

DE Committee Minutes

September 19, 2025 | 9:30 a.m. | Room 2410 + Zoom

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):

Kat King (TLC, Co-chair)
Angelo Bummer (Faculty, A&H)
Mike Frith (Faculty, PATH)
Bobby August (Faculty, STEM)
Stacie Granada (Faculty, Adjunct)
Wanda Butterly (Classified, TLC)

Members present (non-voting):

Michelle Simotas (BSSL Dean/VP Rep)
Mike McQuiston (Dean)
Tania Torres (A&R Rep)
Tyler Prellwitz (ASLPC)

Members Absent:

Nan Ho (VP, Academic Services)
Vacant (Faculty, BSSL)
Vacant (Faculty, Student Services)
Vacant (Library)
Vacant (Faculty, At-Large)

1. Call to order

- a. Meeting called to order at 9:32 am

2. Review and approval of agenda

- a. Michelle motion to approve: Angelo seconds. Agenda approved.

3. Approval of minutes

- a. Mike F. motion to approve August minutes; Wanda B. seconds; August minutes approved.

4. Public comments (3 minutes):

- a. No public comment.

5. Reports

- a. Angelo provided updates on the Peer Online Course Review (POCR) Program, which had its kick-off meeting on 9/12 with faculty members from Anthropology, Biology, Computer Science, English, Ethnic Studies, and Math. Workshops are scheduled in coming weeks for each section of the CVC-OEI Online Course Design Rubric.
- b. Kat provided updates on the CVC Teaching Project. She and Christy Davis-Roza from Chabot met with District IT to develop a MyPortal card for CVC students and decide which of our current cards will display for students who register for our courses through the CVC Exchange. Only the new CVC student card and DSPS cards will display, as CVC Exchange students typically need to access disability services at both their home and teaching college, but will access other services, like counseling/career planning, at their home colleges. Students can learn more about LPC's partnership with the CVC on [LPC's CVC Exchange webpage](#).
- c. Kat provided an update from the ZTC workgroup. ZTC grant funds from this year are dedicated to instructors creating full Zero Textbook Cost pathways for students. Current pathways efforts are in Business, Biology, ECE, and Math. The workgroup noticed some instructors' courses are incorrectly identified as ZTC or LTC in our course schedule and there is a need to clarify what counts as ZTC/LTC in the textbook adoption process.
 - i. Example: an instructor designated their course as LTC (under \$50) because they could find a used textbook online for under \$50. However, because used textbooks aren't always available or

consistently priced, not all students in the course could purchase a used text for that price, so LTC designation should not be used in the schedule.

- d. Kat provided an update from the Technology Committee/Technology Coordinating Committee. Efforts are being made to clarify and streamline the process for requesting new Canvas LTIs, since there has been a shift away from LTI 1.1 apps that could be integrated on a course level to an LTI 1.3 integration, which impacts our entire district Canvas account. These software requests need vetting to ensure they comply with accessibility, privacy, and security standards for educational institutions. This may impact instructors who use publisher integrations, so we'll be working in collaboration with the Academic Senate to ensure there is a clear and smooth process for vetting new requests.

6. Old business

a. Faculty Co-Chair Vote

- i. Angelo Bummer, FT English faculty, was nominated and unanimously approved as the new DE Committee Co-Chair.

b. Course Review + DE Trainings

- i. Kat will have updates to the Master List of qualified online instructors at the next meeting, as we have several instructors moving through the Online Course Development Program now. The instructor who had previously requested a DE Course Review is not teaching this term. When the next request comes in, Bobby will model the DE Course Review process for the benefit of new committee members.

c. Goals for 2025-26

- i. Committee members decided on 5 goals for AY 25/26:
 1. Create a Winter Intersession Teaching Toolkit to provide pedagogical and technical support for faculty compressing courses for the new Winter Intersession.
 2. Provide and promote ongoing accessibility workshops that provide faculty with effective strategies and tools to improve accessibility compliance in Canvas.
 3. Support alignment with Vision 2030 by advancing conversations about AI's impact on teaching and learning; promote professional development opportunities that help faculty effectively respond to and/or incorporate AI in their pedagogical practices.
 4. Increase the quality of online courses through training on Regular and Substantive Interaction requirements and restarting our Peer Online Course Review program.
 5. Clarify and improve our vetting framework for instructional technologies integrated into Canvas.

