DE COMMITTEE MINUTES

April 28, 2023| 9:30 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)
Lyndale Garner (BSSL)
Toby Bielawski (A&H)
Vicky Austin (FA, adjunct faculty)
Kali Rippel (Library)

Members Present (non-voting):
Frances DeNisco (A&R)

Members Absent:
Marina Lira (Counseling)
Andrew Cumbo (PATH)
Stuart McElderry (Dean)
TBD (VP, Academic Services)
TBD (ASLPC)

Guests:
None

1. **Call to Order**
   a. The meeting began at 9:33 a.m.

2. **Approval of March minutes**
   a. Vicky motioned, Kali seconded. Minutes voted and approved.

3. **Committee news**
   a. The committee thanked Vicky Austin and Frances Denisco for their years of service to the committee and wished them well in retirement. Vicky has served for 20 years and has been a pioneer in DE at LPC while teaching, planning, advising, leading, negotiating, and writing contract language. Frances has served the past four years, fulfilling the critical task of ensuring that DE processes work with Admissions and Records, particularly during the pandemic.
   b. Library rep Kali Rippel will also not be rejoining the committee next year.

4. **Updates**
   a. Livermore resident Juliana Santiago has been selected the 2023 Online Student of the Year scholarship winner. Juliana, who is working toward her Communications Studies AAT degree, has taken 12 online classes, one hybrid, and one HyFlex class over the past academic year. She carries a 4.0 GPA while working as a Department Assistant for Livermore's City Manager's Office and as a tutor in the Tutorial Center. She also participates in extracurricular activities, and takes care of family responsibilities. In her scholarship application, she noted the importance of kindness while taking online classes. She said, "It is essential to be compassionate and understanding in discussion. I make sure to inspire confidence and embrace my classmates' work in hopes of putting a smile on their faces."
   b. Students choosing to enroll in HyFlex classes with the intention of participating asynchronously are being blocked from doing so in Class Web if they are enrolled in a different class that meets at the same time. Since the blocked students are participating asynchronously in the HyFlex class, there really should be no conflict. Currently, students have to sign an Overlap form and get it approved by the instructor and dean before submitting it to A&R. This topic was broached at the April 14 district Technology Coordinating Committee meeting to see if there is a technical solution that can be implemented to mitigate the necessity of an Overlap form.

CTO Bruce Griffin said he will take this issue to the A&R Banner User Group.

c. LPC's integration into the CVC Course Finder is now live. This includes information about each online course, as well as the live seat count. There are still tweaks that District ITS needs to make to ensure that all of the information from Banner gets fed into the CVC's systems is accurate.
d. Substantive Change for DE was handled outside of the DE office for the first time, and 14 programs were approved by the ACCJC. However, 10 of those had been previously approved. Scott will consult with the new VP on how to handle this issue.
e. On March 30, a team of LPC personnel and students, along with a representative from Chabot and two reps from a community college advocacy group spent the day at Apple Computer in Cupertino. Apple is trying to partner with LPC to get more technology, specifically, iPads, into the hands of students. A follow-up meeting among LPC people is supposed to be scheduled to figure out how to proceed.
f. The STAC/STARTE form, from which the district purchases online learning tools, was submitted April 17. It still needs to be approved before the purchasing process can proceed.
g. Turnitin workshops were created and offered to acquaint faculty with the new artificial intelligence (AI) tool that was released April 4. The workshops took place April 19 and 27, and 10 instructors participated. The Turnitin web page on the Online Learning site was updated with information and resources about AI detection. In order to have access to AI detection after January 2024, the district will have to upgrade its Turnitin package.

5. Course review

a. Members gave updates on the status of their course reviews. The reviews should all be completed soon.

6. Review 2022-23 goals

a. The goals established last August were reviewed.
    1) Implement the Zoom subaccount.
        i. Result: Completed
    2) Implement Student Connect appointment system in Canvas.
        i. Result: Completed
    3) Investigate the feasibility of purchasing, and utilizing digital badges for instruction and professional development.

i. Result: Completed. Student Services decided not to pursue Canvas Badges.

