DE COMMITTEE MINUTES

December 2, 2022| 10:00 a.m. | Room 2410 and 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):
Scott Vigallon (TLC, co-chair)
Barbara Zingg (faculty-at-large, co-chair)
Bobby August (STEM)
Kali Rippel (Library)
Lyndale Garner (BSSL)
Toby Bielawski (A&H)
Marina Lira (Counseling)
Vicky Austin (FA, adjunct faculty)
Andrew Cumbo (PATH)

Members Present (non-voting):
Frances DeNisco (A&R)
Stuart McElderry (Dean)
Kristina Whalen (VP, Academic Services)

Members Absent:
TBD (ASLPC)

Guests:
None

1. **Call to Order**
   a. The meeting began at 10:04 a.m.

2. **Approval of October minutes**
   a. Barbara motioned, Vicky seconded. Minutes voted and approved.

3. **Updates**
   a. According to Steve Gunderson, the HyFlex mockup classroom has not been built yet because of scheduling issues in the classroom. The plan now is to get the room built between semesters, but he needs assistance from his vendors.
   b. A meeting was held November 15 with the CVC to get District ITS started on enabling the CVC Exchange Course Finder, which provides prospective students with live seat counts for online courses. Stacey Followill will take the lead on this project. Scott and Christy Davis at Chabot will help where they can. The CLPCCD team and CVC team will aim to have the Course Finder operational by the beginning of Spring 2023 classes on January 17. The two teams will meet via Zoom on Tuesdays from 1-2 p.m. After the Course Finder project is completed, work can begin on the technical implementation of making LPC and Chabot Teaching Colleges.

      Sixty-five CCCs had live seat counts for students, and 23 are live Teaching Colleges with several more projected to be Teaching Colleges by the end of December.
   c. The CVC's Independent Course Alignment Program begins this month. The program offers faculty in the CCC system the opportunity to adopt fully-developed online courses in Canvas that have been aligned with the CVC-OEI Online Course Design Rubric and have received a Quality Reviewed badge in the CVC Exchange. Instructors who use one of the courses in the program can also earn a Quality Reviewed badge if they have previously aligned one of their own courses or completed professional development equivalent to those processes: @ONE's Online Teaching & Design course. As of today, 1,194 courses throughout the CCCs have been aligned to the rubric and have received a Quality Reviewed badge.
   d. The CVC's financial aid automation system will debut in 2023, and there will be demonstrations and information sessions scheduled.

e. Beginning in January, the CVC will pilot a default search filter that will show students only cross-enrollable courses (courses at teaching colleges). Students will still see their home college courses first (even if those courses are not cross-enrollable), and can unclick the default search to include all other courses if they so choose.
f. On November 2, VP Kristina Whalen emailed faculty to tell them they cannot switch modalities to their classes. These include online synchronous classes switched to online asynchronous, in-person classes switched to the online synchronous modality and switching back and forth between modalities over the semester. Whatever is in the class schedule must be preserved. Attendance accounting reporting to the State is tied to modality, and the college can get into trouble when unauthorized switching occurs.

   Furthermore, faculty cannot temporarily switch classes online because of a personal emergency or a non-debilitating or non-COVID-related illness. If faculty have a personal emergency or illness, sick leave is the directed course of action. A temporary remote work assignment must accompany a doctor's note approved by Human Resources. If there is an acute community emergency, such as fires, catastrophic road closures, or other emergencies affecting a large swath of students or employee groups, the college leadership team will determine if a temporary switch to remote instruction and services is warranted and provide directions about how that may be done within regulatory constraints.

   The above has been posted to the Policies/Guidelines/Agreements on the Online Learning web site.

4. Course Review

a. Updates were given on the courses that have not been marked as reviewed in the committee's spreadsheet. It was asked what to do with the courses with no reviewers. Lyndale and Frances agreed to do two of these. Andy volunteered to do one, and since he hasn't done one before, Scott will do the review with him.

5. 2022-23 goals

a. Updates were given on the following goals:

1) Develop recommendations or procedures/guidelines for student access to courses once a term ends.
    i. The committee decided to recommend to faculty to leave the default Canvas setting in place that allows read-only access once the semester officially ends. However, if they decide to extend the access end date, it should only be for one additional semester (excluding summer session). In either case, it is recommended that faculty not restrict students from viewing the course after the course end date.