7. New business

a. Artificial Intelligence

- i. Members reviewed AI conversations at the past 2 Academic Senate meetings, including the [8/27 Academic Senate meeting](#) – where a Senator wanted the DE Committee to be aware that instructors in her area were considering stopping teaching online due to concerns about students misusing AI -- and a follow-up conversation in the [9/10 Academic Senate meeting](#), where Kat listened and responded to Senators concerns about “AI misuse in online classes.” Members discussed responses and needs moving forward, including:
 1. Stopping teaching online because some students may misuse AI may inadvertently harm students who rely on online courses to achieve their education and career goals, like working parents and students with disabilities - and may impact enrollment, since students may seek out online courses at neighboring colleges. It also may not solve the issue, as it isn't only online students who may be leveraging AI tools.
 2. Students may rely more on AI tools when they are struggling to understand course concepts and taking courses that don't feel relevant to their major/career goals.

Efforts to make the purpose and relevancy of content and assessments clear to students may reduce instances of unethical AI usage.

3. AI detection tools struggle to keep up with rapid advancements in the technology; while some faculty have expressed concerns that Turnitin isn't reliably catching AI use, Turnitin is one of the most effective products available for identifying AI generated and AI remixed writing at this time. Because tools like these are expensive (\$55,000 a year), it likely isn't feasible to purchase additional AI-detection software with our current budget constraints, and there are concerns about added workload if it became an expectation to run student submissions through multiple checkers. There are other ways to monitor for and discourage AI-usage, like utilizing browser extensions that allow faculty to more actively monitor the writing process with students. There is a desire for discipline-specific conversations/strategies to help faculty address challenges.
 4. Faculty need encouragement/support to consider ways to adapt instruction and assessment given the reality of AI; this is a moment comparable to the invention of the calculator, which disrupted existing educational practices, but ultimately led to many positive societal advancements. It may help for faculty to better understand how AI is being leveraged as a collaborator across industries, and why it is important to help our students become familiar with practical, ethical AI skills as they enter the workforce.
 5. Efforts to adapt may pose a challenge, as with bandwidth/burnout issues across higher ed, people don't always feel they have the time to engage in PD. Last year we promoted over 30 workshops related to AI; this fall we have 29 on the workshop calendar already, but many still feel unprepared. People are overwhelmed and this is a topic that will need ongoing conversation and strategic thinking.
 6. Current efforts to address include the formation of a Districtwide Faculty AI Professional Development Working Group, comprised of faculty reps identified in conversation with the Faculty Association and Academic Senate. The district has partnered with Our Media to lead this effort, a group that has been leading student and faculty-centered AI initiatives across the state. The CCCCCO is also coordinating Regional Faculty AI Literacy Professional Development Networks; 3 LPC leads will participate in a Bay Area CCC Community of Practice in support of Vision 2030 this year.
- ii. Kat debriefed members on news from the Futures Summit Conference in September:
1. The CCCCCO affirmed our systemwide [human-centered principles for adopting generative AI](#) and [Vision 2030 framework](#).
 2. The conference included representatives from many Silicon Valley companies, aligning with Gov. Newsom and State Chancellor Sonya Christian's intention to prepare California educators and students for an AI future. For example, news was shared about a [CCC + Google partnership](#), where Google has signed an MOU to make AI tools and training available to CCC students and employees.
 3. The keynote speakers on day 2 called on colleges to keep in mind ethical issues and data privacy when making decisions about which AI tools to move forward with. "Free" isn't always free; adopting a tool can potentially give software companies access to a lot of student data that we should be conscientious about.
 4. While many AI tools are being offered through free pilots, AI tools are typically not enabled by default, to allow for decision-making processes at the district-level. For example, our district has not enabled Gemini or Notebook LM at this time.

