DISTANCE EDUCATION COMMITTEE

Adopted Minutes

October 8, 2012
Room 101
3:00 p.m. – 4:30 p.m.

Dale called the meeting to order at 3:05 p.m. He welcomed new members and asked everyone to introduce themselves.

Dale Crandall-Bear (DE Coordinator), Ferdinanda Florence (Liberal Arts), Jeff Lamb (Division Dean), Laura Maghoney(CTE/Business) , Philip Petersen (Science), Svetlana Podkolzina (Math), Steve Springer(Counseling) , Robin Sytsma (HP&D)
Connie Adams (Admin Assistant)
Absent: Erin Duane (Library), Scott Ota (Tech), Sandy Rotenberg (Library)
Guests: Erin Vines

1. **Virtual Student Services (Erin Vines)**
Erin gave the following report:
Accreditation Recommendation #6 addresses student services support and Recommendation #8 addresses services at the centers. The goal is to offer all student services at the College in a virtual format for online students. Erin charged a committee to provide services or to give philosophical or regulation challenges or other reasons for services that can't be provided virtually.   Some services offered weren't advertised, such as phone counseling with out-of-state students. All services will be provided to DE students by appointment through a software format called "Video". Virtual services are designed for and will be advertised to DE students, but other students will not be excluded unless overloads become a problem. Career and job placement have already started virtually and more programs will be rolled out in the next few weeks.   Student Services is waiting on webcams and some other equipment. Once schedules are in place the services will be advertised. There will be times set up at the centers for students to enter chats and Counseling will have more hours.   SARS text was purchased so that students can receive phone and app reminders and notifications. Admissions & Records, Assessments, Cal Works, Career Center, Counseling, DSP, DOPS, CARE, Financial Aid, MESA, Student Development, Health Center, Transfer Center, and Veterans will be offered and more areas may be found where students want online access. In the next few weeks 80% of current College services should be available for students in the virtual format. Even some students who weren't comfortable going online for classes or services are getting excited about it.

Dale queried if there could be a way to establish links to services inside the course shells that could maybe be set up to show it is a DE student when they come into the office for prioritization. Erin responded that it could be a challenge as some students take one online class and he added that most students work well on the honor system.

2. **Adoption of Minutes (Aug 27 & Sept 10)**
Motion to approve Aug. 27 – Ferdinanda: Second – Robin
Corrections: Add Ferdinanda as the Liberal Arts rep and change "instructor" to "department" on page 2,
Passed as amended - unanimous
Motion to approve Sept. 10 – Ferdinanda; Second – Robin
Correction: correct "JoDell" to "JoDelle"
Passed as amended - unanimous

3. **DE Coordinator's Report**
~ Update on Pearson / Canvas
Dale reported that Pearson is launching their integration model. The proposal was made to provide LMS for free in exchange for our use of the integrated model that puts materials into the integrated shell.   Not many instructors

have shown interest in Pearson and the deadline was extended to Oct. 5th.   Pearson expects to see certain levels of sales during the three-year contract or they could decide to terminate it.   DE instructors would have to make a concentrated transition to Canvas at that point. The Pearson contract allows a year for transition. The current College plan is for a two-year transition. Dale asked members to find colleagues who would like to pilot Canvas. If an accelerated transition occurs, more faculty would be prepared and could help with training. A few instructors are currently in Canvas eCompanion and Dale has his three classes in Canvas.

Jeff briefly explained to the new members that the Pearson digital package was offered at a lower rate than typical textbook costs for fully online or eCompanion scenarios.   There are a couple ways to seamlessly integrate their content into an instructor's shell and they can be customized. Dale reported that Pearson reps have been working to solicit faculty, which is not the responsibility of the DE Committee. Ferdinanda queried if members should be concerned whether or not to encourage colleagues. Jeff replied that from a business perspective it matters because of the possibility that transfer would happen more quickly, training would be needed, and Canvas will cost more. Robin noted that her rep let her keep the $60 student eBook costs that she has had, rather than be charged $80. Students have to go straight to the website, not through eCollege. Dale added there can be semi-integration and other ways set up by Pearson publisher reps.

If the College were to leave the Pearson platform, the $80 eBook deal would be off. Pearson is trying to increase their share of electronic books. They add the bells and whistles and this is their experiment. Because of the slow start, they could come back with a different deal. Their projections were based on past enrollment numbers, which have decreased this fall. If anyone has questions regarding eCollege, JoDelle can be contacted directly.

~ Summary of Meeting with Dr. Laguerre
Dale had the opportunity, during a two-hour one-on-one meeting with Dr. Laguerre, to articulate his vision for DE. He felt supported by Dr. Laguerre's desire for a rigorous DE program. Dale will supply Dr. Laguerre with a summary of where DE is at and plans for the future and also ask administration what they will do to support things like faculty development workshops. As Vice President at Truckee Meadows, Dr. Laguerre worked in support of their DE program.

~ Preparations for Spring 2013
The process of setting up shells for spring will begin soon in two stages. Fully online will be set up automatically sometime in late October. Then a data sheet will be sent to eCollege for them to create shells. Dale will email faculty regarding requests for eCompanion shells. Members need to ensure colleagues know how the process works.   When the College finalizes schedules, Dale will separate online classes. Hybrids are included in the fully online group. Instructors don't need to send in requests except for eCompanion or face-to-face.

