



## **DISTANCE EDUCATION COMMITTEE**

### **Adopted Minutes**

**May 13, 2013**

**Room 101**

**3:00 p.m. – 4:30 p.m.**

Dale called the meeting to order at 3:04 p.m.

Dale Crandall-Bear, Tim Boerner, Laura Maghoney, Philip Petersen, Svetlana Podkolzina, Sandy Rotenberg, Steve Springer, Robin Sytsma, Connie Adams

Absent: Scott Ota

#### **1. Update on DE Changes / Canvas Transition**

~ Training Policy approved by Senate

Dale presented The DE Online Faculty Training Certification Proposal to the Academic Senate on March 18 and it was unanimously approved on April 15.

~ Shell Review Policy approved by Senate

Dale presented the DE Course Review Proposal to the Academic Senate on April 15 and it was unanimously approved on April 29. Feedback was positive during both presentations and the Senators expressed appreciation for the policies.

~Presentations to CTA, Deans, Shared Governance Council

Dale presented Title 5 and Accreditation background to the President's Cabinet and Shared Governance Council. Everyone was impressed with the DE Committee's work. Last week Dale presented everything to the division deans. He took them through all the completed Accreditation and Title 5 items as well as the training and course review policies.

#### **2. Course Shell review process for Fall 13 courses**

~ Sample course shell review (Hist 2)

Dale reported the main blocks are in place to do training for transitioning from eCollege to Canvas which will start with some instructors next year. The College has not finalized a contract with Canvas yet, but courses can be taught in Canvas in the fall. Each semester 25% of online courses will be rolled over into Canvas until spring 2015 when all courses will be transitioned. Student training will be needed as well. A full-time DE Administrative Assistant III has been approved but not hired.

All four shell review workshops will be held on August 6, an optional Flex day. Dale will have workshops 3 and 4 ready in in another week or two. Instructors will move to a public site once they complete the first workshop. The same email login can be used.

The Course Shell review process includes: checklist form; invite two colleagues into shell; check off components; course approved for live semester. Dale is considering doing this inside the Canvas shell. He did an export/import from the original site and presented his History 2 shell on screen. Colleagues can be invited into a shell as an observer to review. The collaboration tool has an interactive interface and a loaded checklist can be a live document where comments can be made in different colors. A review could be done by faculty together, separately, on-site or at a distance, and at the same time or not. Dale is also considering using this tool in a class. The checklist form will be in all training modules. Dale suggested instructors keep reviews and also send them to Dale to keep in group files. The site will have a development shell (master copy) that can be copied and rolled into the semester when it's ready to be live. The development shell can be kept and revised. Dale will email review instructions and he is willing to review shells as well.

### **3. Accreditation / Rec 6**

~ DE Program Review team – summer work

DE is one of the four Accreditation items. Dale was asked to form a committee to write an accreditation report that will be due in September. IVP white agreed to allow three faculty hires over the summer for DE Program Review. Dean Peter Cammish will provide data. Retention, success, enrollment trends, and comparisons will be included. Dale will work on this item with the three faculty members. There will be much to look at and discuss in August.

### **4. Meeting schedule for Fall 2013**

Dale would like to frontload fall meetings to get things moving. Following brief discussion, the following dates were set: August 19 and 26, September 23 and 30, October 14 and 28, November 18, and December 9.

### **5. Begin work on policy on Publisher's courses**

Creation of a DE policy on canned /publisher courses will be a discussion item on the first agenda next year. Writing this policy will be challenging due to the wide variations of publisher courses and ways they are used. Canned courses have been an issue with the deans and DE and they can impact accreditation. Deans are concerned about situations where some instructors are teaching a publisher course at the publisher's website. Sometimes there is just a link in the Banner shell, the student goes to the site, and the dean can't see any interactions or grading. If a student complains, there is no way for the dean to see what is going on and oversight is needed. A policy could state that instructors must teach in the LMS approved platform. If students link out, they have to come back to the instructor for grading.

DE members explained some of their use of publisher's courses. Tim stated he would have to have two grade books for Reading Lab, an eCompanion class, because he doesn't use the eCollege grade book. He melds all the grades for the final grade. About 60% is his work and the other 40% is the publisher's My Lab. Svetlana uses Math Lab and its grade book. She uses units in eCollege, explains what each unit is about, and gives core problems and other work. Laura uses eCollege mostly, including grades by manually entering grades from Connect. Robin will be switching books to something similar to My Labs in the fall and envisions having some homework to add to the grade book in eCollege. Connect may integrate with Canvas.

Dale explained that Accreditation is asking for instructor initiated contact with students. Email can be part, but not all, of that. The predominant instruction needs to be inside the shell with other external work linked back in. Tim pointed out that My Lab tracks very well the student's work, time in, time out, and progress. Sandy noted one problem they may run into is giving deans too narrow a definition of what does and doesn't work. For LR10 a lot of work happens with students, not online, and that can't be documented in Canvas. Caution will be need as rules and guidelines are created. Policy needs to be nuanced enough to let teachers teach. There can be situations where an instructor could move out of the 60:40 ratio, due to utilizing features in public sites, but still be doing most of the teaching.

Dale noted the need to capture dialogue with students. Sandy opined that with limited College resources it isn't necessarily wrong to use other content, such as interactive, video, and other tools. Dale responded that key questions are "where is teaching taking place and how much instructor contact is involved?" Canned courses would be defined as no instructor involved and auto grading. Canvas grading is good to initiate more contact and feedback.

Dale replied to a suggestion to use third party backup for access of courses that, if deans get a student complaint notification in class, they have no way to intervene or know what is going on with content held by a third party. Faculty could refuse or delay giving access. An activity needs to be in the LMS or, if external, the College needs to be able to access it. Sandy noted that CCC Confer can archive content. It is unknown yet if Canvas has a live web conferencing tool or if the College has a license for CCC Confer and

if it can be the LMS web conferencing default. The question also came up if CCC Confer can currently be used in the College online process.

**6. Re-org – new reps to DE Committee**

Tim is new rep for Liberal arts, replacing Ferdinanda who will be on the Program Review Committee. Due to the new College reorganization, other new DE reps will be needed.

DE Minutes 05.13.13/ca