DE Committee   Quorum: 4

Members Present (voting):
Scott Vigallon (TLC, co-chair) 2410
Barbara Zingg (faculty-at-large, co-chair) online
Bobby August (STEM) online
Lyndale Garner (BSSL) 2410
Richard Dry (A&H) online
Thanh Thao Nguyen (adjunct faculty) online

Members present (non-voting):
Jeff Lawes/Barbara Chavez (A&R) 2410
Stuart McElderry (Dean) online

Members Absent:
Angelo Bummer (A&H)
Nan Ho (VP, Academic Services)
Vacant (PATH)
Vacant (Library)
Vacant (Counseling)
Vacant (ASLPC)

Guests:
None

Meeting Minutes

1. **Call to Order**
   a. The meeting began at 9:31 a.m.

2. **Approval of April minutes**
   a. Bobby August motioned, Barbara Zingg seconded. Voting to approve the minutes were Bobby, Barbara, Scott Vigallon, and Thanh Thao Nguyen. Nobody voted against the motion. Richard Dry abstained. Minutes approved.

3. **Committee news**
   a. The committee welcomed Math instructor Thanh Thao Nguyen to the committee as the adjunct faculty rep and Barbara Chavez, who will split the A&R rep duties with Jeff Lawes. It also welcomed back previous members Richard Dry, Angelo Bummer, and Jeff Lawes. Angelo is on paternity leave and will rejoin the committee in October. It was noted that there are some vacancies, and as a result, the quorum has been lowered.
   b. The committee discussed the restrictions of remote participation due to the Brown Act and AB 2449. Some members said they could not comply with the edict that members may not participate remotely for more than 20% of the regular meetings in a year. An email will be sent to Academic Senate President Ashley Young about this.

4. **Updates**
   a. The 2022-23 DE report to the Board of Trustees was submitted July 10. It is typically approved as an information item at a board meeting. Hopefully, it will be on the agenda for the September 12 meeting. Scott will send the report to committee members for their reading pleasure.
   b. In spring 2023, the DE success rate of 73% was two percentage points higher than the previous spring and was also just one percentage point off the all-time high at LPC, set in spring 2021. The retention rate of 86%, however, was the highest ever not only for a spring term, but also for any fall term since the beginning of online learning at the college. The previous high for a spring or fall term was 85%, set in the springs of 2019 and 2022.
      1) Here are the success rates by modality: hybrid 79%, synchronous 83%, asynchronous 74%, HyFlex 66%, combination synchronous-asynchronous 66%. Hybrid courses had the highest retention rate at 90%, followed by synchronous at 89%, asynchronous at

86%, HyFlex at 82%, and combination synchronous-asynchronous at 80%.

c. The fall 2023 TLC workshop schedule will be released today. It will feature at least one new workshop, a HyFlex roundtable, where faculty can share their experiences and teaching tips regarding HyFlex classes. It will also include workshops on artificial intelligence detection from Turnitin.

d. Pronto has created a series of three videos intended to help faculty get started using the tool. The three videos are a combined less than 13 minutes long. They are also linked from the Pronto for Faculty page on the Online Learning site.

e. There will be discussion at the state level regarding online proctoring services after the state student senate passed a resolution last year to "advocate for the full elimination of all proctoring systems implemented in curriculums" due to "concerns about racial bias, invasion of privacy, and in equitable outcomes."

5. **Course review**
   a. Thirteen faculty members were identified as instructors who have not taught a DE Committee-reviewed DE course. They will be notified that they either have to complete the OCDP this semester or undergo a course review by a member of the committee. Three first-time instructors were not on the list because they recently completed the OCDP.

6. **CVC-OEI**
   a. With the retirement of Vicky Austin, the college is still seeking a faculty member to take over as POCR lead, and it is also seeking someone to be the Second Consortium Rep to the OEI Consortium. The Consortium, which is being repurposed into a Teaching College User Group, has its first meeting of the academic year September 29 at 8:30 a.m.
      1) Nobody volunteered for either position.
   b. @ONE, the training arm of the CVC-OEI that was in jeopardy last spring, appears to be on the verge of a comeback with a three-year contract pending approval from the State Chancellor's Office. @ONE will reportedly receive two-thirds of the funding it received in the past.

