a directive from the district will be made public soon, so this issue will be tabled to next month.

- b. Pope Tech, a web accessibility checker within the Canvas Rich Content Editor, was installed Aug. 6. Pope Tech allows you to run a report on a page, tells you if anything needs to be fixed, then guides you in the remediation process. Keep in mind that Pope Tech does not check external content, such as Word documents, PDF's, PowerPoints, websites outside of Canvas, and videos. It is a free tool funded by the CCC Accessibility Center. Training was held Aug. 12, and another one is scheduled for Aug. 26.
  - a. Canvas links were updated with a slightly darker shade of blue in order to pass Pope Tech checks.
  - b. Canvas has introduced an addition to its accessibility checker in the Rich Content Editor that allows notifications about accessibility issues. Since it would need to be enabled by both colleges, Chabot will need to be consulted.
- c. Last spring, we decided to address one of the committee's goals of checking courses for accessibility by offering a fall flex day workshop Oct. 28 in which participants would be shown how to use Pope Tech to check courses themselves. A proposal will be written for this workshop.

## **8. 2021-22 goals**

- a. The committee quickly looked at the complete list of goals and objectives for DE. Members will be sent a link to review these on their own time to prepare for a discussion next month. It was noted that some new goals (not on the list) can possibly be: Preparing for the rollout of New Quizzes, Update the LPC contact guidelines, Implement the New Analytics Attendance feature, and Pass accreditation.

## **9. Canvas**

- a. Canvas updated its New Analytics tool Aug. 21 to include a feature that allows instructors to view student attendance. Our committee, in conjunction with Chabot, would have to decide the criteria to be used to define attendance. Canvas gives options to enable:
  - a. Course Access: Student views a page in a course (default)
  - b. Posts: Student posts a new comment to an announcement or a discussion
  - c. Assignments: Student submits an assignment. Note that if the submission type is "External Tool", this will work for most third-party tools. But if a third-party

tool only passes average grades back to Canvas, those assignment submissions will likely not be included in the Online Attendance Criteria.

- d. Collaborations: Student loads a collaboration to view/edit document
- e. Conferences: Student joins a web conference
- f. Pages: Student creates a page
- g. Quizzes: Student starts taking a quiz or submits a quiz
  - i. [Online Attendance FAQs](#)

Federal regulations say that counting student logins does not constitute attendance but that the student has to be academically engaged. Actively engaged means completing course activities, such as assignments, assessments, posting to discussion boards, etc. The requirements are different for non-credit DE courses. The committee was asked which options it recommended enabling, but decided that since the options have to be set at the global, or district, level in Canvas, the District TCC should be consulted because this affects both colleges.

- b. On July 6, Scott emailed faculty to let them know that Canvas will eventually replace its current quiz tool (known as Classic Quizzes) with a new tool creatively labeled New Quizzes. Canvas' timeline for the switchover was shared. It appears that that we have at least a year to get everyone trained on New Quizzes, and we can even make it available for early adopters in Spring 2022. Keep in mind that although New Quizzes introduces several features that faculty have been asking for, it still doesn't have all of the features that the current quiz tool has. In addition, there have been many, many complaints about the functionality of New Quizzes, not just over the past few years, but also currently.
  - a. A few of the current problems with New Quizzes:
    - i. Once you use New Quizzes, you can't go back to Classic Quizzes.
    - ii. It doesn't support anonymous surveys.
    - iii. It doesn't support all textbook publisher quizzes.
    - iv. It won't migrate question banks (only the actual questions in the quizzes can be migrated).
  - b. We have not implemented New Quizzes because of all the problems, but if Canvas is going to force us to, here is a possible upgrade path for us:

- i. Turn on New Quizzes as optional for instructors late in fall 2021 so they can begin to train.
    - ii. Keep New Quizzes on during spring 2022 so those who trained in fall can use it, and everyone else can get trained.
    - iii. Enable New Quizzes as the default once spring 2022 ends.
  - c. The committee was asked how it wanted to handle New Quizzes, and decided that since this issue affects both colleges, it should be taken to the TCC.
- c. In an effort to deal with some of the complicated, non-technical issues brought to the Canvas system administrator, the DE Committee produced language for three Canvas processes last fall:
  - a. 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.
    - i. Possible exception addition: Students who are waiting for administrative issues to be resolved and are already in Canvas. This occurred with one of Angelo Bummer's students wanted access so she doesn't miss class work while waiting for transcripts from another college that were sent to Counseling.
  - b. Develop recommendations or policies/procedures for student access to courses once a term ends.
  - c. Develop a process for deciding what to do with content in a Canvas course belonging to an instructor who no longer is teaching that course.

The language for the three processes was brought to the Academic Senate, which took no action on them, but instead, forwarded them to the level of the Chancellor. Nothing reportedly happened there, either, so the committee was asked what course of action it might want to take. It wants to take this issue to the TCC.

- d. On Aug. 23, Scott notified faculty of the new webcam submissions feature in Canvas that allows students to take a picture of an object with their webcam and submit it as an assignment submission.
  - e. Last spring, Chancellor Gerhard reportedly accepted the district Technology Coordinating Committee's recommendation to move to a Zoom sub-account at a time

with the least impact on instruction. The TCC was told that ITS was working to create a timeline for the move. No word since on this issue has been given.

**10. Other issues**

- a. Two Music instructors and one Math instructor will participate in a pilot on delivering HyFlex courses (live on-campus, live remotely on Zoom, and asynchronously in Canvas). The Technology Department will deploy Meeting Owls in the classroom. Owls provide a constant 360-degree view of all participants in the classroom and focus the video camera on each speaker as they talk.

**11. Adjournment**

- a. The meeting was adjourned at 11:58 a.m.

**12. Next meeting**

- a. September 24 at 10 a.m., ConferZoom