4. **Update on Accreditation Report / Visit**
The Accreditation DE Report is now being finalized; Dale has been speaking with Accreditation Co-Chair Annette Dambrosio almost daily; he sent the Recommendation #6 draft to the DE Committee, and; the Commission requested documentation to show mechanisms are being developed for online services equal to on-site services.

Ferdinanda queried if there was mention of current evaluation of online courses. Parallel DE student survey questions are being developed for the deans' online evaluation to equal to face-to-face. Dale noted the importance to understand there are two different processes for faculty and course evaluations. A separate course evaluation, such as a collaborative peer review process, is needed to ensure the quality of online courses.   Dr. Laguerre is very supportive of all the points for looking at courses.

Dale expects that the Accreditation team will want to meet with the DE Committee and members should be aware of the issues and understand the work in process and the progress. SLOs are being added to online courses and it was identified that eCollege and Canvas have learning outcomes manager tools. Dale is waiting for Pearson to give him a walkthrough because the tools are quite complex, but they generally work in similar ways: assessments, quizzes etc. can be created and linked to classes to do automatically online what is done in face-to-face classes; the task is to learn how they work and offer training; it is built into Canvas shells but will have to be loaded into eCollege shells (will there be a charge?); assessments are set up and then linked to SLOs to get data sheets, which can be done for the entire course; models have been reviewed but not done yet, and; instructor(s) could pilot in the spring. One good reason to use eCompanion shells would be to track SLOs and save a lot of work. Jeff queried how many faculty have assessed their online course compared to their face-to-face class and if there is some embedded way, even

without that, that can identify assessments from online classes as the dynamics of instruction comparisons are in question. Dale continued that the first part is to deploy SLOs into shells and the second part is to ensure student and academic services are equal for both online and face-to-face classes. There are plans to hold workshops and webcasts for students and faculty. A very robust professional development opportunity is needed for learning and training to run the program well. Dale noted an article he read about 3rd and 4th graders surveyed who have never used a mouse because now they are using iPads, so it is now important to know how to teach with iPads. Towards spring 2013, more Canvas workshops will be held.

Jeff suggested that "is developing" could be changed to "developing and expanding" based on Erin Vine's report on online student services, sabbatical reports from several faculty regarding online courses, and workshops and other activities for online instruction that have been held. Dale will ask Annette if she can make that change.
A couple pilot programs have online tutoring embedded in the shells. Student tutors can be enrolled in shells to lead study or threaded discussion, handle emails, and answer questions. Next spring we can see how it works. Dale asked members to check in their schools for instructors who want to have embedded tutoring, send names to Dale and he'll get them set up. Faculty can recommend students who could tutor their class, the Tutoring Center can approve, and then the student would enroll in the online class to have access to the shell. Dale doesn't know he budget allocation for tutors. Currently enrolled students with six units or more, who took the class, received a B or better, or are taking the class can become tutors. Dale would like to see a wave of tutors for classes. When the demand is created, he can ask Dr. Laguerre for funding, which he would likely support.

The Academic Senate formed a task force to rewrite the program review process. It will be much more vigorous, more intensive, separate reviews for online courses to separate data out on success, fill rates, retention etc. The key part will be the work of Research & Planning Director, Peter Cammish, who will work with DE to generate data. The new Tableau system can break out by course, semester, etc. There has been a fairly consistent 6-8% lower online retention and this will be a good part of the program review process.

Evaluation of online courses is the last part. The Humanities Division began the process and will be field testing it as they complete Curriculum Review this year. Guidelines have been developed for online courses and will be part of the Curriculum Review process to send to the Curriculum Committee. Instructors will explain the types of orientations given students. In the past there was simply a checklist and it was not rigorous enough. Dale will brief members when the Humanities review is completed. Dr. Laguerre would like those guidelines used across campus. Dale will send them out to all committees. Jeff recommended everyone start conversations as DE reps in their divisions, request 5-10 minutes to report at their division meetings, engage discussion based on the Humanities' guidelines, which was looked at favorably by the Accreditation team, and suggest they have those guidelines or something similar. DE reps, and the Committee as a whole, should take the leadership and push this forward. Dale could do a walk-through with everyone and begin conversations before it is mandated. Jeff suggested that the DE committee could ask that all areas consider certain parts as guidelines, best practices, what is valued etc. and that could go back to the Academic Senate. Dale will resend the Humanities Guidelines.

Peter Cammish could be invited back to review Tableau. One course evaluation sheet will be filled out for every course, as well as the same course taught by two instructors, for Curriculum Review. Orientations can be recommended, but not mandated. Dale pointed out that under the ACCJC guidelines question #4, instructors need to describe methods they will use for instructor initiated contact. At least one proctored exam per semester should be given or an alternative to be used. Dale will begin a list of resources, including military bases, churches, etc., where students can set up proctored exams out of the area. ASC will eventually be scheduling orientations and proctored exams.

Dale reported that contract language for online is being developed. If progress has been made when ACCJC visits, they should be made aware.

5. **Reports from Departments / Schools**

6. **Survey of DE Faculty**

The next meeting will be Nov. 26th
The meeting adjourned at 4:23 p.m.