



DE COMMITTEE MINUTES

January 28, 2022 | 10:00 a.m. | Room 2410 and 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)
Bobby August (STEM, co-chair)
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:

Lyndale Garner (BSSL)
Kristina Whalen (VP, Academic Services)
TBD (PATH)
Stuart McElderry (Dean)
TBD (ASLPC)

Guests:

Theresa Fleischer Rowland (VC, District)

1. Call to Order

- a. The meeting began at 10:03 a.m.

2. Approval of December minutes

- a. Vicky motioned, Barbara seconded. Minutes approved.

3. Updates

- a. Instructional Technology Specialist Wanda Butterly had her position upgraded from part-time to full-time beginning January 24. She will be working Monday through Friday from 8-4:30.

4. Professional Development

- a. Vice Chancellor Theresa Fleischer Rowland addressed the committee and explained that the district is looking to conduct faculty training over the summer in the areas of HyFlex and synchronous online teaching. Our committee and Chabot's COOL committee were asked to identify two representatives each (aside from Scott, who is already participating) to join the Summer PD Work Group to plan this training. Planning work would begin in the February/March timeframe, and participating faculty would begin and complete their training between May 31 and August 5. Faculty would be compensated for completing the training.
 - 1) Vicky and Bobby volunteered to be part of the work group.
- b. There has been faculty demand to train instructors in HyFlex teaching this spring. Scott will design the training, but he is looking for help in the planning process.
 - 1) On January 26, Scott emailed faculty seeking interest in training during the spring and summer. So far, 60 instructors have responded.
- c. TLC workshops began yesterday and will continue throughout the semester. Registration is available on the workshops web page. Additional vendor trainings from Hypothesis and Pronto are also included.

5. Course review

- a. A district- and FA-negotiated MOU dated December 21, 2021, states: "Instructors not initially scheduled to teach online in Spring 2022, but who are subsequently assigned an online course— excepting those who taught online prior to Spring 2020 or have taught a CVC OEI aligned class, or completed training in the summer 2020 online training, or attained the

@ONE online teaching certification—must engage the COOL/DE review process prior to the first day of instruction for their particular assignment(s). At LPC, engagement with the review process will mean either starting work on the Online Course Development Program (OCDP) by the first day of classes, with the goal of completing it during the spring semester, or, if the OCDP is not completed, completing a DE course review before the end of the Spring term.”

- 1) Because of the above, a list of instructors needing to have their courses reviewed this semester was presented. The committee decided that the deans should be contacted to ask the faculty in their divisions whether they would be completing the OCDP or undergoing course review.

6. Accreditation

- a. Since the Secretary of State’s Office has yet to approve the state Title 5 changes, the committee was asked again if it wanted to vote on the revised LPC DE Interaction Guidelines to send them onto the Senate or wait until after that approval takes place. According to a representative of the state chancellor’s office, the last time Title 5 changes were approved by the Board of Governors in the month of November, it took until the following March for the Secretary of State’s Office to approve them. The committee decided to vote on the guidelines. Barbara moved to approve the revised guidelines, Toby seconded, and the motion passed unanimously.

7. Canvas

- a. The new LPC Tutoring/RAW and Library Resources links have been installed and appear to be working well. Regarding the Library Resources, Kali said she has since been working with individual faculty to compile class resources. Since using the Library Resources is a pilot this semester, Kali will obtain usage data to bring back to the committee at our final meeting of the academic year.
- b. As mentioned last month, the state’s two-year license for CCCs to use Canvas Studio expires June 30, 2022. An email from the CVC-OEI on January 14 said that “at present, there is no funding in place to support that.” Studio costs \$1.30 per FTES as part of the statewide purchasing program named STAC. This issue will be brought up at the next district TCC meeting since it affects Chabot, too. The committee will recommend to the TCC that the district purchase Studio and

the same STAC tools from last time, along with Hypothesis and Cranium Café.