2) Develop a process for deciding what to do with content in a Canvas course belonging to an instructor who no longer is teaching that course.
    i. Scott and Vicky Austin have consulted on this issue, and Vicky shared draft language that the FA is working on for an MOU. The language essentially says that the original instructor will be given 48 hours' notice before being removed from the course, and during that time, the original instructor can decide to share the content with the new instructor or can remove all content by resetting the course. During those 48 hours, the new instructor can begin building the course in his or her sandbox.

6. Canvas

a. Last month, the committee discussed what to do with non-instructional courses that enroll students involuntarily and to make sure students don't see or interact with one another since that is a FERPA violation. Since then, it was questioned whether there really are any current non-instructional courses that enroll students involuntarily. For students who are given a self-enroll link, they must choose whether to actually self-enroll in the class. For students who are added to courses, they must accept the invitation. The committee agree that these two scenarios constitute involuntary enrollment and agreed that it does not. For future non-instructional course requests, Scott will post an announcement in new courses, letting those with student access know that others with the same access will be able to see their names and interact with them.

The committee was also asked if instructors of non-instructional courses should remove students who are no longer enrolled at LPC? It recommended that these students should be removed. Those with teacher access can find students who are no longer enrolled at LPC by going to New Analytics in the course.

Finally, the committee tasked Scott to unpublish the non-instructional courses that are facilitated by those who are no longer employed by the college or district.

b. Guided Pathways has requested that the link to the Student Support Hub in Canvas be changed from going to the current internal page to going to a page on the Guided Pathways site called Student Resource Guide that, according to Kristy Woods, provides more information than what is in Canvas and will be continually updated by a new Basic Needs Outreach Specialist who will be hired. Kristy also suggested changing the name of the hub's link in Canvas. The committee discussed the request but wasn't too keen on making any changes. Reasons: 1) Lack of trust in the new employee; 2) Students in Canvas will wonder why the existing hub went away and were already used to how it worked; and 3) The hub is more visually appealing than the Student Resource Guide, which is too busy with too much information. A suggestion was made to add a link to the Student Resource Guide in the hub until a future date.

c. On November 28, students who had used the ePortfolio tool in Canvas were emailed to tell them that because of a known security issue with that tool, it will be removed from our Canvas system on January 3, 2023. In the email, they were told that if they want to keep any content from ePortfolio, they should download that content and that they also have the opportunity to use Canvas' newer eportfolio tool called Folio. In the email, a link was provided to a web page on the Online Learning site that gives instructions on downloading content and for using Folio.

7. Satisfaction surveys

a. The student DE survey will be launched December 5. Results will be presented at our January 27 meeting.
b. The faculty DE survey was revised and renamed Online Learning Faculty Survey. It was presented to the committee for feedback. For the satisfaction rating question, items relating to the modality of DE teaching will be added, namely

Synchronous online teaching, Asynchronous online teaching, hybrid teaching, and HyFlex teaching. Scott and Barbara will decide when to launch the survey in February.

8. Zoom

a. At the November 18 Technology Coordinating Committee, it was decided that the issue of allowing employees to install Zoom apps would be taken to the district's Senior Leadership Team for discussion. The issue of installing apps in Canvas will also be discussed there since anyone with Teacher access in Canvas can install apps at the course level. In Zoom, if an app is requested, a Zoom administrator can approve the app just for that user or for everyone in the district.

9. Spring Flex Day

a. Because LPC hasn't made significant progress in getting faculty to use Pronto, the committee was asked if another Flex Day session is appropriate on March 16. Even if the session is on campus, our Pronto rep said she could be available to participate remotely.

The committee last month decided to address our goal of increasing courses aligned to the OEI Course Design Rubric by offering a Flex session on the process. It also decided to address the goal of publicizing the minimum standards of DE instruction by offering a Flex session on it. Vicky will lead both. Bobby and Lyndale volunteered to help at one or both. Other volunteers will be sought at our January meeting.

10. Other issues

a. None broached.

11. Adjournment

a. The meeting was adjourned at 11:49 a.m.

12. Next meeting

a. January 27, Room 2410 and Zoom