Committee members were asked which AI tools they are interested in exploring further. Members wanted more information/training on tools before feeling confident in making recommendations. Members discussed that there may be bandwidth issues - so many options, not enough time/capacity to vet them all. Kat will share info with the campus as opportunities for us all to learn more about new tools arise.

b. Spring 2025 DE Data

- i. Committee members reviewed Spring 2025 DE data and DE trends from summer, fall, and spring terms:

	Success Rate		Non-success		Withdrawal		Total	
	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Totals	17,458	77%	2,531	11%	2,554	11%	24,543	100%
Asynchronous	6,840	77%	940	11%	1,074	12%	8,854	100%
Synchronous	229	81%	14	5%	38	14%	281	100%
Both Asynch/Synch	186	85%	11	5%	23	10%	220	100%
Hybrid	1,823	79%	255	11%	235	10%	2,313	100%
HyFlex	429	75%	70	12%	74	13%	573	100%
In person	7,498	78%	1,156	12%	977	10%	9,631	100%
Other	453	68%	85	13%	133	20%	671	100%

LPC Office of Research, Planning, and Institutional Effectiveness, July 17, 2025

Table: Summer DE Trends

	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Success	70%	73%	75%	78%	79%	78%	76%	77%	76%	77%
Non-Success	13%	12%	10%	10%	9%	8%	8%	10%	9%	10%
Withdrew	18%	15%	15%	12%	13%	14%	16%	12%	15%	13%

LPC Office of Research, Planning, and Institutional Effectiveness, March 25, 2025

Table: Fall DE Trends

	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Success	60%	61%	63%	66%	66%	73%	70%	69%	72%	74%
Non-Success	17%	17%	17%	15%	14%	8%	12%	14%	12%	12%
Withdrew	24%	22%	20%	19%	20%	19%	18%	16%	15%	14%

LPC Office of Research, Planning, and Institutional Effectiveness, March 25, 2025

Table: Spring DE Trends

	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Success	65%	65%	69%	71%	70%	73%	72%	74%	74%	77%
Non-Success	15%	15%	13%	14%	5%	10%	13%	12%	12%	11%
Withdrew	20%	19%	18%	16%	25%	17%	14%	14%	14%	12%

LPC Office of Research, Planning, and Institutional Effectiveness, July 17, 2025

- ii. Committee members discussed positive trends, like a 3% increase in student success from Spring 24 to Spring 25, and much better parity between online and on campus success rates than was historically true for DE courses.
- iii. Members reviewed the process to find departmental DE data to further inform program-level discussions and needs:
 - 1. Visit [Research, Planning, & Institutional Effectiveness: Course Outcomes](#).
 - 2. Click "Program View."
 - 3. Select your Discipline.
 - 4. Select a Modality + Filter (ie Course Modality > Asynchronous)
 - 5. Filter by specific course if desired.
 - 6. Review department or course-level data to inform scheduling and professional development needs.

c. Zoom Recordings and Transcript Retention Policy

- i. Committee members reviewed the [Pending Zoom Storage Policy](#), **with the first round of deletions scheduled for October 2nd**. Multiple emails have been sent by Kat King, David Powers, and the TechConnect Zoom team. Members decided to post a Canvas global announcement to catch adjunct instructors who may not check email as regularly and send a final campus wide email reminder. Both will include the LPC Zoom Storage Guidance that helps people with the technical steps of finding and saving recordings and transcripts, and includes options for other cloud-based storage and sharing solutions.

8. Information items

- a. Members reviewed recent additions to our [Workshop Calendar](#) - with opportunities to attend professional development throughout the semester – and DE-related workshops scheduled for Fall Flex Day: a workshop for faculty teaching in winter intersession, an “AI in Action” showcase, and a workshop dedicated to helping faculty remediate accessibility errors on Canvas with PopeTech and the AI tools Wanda has developed.

9. Adjournment

- a. Angelo moved to adjourn the meeting; Bobby seconded. Meeting adjourned at 11:16 am

10. Next meeting: October 17, 9:30-11:30 am, Room 2410 and Zoom