7. **2023-24 goals**
   a. The committee discussed possible goals for this academic year and were presented with the following:

      1) Institutionalize ongoing, voluntary web accessibility course reviews.

2) Oversee the creation of a self-paced HyFlex faculty training course.
3) Research Instructure Impact, and make a recommendation on whether or not it should be purchased.
4) If Impact is purchased, oversee its implementation.
5) Make recommendation(s) on the implementation of Turnitin Originality and Authorship.

A suggestion was made to add a goal on creating a site that can house resources for faculty on artificial intelligence (AI) in instruction. Scott said he could create a Canvas site and populate it with resources by Flex Day.

8. **Flex Day**
   a. September 19 is the deadline to submit proposals for the October 19 Fall Flex Day. The committee was asked what, if any, sessions it wanted to conduct. The consensus was that we should do a session on AI in instruction. Scott was planning to train on Turnitin's AI detector. Richard mentioned that we should coordinate with some instructors who are already planning to conduct a session on AI in instruction and be a part of theirs. Scott will connect with others.

   Because of low attendance at the Spring Flex Day, and because of Wanda's web accessibility checks, the committee decided not to offer a session on accessibility at the Fall Flex Day.

9. **Web accessibility**
   a. Wanda Butterly will solicit voluntary web accessibility checks in Canvas each semester. For fall 2023, she will send an email to all faculty on September 12.
   b. On August 4, the federal Department of Justice published PROPOSED rule changes to title II of the Americans with Disabilities Act that have to do with the web accessibility of content on the web and on mobile apps. One of the PROPOSED changes involves content within a password-protected course web site. Specifically, if there are no disabled students in the class, the class will not have to be made accessible.

   Why is the DOJ proposing this? As the rulemaking document states: "…it believes that requiring public entities to make the particular content…accessible under all circumstances could

be too burdensome at this time. In addition, requiring accessibility in all circumstances may divert important resources from providing access to key web content and mobile apps that public entities make available or use to offer services, programs, and activities. However, upon request from a specific individual, a public entity may have to provide web content or content in mobile apps to that individual in an accessible format to comply with the entity's existing obligations under other regulatory provisions implementing title II of the ADA…"

Comments to the PROPOSED rule change have to be made by October 3.

10. **HyFlex**
   a. The fall edition of the four-week HyFlex training program will tentatively be scheduled for October. Because the faculty contract states that faculty have to be trained before teaching HyFlex classes, and because not all faculty know they are supposed to teach a HyFlex class until after the training program has ended, Scott proposed designing a self-paced version of the training in Canvas.
   b. Based on feedback from students and faculty, there are a couple of recommendations that Scott brought up to VP Nan Ho that would improve the HyFlex experience:
      1) Specify in the notes for HyFlex classes in the class schedule exactly clear which modalities the instructor is allowing aside from on campus.

         The problem is being able to staff classes and get the instructor's choice of student participation modes by the class schedule deadline. Thao said the Math Department creates a matrix that contains each course's participation modes, and Bobby showed that matrix, which is on the Math web site. Scott said that perhaps a matrix like this could be created for all of LPC's HyFlex courses and be posted to the HyFlex page on the Online Learning site. Maybe a link to the matrix can be placed in the class schedule notes for each HyFlex section.

         Richard said that the English Department has its HyFlex instructors give their online choices to the department scheduler and make any necessary changes to those choices prior to all of the info going to the college scheduler.

Richard also suggested that HyFlex sections identifiers be changed to reflect the online choices that instructors give their students. For example, HFS would signify a HyFlex class that aside from the on-campus meeting, allows students to participate synchronously online only. HFA would signify a HyFlex class that aside from the on-campus meeting, allows students to participate asynchronously online only. Once those sections are confirmed, faculty would not have the opportunity to change the participation modes.

2) Increase the time between classes in HyFlex classrooms so instructors can properly set up the technology.

   Richard said that for English HyFlex classes, the instructional assistants in the English Department help with the setup.

