## LAS POSITAS COLLEGE

### DE Committee          Quorum: 4

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

**Members present (non-voting):**
**Angelo Bummer (A&H)**
**Yuna Karpelevitch (ASLPC)**

**Members Absent:**
**Stuart McElderry (Dean)**
**Jeff Lawes/Barbara Chavez (A&R)**
**Nan Ho (VP, Academic Services)**
**Vacant (PATH)**
**Vacant (Library)**
**Vacant (Counseling)**

**Guests:**
**Jennifer Farber (Computer Center)**

## Meeting Minutes

1. **Call to Order**
   a. The meeting began at 9:35 a.m.

2. **Review and approval of agenda**
   a. Barbara motioned, Bobby seconded. Agenda approved in a roll-call vote.

3. **Approval of January minutes**
   a. Barbara motioned, Bobby seconded. Minutes approved in a roll-call vote.

4. **Public comments (3 minutes)**
   a. None

5. **Reports (Scott)**
   a. Bobby will help Scott at the Flex Day session titled ChatGPT Basics for Teaching, which has been proposed to be a two-hour hands-on session. Angelo will help Scott at the one-hour demo of a session titled Canvas Discussion Changes.
   b. The assembling of the final draft proposal of the TLC Insight Team is supposed to begin March 1. The Insight Team is the group that will submit a proposal for the re-envisioned TLC. Feedback from the draft proposal will be sought from the entire team through March 15, the date in which a new name for the TLC will be chosen. The goal is to have the final proposal submitted to the President's Office by the end of March.
   c. The college received a letter from the ACCJC dated January 29 to inform it of any new or existing programs where 50 percent or more of the total program (including GE courses) will be offered via DE. This includes online courses, hybrid courses, and HyFlex courses. After working with Academic Services, Scott identified 19 associate's degrees, 8 ADTs, and 14 certificates needing Substantive Change approval. Those programs will be submitted to the ACCJC.

   Additionally, the college must receive additional Substantive Change approval if one or both of the following apply: 50 percent or more of your total student population is enrolled in at least one course offered through distance education, or 50 percent or more of all your institution's courses are offered via distance education. For Spring 2024 so far, 77.2% of students are enrolled in at least one DE section. By comparison, those figures were 81.3% in Spring 2023 and

79.8% in Fall 2023.  For Spring 2024, LPC offered 493 courses and 254 of the courses (or 51.5%) were offered as DE. Because LPC met the latter two conditions, it will have to go through an administrative approval process by the ACCJC.

6. **Old business**
    a. Course review
        1) On February 6, Scott emailed all 19 instructors who are due for a course review, explaining the review, the process and asking them to reply indicating whether they want to undergo course review, complete the OCDP this semester, or apply for equivalency. Seven replied. Of those who replied, 3 said they would undergo the review, and 4 said they will complete the OCDP. Committee members selected courses to review. For those completing the OCDP, the committee agreed to give them until May 1 to complete it in order to give time to review their course if they don't complete the OCDP.

    b. Canvas roles
        1) Discussion on this topic continued from last month's meeting. There are several roles in Canvas that an instructor can give a user that are either unnecessary or the instructor does not know or understand what the roles do. These include the roles of Designer, Observer, TA, Support, GP, Grader, Grievance, and Tutor. The committee was asked if these roles could be either deactivated or deleted. Other roles that are present are Student, Teacher, Evaluator, and Student Club Lead. That's a total of 12 roles to which instructors have access. By contrast, Chabot only offers three roles: Student, Evaluator, and Student Embedded Tutor.

            The committee discussed each role, then was asked which roles should be deactivated or deleted and which should be kept. The following roles will be deactivated or deleted before the beginning of the fall 2024 semester: Designer, Observer, Support, GP, Grader, Grievance, and TA. The TA role will be changed to Instructional Assistant so it won't confuse students, and it will have the same privileges as the Teacher role. Barbara will speak to Tutoring Coordinator Jin Tsubota about the necessity of the Tutor role. Faculty will be informed of the changes

prior to fall 2024.