- c. Canvas Studio has added the ability to automatically pull in Zoom recordings. However, our district would need to upgrade to the Zoom subaccount and get off of the state's CCTechConnect account. The upgrade issue is still pending at the district level.
- d. English instructor Michelle Gonzales teamed up with Pronto to deliver a training to LPC and Chabot faculty on January 14. More training is forthcoming. Results of the faculty Pronto usage survey were shared.
- e. On December 17, Scott emailed faculty to tell them that Canvas will allow faculty to continue creating quizzes in Classic Quizzes (our current quiz tool) until June 30, 2024. Originally, Canvas said it would prevent Classic Quiz creation in July 2022, and begin forcing colleges to use New Quizzes. The committee was asked how and when it wanted to handle the transition, knowing that any decision will involve Chabot.

Scott proposed the following timeline: Turn on New Quizzes at the beginning of Fall 2023 in order to begin training faculty (using their sandboxes), but dissuade them from using New Quizzes in their classes with students. Make it optional for faculty to use New Quizzes in Spring 2024, then make New Quizzes the default in Summer 2024. This will allow Canvas to make sure the tool is as mature as possible before LPC moves to using it.

The committee decided that prior to committing to a timeline, it wants to re-evaluate the situation in January 2023.

- f. Last month, Scott volunteered to draft a communication plan that could be implemented in case Canvas goes down again for a lengthy amount of time. He presented a draft plan. The committee was fine with it after revising the first line to read: "When Canvas is unexpectedly unavailable for an extended period of time, the following tasks should be completed." The steps in the plan are the steps that Scott took when Canvas went down December 7, plus those that the committee added at the December meeting. The plan does not include the ability to inform all students via text messaging as Scott was denied in his attempts to get authorization to provide that service.

8. Results of DE student satisfaction survey

- a. Three hundred eighty-nine students completed the annual DE Student Satisfaction Survey in Fall 2021, and overall, the results were very positive. This can probably be explained by the fact that many instructors have been trained to teach online, and they feel more comfortable doing it. Or, it can possibly be said that many students who prefer on-campus learning decided not to enroll in online classes. Whatever the reason, the satisfaction rates were comparable to the rates prior to the beginning of the pandemic.

When asked to rate their level of satisfaction with different components of online learning, 72% were mostly satisfied or very satisfied with the DE program as a whole (compared to 52% last year), 77% were mostly satisfied or very satisfied with the overall course quality (compared to 58% last year), and 75% were mostly satisfied or very satisfied with overall course satisfaction (compared to 56% last year).

When asked if they would take another DE course from LPC, 85% percent indicated that they would (67% last year). Students also indicated (53%) that they learned about the same in their DE classes than they would have in a similar on-campus class (40% last year). Interestingly, 27% said they learned more in their DE classes (12% last year), and 21% said they learned less (47% last year).

When asked which, if any, degrees or certificates they would like to see offered online, students listed a wide variety of these programs. Also, 85% of students indicated that if they had the opportunity to take an online course at another California Community College because the course they need to take at LPC is either full or not offered, they would be interested in taking that course (76% last year).

- b. The committee was asked what, if anything, it can do to improve the DE program based on the results. Getting the district to pay for Canvas Studio is key based on the result of question 10 that showed that 80 percent of students said that videos created by their instructor help them learn best in a DE course. That was, by far, students' number one choice. Getting the district to continue paying for the other tools we currently use in Canvas will help, too. Toby mentioned that disciplines could heed students' request and offer more degrees and certificates online. Specifically, she mentioned

the English Department's Creative Writing certificate.

- c. Survey results are posted on the Survey Results page of the Online Learning web site.

9. HyFlex definition

- a. During the HyFlex training late last term, it was suggested that the college develop a definition of HyFlex learning. The committee discussed and developed this definition:

A HyFlex (Hybrid Flexible) course allows students the choice of attending class on campus or online. Online modalities may include synchronous online, and/or asynchronous online instruction.

10. Other issues

- a. None broached.

11. Adjournment

- a. The meeting was adjourned at 12:04 p.m.

12. Next meeting

- a. February 25, 10 a.m., Room 2410 and ConferZoom