



DE COMMITTEE MINUTES

Sept. 25, 2015 / 10 a.m. / Room 2410 and Confer

Meeting Minutes

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

Meeting Name

Members Present (voting):

Bobby August (STEMPS)
Marsha Vernoga (BSBA)
Chris Lee (Counseling)
Kali Davis (Library)
Vicky Austin (adjunct faculty, FA)

Members Present (non-voting):

Toby Bielawski (co-chair, ALSS)
Scott Vigallon (co-chair)
Jon Ramon (ASLPC)

Members Absent:

Jeremiah Bodnar (additional faculty)
Roanna Bennie (VP, Academic Services)
Janice Cantua (A&R)
Lisa Everett (Dean, STEMPS)

Meeting Guests:

Olga Salgado (ASLPC)

1. Call to Order

- a. The committee welcomed Jon Ramon. Jon will serve on the committee representing the ASLPC.

2. Approval of August minutes.

- a. Bobby moved, Vicky seconded. Minutes approved.

3. Updates

- a. Flex Day sessions: On Sept. 15, the college hosted two sessions related to DE, Social Media in the Classroom and Instructional Uses of Video in Online Classes. The first session had 46 attendees, and the second had 42. Both sessions went well.
- b. On Oct. 17, Scott will conduct a Community Ed class called Become an Effective Online Learner. This is part of the ongoing effort to prepare students to succeed in online classes. Marketing has been done on the Online Learning home page and on the web sites for Craig's List, the Independent newspaper, the Contra Costa Times, Pleasanton Weekly, and KKIQ. It was suggested that the class be marketed on the classified web page for the Livermore Lab and through Constant Contact via Jennifer Aries.

4. OEI

- a. At the Sept. 11 District Technology Coordinating Committee meeting, it was announced that solicitation to participate in the district-wide OEI task force will begin after accreditation. That committee also decided that it would come up with a common meeting time among a core group of people before soliciting participants. The rationale was that faculty could better choose to join or not based on the day and time of the meetings. Toby has agreed to represent our DE Committee.

- b. According to the OEI on Sept. 18:
 - i. The first group of 8 pilot colleges are currently teaching a total of 24 courses in Canvas. The other 16 colleges that are piloting online tutoring and the online readiness modules are in the Canvas implementation process and will begin teaching with Canvas in January.
 - ii. The first group of 8 pilot colleges are coming to agreements and beginning the functional requirements for the business processes that are supposed to make the course exchange work. No specifics were given.
 - iii. The OEI is training counselors in how to counsel online students, and plans are underway to determine an online platform that will connect counselors with students. Online counseling is supposed to begin in Spring 2016.
 - iv. The online readiness modules, known as Quest, will be linked to each OEI course in Canvas as part of a pilot in Spring 2016. Students will also get a link to Quest at the time of registration when this becomes possible. The OEI is also trying to work out what to do if a student is required to complete Quest in multiple courses. There is a possibility that the student can complete it once, then opt out in other courses and still have his or her scores flow to the other courses.
- c. According to OEI Executive Director Pat James on Sept. 24:
 - i. The pilot of the new @ONE online teacher training program is happening now and the first courses will be offered to the CCC system mid-Fall. Additionally, plans are being finalized to offer more regional activities designed

- to help teachers align their courses to the OEI Course Design Rubric and to become online course reviewers.
- ii. The OEI will be releasing requests for proposals soon for academic integrity solutions, such as online test proctoring, that it can deploy for no or reduced costs for the CCC. The OEI also continuing to address the need to assist underprepared students who take online courses by providing just-in-time resources that can be deployed in online environments.
 - iii. The money the OEI is receiving is intended to be ongoing at the \$10 million-per-year grant. At the present time, the initiative can pay for all colleges through 2018-19, including support services. It will be requesting additional funds to keep the full-cost coverage beyond the 2018-19 academic year. If the increase is not granted, and OEI funding levels stay as they are now, the grant can pay for two-thirds of the cost of Canvas based on ongoing funding levels. So, if a college does have to pay in 2019-20, the OEI anticipates that it will be a fraction of what it would otherwise cost. If the funding for OEI is eliminated, the colleges will have to assume the cost, and they will know in advance of signing the implementation agreement what it would be.
 - iv. For those concerned that the OEI will take FTES away from a college, the OEI says this: All of the colleges that will be piloting the OEI Course Exchange will be offering classes in the Exchange as well as having students participate in the Exchange. There is an opportunity to gain FTES while providing courses to students that they

need to complete their goals. The OEI expects the student need to level out the Exchange use across colleges, and the pilot will be the place to test that out.