4) Support the campus in successfully meeting the requirements of accreditation Core Inquiry 1.
   i. Result: Completed
5) Increase the number of classes that are aligned to the OEI Course Design Rubric.
   i. Result: Ongoing. Spring Flex Day session was conducted to explain the alignment process. TLC workshops were offered each semester on aligning courses to the rubric.
6) If Ally is fully implemented, lead the faculty training efforts to learn the software.
   i. Result: Completed. Ally was not fully implemented.
7) Develop recommendations or procedures/guidelines for student access to courses once a term ends.
   i. Result: Completed
8) Prepare for the rollout of New Quizzes.
   i. Result: Completed. Mandatory usage of New Quizzes rescinded by Canvas.
9) Conduct DE course reviews to meet the FA contract language for DE.
   i. Result: Completed
10) 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. Result: Ongoing. Waiting for final word from FA.
11) Publicize the minimum standards for DE instruction.
   i. Result: Completed. Highlighted them in December Online Learning newsletter. Offered a TLC workshop on them.

7. Tech support in Spanish

a. Toby reviewed an ECE course that was taught in Spanish and asked the committee about how Spanish-language technical support could be provided to these students. The class was funded by a grant from the Alameda County Office of Education. No ideas were presented that could be realistically pursued. The best option would be if support was written into the grant.

8. Web accessibility

a. Wanda Butterly will conduct voluntary web accessibility course reviews in Canvas for faculty on a year-round basis or

until it cannot be managed because of the amount of time each review takes. This is an extension of the reviews we began this semester.

9. HyFlex

a. On April 18, Scott emailed faculty soliciting registrants for the Summer HyFlex training cohort. So far, only four have signed up. Training begins Wednesday, June 28, and will continue for the next three Wednesdays. The deadline to register is May 12.
b. An email was sent to all HyFlex students April 12 to solicit participation in the HyFlex Student Satisfaction survey. Of the 72 students who participated in the survey, 85% indicated that they were either satisfied or very satisfied with their HyFlex class. Additionally, 85% indicated that they would take another HyFlex class at LPC. When asked to compare learning in HyFlex classes against learning in comparable on-campus, synchronous, and asynchronous classes, students indicated the following:
    1) 72% learned about the same, and 18% learned more in HyFlex than on campus.
    2) 57% learned about the same, and 32% learned more in HyFlex than synchronous online.
    3) 28% learned about the same, and 58% learned more in HyFlex than asynchronous online.
    4) A couple of good suggestions were posted by students in the open-comments areas:
        i. The notes for HyFlex classes in the class schedule do not make exactly clear which modalities the instructor is allowing aside from on campus.
        ii. Instructors could use more time between classes so they can properly set up the technology for the on-campus meeting.
    5) Complete student survey results are posted on the Survey Results page on the Online Learning site.

10. Canvas

a. A glitch was discovered when a faculty member was evaluating a course during the official evaluation of instruction process. He was not able to access a discussion board to check regular and substantive interaction because the instructor set up the discussion by enabling the "Users must post before seeing replies" setting. The evaluator did not want to have to post before seeing the students' posts. Since the due date had passed for the discussion, the

instructor disabled the setting in order to allow the evaluator access to the students' posts. This should be added to any instructions for the evaluation process.

b. Guided Pathways wants to update, and get more usage out of, the online course model syllabus and the HyFlex model syllabus. At its meeting April 21, members discussed the two syllabi and brainstormed revisions. Since the two syllabi already contain the items that are required in the FA contract, items that are strongly recommended by the Academic Senate will be added. For face-to-face classes, faculty can use the HyFlex syllabus and simply remove all references to HyFlex.
c. At the same meeting, Guided Pathways showed a sample pathway course that was redesigned by a contractor paid for by LPC. The contractor has added Cascading Style Sheets that can be used by any instructor at the college who wants to improve the design of their courses. When the TLC team gets access to these style sheets and is educated on them, it will develop workshops to train faculty on their usage.
d. No word yet on how to enroll all LPC students into their eight Guided Pathways courses in Canvas.

11. Other issues

a. None broached.

12. Adjournment

a. The meeting was adjourned at 10:56 a.m.

13. Next meeting

a. August 25, 9:30 a.m. in room 2410 and Zoom