7.  **New business**
    a.  Shared governance worksheet
        1)  The committee completed the worksheet with no changes. It will be submitted to the President's office.
    b.  DE student satisfaction survey results
        1)  One hundred ninety-seven students completed the annual DE Student Satisfaction Survey in Fall 2023, and although the satisfaction level dipped from the previous year, the results were generally positive. Concerning other key questions:
            i.  **QUESTION 5** When asked to rate their level of satisfaction with different components of online learning, 73% were mostly satisfied or very satisfied with the DE program as a whole (compared to 77% last year), 77% were mostly satisfied or very satisfied with the overall course quality (compared to 80% last year), and 78% were mostly satisfied or very satisfied with overall course satisfaction (compared to 81% last year).
            ii. **QUESTIONS 6-7** When asked if they would take another DE course from LPC, 88% percent indicated that they would (90% last year). Students also indicated (60%) that they learned about the same in their DE classes than they would have in a similar on-campus class (53% last year). Interestingly, 29% said they learned more in their DE classes (33% last year), and 11% said they learned less (15% last year).
        2)  **QUESTION 8** As usual, students want more online learning options than the college offers. For example, 82% indicated that it is somewhat necessary or very necessary for students to have the ability to complete a degree or program online, and 88% said the same about having the ability to enroll in a variety of online course options (asynchronous, synchronous, both, hybrid, HyFlex). **QUESTION 4** Of the students surveyed, asynchronous (average score of 4.46 out of 5) was their preferred method of learning online, followed by synchronous (3.54), hybrid (3.44), both asynchronous and synchronous (3.43), and HyFlex (2.89).

**QUESTION 10** A new question was added to the survey that asked students for which educational purposes, if any, do they use artificial intelligence (AI). Understanding difficult concepts (65%) was the top answer, followed by getting feedback on their work (40%), summarizing or paraphrasing text (36%), preparing for an exam (32%), help with writing assignments (28%), and answering homework questions (17%).

The committee was asked what, if anything, it can do to improve the DE program based on the results. No suggestions were made, but there was one recommendation to add a question/item about online office hours to the survey for next year. It will be added.

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

  c.  New Quizzes training
   1)  Scott has begun putting faculty training resources for New Quizzes into a Canvas site that will be accessible to faculty from both LPC and Chabot. According to the New Quizzes upgrade timeline established by Canvas admins from both colleges, after the resources have been inputted, those resources, and training, will be offered beginning this summer. Training is to be ramped up in Fall, faculty will begin migrating to New Quizzes in Spring 2025, and Classic Quizzes will be turned off beginning in Fall 2025.

   Regarding training this summer, the committee tasked Scott to consult with Chabot about dual training for faculty at both colleges, including topics, dates, times, modalities, etc.

8.  **Information items**
  a.  The district Technology Coordinating Committee is looking to make a recommendation to the Chancellor to form a group that will address issues related to web accessibility districtwide. Those issues might include identifying training and remediation needs for those who post to the LPC, Chabot or district web sites, setting up a process to vet textbook publisher content for ADA complance before placing it into Canvas, and identifying resources to meet accessibility goals.

If such a group is formed, it would include faculty, classified, and administrators from all three sites.

b. Last fall, the state chancellor's office convened a Universal Design for Learning (UDL) Task Force to collaborate on an implementation approach of UDL that is suitable for CCCs in 2024-2025. UDL is an approach to improve and optimize teaching and learning for all by: 1) setting clear, rigorous goals; 2) anticipating barriers and 3) proactively designing to minimize those barriers. The UDL task force is intended to make curriculum and learning in the classroom and in service delivery more accessible to community college students and to ensure that all students experience community college as a place where they belong.
   1) The task force's planning phase ends March 1 when it will review its draft recommendations. In the next academic year, it will continue its work in the implementation phase.
c. Scott and Wanda Butterly have participated in the first four training workshops surrounding the implementation of Impact to our Canvas system. Impact will allow the gathering of data on the use of native Canvas tools and third-party tools. One goal for using Impact is to compile usage data on the new Support & Belonging Platform in Canvas. The setup for that is in progress.
d. Scott has been working with Psychology instructor Irena Keller to set up non-instructional Honors courses for faculty who have students participating in the Honors Program. Thirty-two courses have been created.
e. Fifty-nine colleges are now Teaching Colleges in the CVC Exchange. That's more than half of all CCCs. As of February 9, there were 8,610 students who have cross-enrolled in the exchange.

9. **Adjournment**
   a. The meeting was adjourned at 11:04 a.m.

10. **Next meeting**
   a. March 22, 9:30-11:30, Room 2410 and Zoom