- v. Regarding a possible concern that students will take all their courses online from multiple schools, the OEI says: Students will be encouraged to only take classes from the Exchange when they are missing a class or two that would allow them to complete in a timely way. A student will be limited to two exchange classes per term during the pilot. After that, the consortium (colleges in the pilot) will decide if there is a limit and what it should be. The Exchange will also recognize unit residency requirements for the granting of degrees and other considerations that may restrict whether a student is able to take classes in the Exchange.

5. Blackboard

- a. Chabot and LPC typically upgrade the Blackboard system between the Fall and Spring semesters. The colleges agreed several years ago to upgrade to one version below the most current version of Blackboard. We are on the April 2014 release, while the latest version is the October 2014 release. There is supposed to be an October 2015 release available soon. As mentioned last month, Blackboard is working on a new version called Ultra that will completely redesign the interface. No update of when Ultra will be released. The only change that instructors will likely notice in the October 2014 release is a new look to the Blackboard Collaborate web conferencing tool. The interface for Collaborate is much cleaner, but the big news is that

users won't have to download and install Java-reliant files in order to use the tool.

- i. The committee decided it wants to upgrade to the October 2014 release. Chabot will be notified. If it agrees, the upgrade will take place in early January. If it doesn't agree, the upgrade won't take place.

6. 2015-16 goals

- a. Regarding the goal, Increase participation in the student survey for course evaluations, Scott tested the relatively new Enterprise Surveys tool in Blackboard and found that it is improved over its previous version. The last time this issue was broached, in Spring 2014, the FA wanted: a. confirmation that the instructor cannot see the survey results; b. confirmation of where the data is retained, and who all has access to it; and c. confirmation that the instructor will not be able to tell which students have completed the survey. Those were confirmed back then and are now reconfirmed. One drawback worth noting is that Blackboard doesn't handle it well when one section of a merged course is to be evaluated. It can only make the survey available to all students in the course, not to just students in one section of the course. Currently, we make the survey available in Class Web to only one section of a merged course, then tell all of the students that the survey is only for students in that one course. One workaround in Blackboard is to email each student in one section, and although that's a bit cumbersome, it is doable. Also, there is seemingly no way to enable adaptive release to the survey, meaning students don't have to complete the survey, for example, before the next piece of content appears to them.

1. The committee decided to ask the FA if it would be open to piloting some courses for evaluation in Blackboard. Three of the committee members—all of whom are up for evaluation this semester—volunteered to participate in a possible pilot.
- b. Regarding the goal, Require mandatory training for faculty prior to teaching an online course, Scott received a call from an FA rep suggesting we change the wording of the goal. Specifically, the rep didn't like the words "require" and "mandatory". While analyzing this issue, the committee ended up discussing many other issues connected to the goal. Among the issues:
 - i. Understanding why the FA objects to mandatory training. Vicky said that when something is required and mandatory for faculty, it becomes a working condition issue, which is a mandatory subject for negotiation.
 - ii. The committee initially changed "require mandatory training" to "Strongly encourage training". It was pointed out that it is difficult to measure "strongly encourage training."
 - iii. If training is required, how can faculty be compensated? Perhaps approach Staff Development for funding.
 - iv. Who would need to be trained? Just instructors who have never taught online before? What about instructors who say they've taught online before but have never been trained? Should we set up a system for these latter instructors to demonstrate equivalency, or competency, for teaching online? Chabot has new instructors present a part of their courses to their Committee on Online

Learning for approval, but apparently, there has been pushback to this recently.

- v. Hiring adjuncts to teach online courses just prior to the beginning of the semester when they haven't been trained how to use Blackboard, let alone how to teach online. This seems to happen periodically as teaching assignments change at the last minute. There is no time for formal training, and this situation can turn into a quality issue.
- vi. Why wouldn't the FA want to require mandatory training if it means the quality of online courses would most likely be improved?
- c. The lengthy discussion ended with no real resolutions. The committee, however, did decide to ask the FA for suggested rewording of the goal.

7. Online student services

- a. This item was tabled due to time issues.

8. DE retention and success rates

- a. This item was tabled due to time issues.

9. Other issues

- a. This item was tabled due to time issues.

10. Next meeting (Oct. 23)