11. Canvas
   a. An adjunct instructor requested that the committee discuss the enabling of students to have Teacher access in Canvas non-instructional courses, namely for a student club. She wants them to have Teacher access so they can make changes to announcements, discussions, and pages only. Currently, for security and privacy reasons, students are not allowed to have Teacher access to any courses. Barbara asked if a role could be customized in Canvas that could give students the above permissions, while maintaining security and privacy. Scott said he will look into this.
   b. On July 19, the State Chancellor's Office announced that Canvas and Canvas Studio will continue to be funded through at least 2026-27. As part of that license, colleges have the option of implementing the Impact by Instructure product, which, in our case, would be a district implementation cost of $3,725. We could also choose to pay for the reinstitution of Canvas phone support for students, faculty, or both, though the cost is not known.
      1) Impact is a tool that, among other things, provides tips and tutorials for students and faculty directly within Canvas. These tips and tutorials, which can text, images and videos, can be strategically placed anywhere in Canvas. For example, when an instructor clicks the Rubrics link, more information and/or a tutorial can pop up about how to use rubrics. Impact

also includes analytics that can measure how well, and how often, users are interacting with tools and apps, such as third-party apps like Pronto. It even has a support feature that allows students to access FAQs and contact the support desk.

Screenshots and a short video were shown that briefly explained Impact before the committee was asked if it would like to make a recommendation on purchasing Impact. The issue will have to be discussed at a District Technology Coordinating Committee meeting because a purchase would affect both colleges.

After a discussion, the committee decided that it would not want to implement the messaging aspect of Impact because of the popups and the inability of users to opt out of the popups. However, the committee would be OK with the rest of the features, such as the analytics. This will be relayed to the TCC.

c. Based on feedback from Guided Pathways, the model online course syllabus and the model HyFlex syllabus have been slightly updated. Both syllabi are available to be downloaded from the Online Learning web site.

d. The promised instructions for improving the design of Canvas content based on Cascading Style Sheets developed for LPC by a web designer contracted through Guided Pathways has not arrived. No information on when or if that will happen.

e. At its annual users conference in July, Canvas announced that among many artificial intelligence (AI) tools that it will be introducing over the next year or so is one that allows instructors to quickly improve the design of their Canvas content. Aside from being able to create elegant page layouts, instructors will also be able to use AI to search content within Canvas, create lessons, create rubrics, give feedback on essays and grade essays. These latter functions will be powered by Khanmigo, Khan Academy's AI student tutor and teaching assistant.

    1) For students, Khanmigo will initially focus on student writing and is intended to "guide, enhance and support" learning. Canvas says that "By helping students use generative AI ethically, equitably, and with integrity, demonstrating an authentic work product becomes easy and clear." Students will also have access to AI-powered right-and-wrong answer rationale within Canvas.

2) Instructure, the parent company of Canvas, has implemented a web site called Emerging AI Marketplace beta, where users can learn more about the AI efforts of Canvas and its partners.

f. On August 11, Scott sent his beginning-of-semester email to faculty that included the new Canvas features and tools. These include Enhanced Gradebook Filters, displaying specific sections of a YouTube video, resizing Canvas Studio videos, and bulk-publishing modules.

12. Turnitin

a. According to a Turnitin news release dated July 25, more than 65 million papers have been reviewed since the April launch of its new feature that detects similarities to AI writing. Turnitin said that of those 65 million papers, over 2.1 million – 3.3 percent – have been flagged as having at least 80 percent AI writing present. Nearly 6.7 million – 10.3 percent – have over 20 percent AI writing present. Turnitin added that "Tracking the overall detection rate illustrates that generative AI has made its way into classrooms, however, whether this is acceptable or not is determined by educators themselves."

13. Other issues

a. An instructor reached out to Hypothesis to ask how to remove a student post the instructor deemed as encouraging violence. Hypothesis does not have a way for instructors to do that, so it reached out to Scott to either delete the comment or make it private so nobody in the class could see it. He did the latter.

b. Jeff asked if there was an update on the course overlap issue with HyFlex classes. Scott said that at a TCC meeting last spring, CTO Bruce Griffin said he would broach the issue at an A&R Banner Users Group meeting. Scott said he has heard no result from that meeting. Jeff said he would bring it up at the next BUG meeting.

14. Adjournment

a. The meeting was adjourned at 11:28 a.m.

15. Next meeting

a. September 22, 9:30 a.m. in room 2410 and Zoom