DISTANCE EDUCATION COMMITTEE

Adopted Minutes

December 10, 2012
Room 101
3:00 p.m. – 4:30 p.m.

Dale called the meeting to order at 3:07 p.m.
Dale Crandall-Bear, Ferdinanda Florence, Laura Maghoney, Scott Ota, Philip Petersen, Svetlana Podkolzina, Sandy Rotenberg, Steve Springer, Robin Sytsma, Connie Adams
Absent/Excused: Jeff Lamb

1. Review of Minutes (November 26)
Motion to approve – Steve Springer; Seconded – Robin Sytsma
Discussion: Steve requested addition of "Dale will meet with Erin Vines to follow up" to page 3, Item 6, regarding Canvas services.
Passed as amended - unanimous

2. Spring 2013 update:
Dale reported that the late start, eCollege errors, and time taken to reform shells caused delays**.** A different method for shells had to be created by eCollege. Everything should be back on track and eCompanion will be completed this week.

3. Webinar: "Maintaining a Quality Distance Education Program" was developed by Chancellor's Office.
Dale reported this informative webinar was organized in conjunction with ACCJC and Title 5; they will take most of what was presented and break up into follow-up seminars; it was aimed at DE coordinators but anyone interested can participate; changes discussed will be required state-wide; EVP Reyes attended a similar presentation given to CIOs; Dale will email the link to the full three-hour webinar which when archived and available.

Dale presented 30 of the 105 webinar slides, pointing out some of the highlights:
- Due to explosive online growth, many programs grew very informally and now Accreditation and the Chancellor's Office are looking closely at online, how it is defined, and how CCC's programs fit the definition.
- There will be a lot of focus on regular effective contact between instructor and student. This will be moving into a mode that is needed with documentation from faculty listing meetings, orientation, field trips etc. In a correspondence course, also known as publisher or canned course, the instructor has little involvement after the shell is set up. Instructor contact is what distinguishes an online course with documentation of regular interaction between student and instructor to qualify for apportionment funding. If audited and not up to par, apportionment would be withdrawn.
- Accreditation could ask to see courses and go into the shells and review. At their last visit here they looked into some courses or asked for syllabi. ACCJC asked if policy for instructor contact has been defined.
- Online courses must go through a separate course approval process as the self-approval method is no longer adequate.
- Because documentation will be used as an apportionment funding mechanism, to know a student is in a course, an early activity will have to be developed requiring a response from students. Many instructors are doing now what will soon be required. Activity points or hours could be recorded but exact documentation forms have not been specified. A contract at the beginning would be useful where students sign in. Sandy noted that she sets up a quiz on the syllabus that students have to answer.
- Evidence of success rates, college resources, student support services, and regular effective contact will be required.
- Authentication of student identity has been a huge issue for math and also other areas. College policies are expected to be developed to deal with substitute course takers and could include: making alterations to shells

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and tests; proctored campus exams/finals; a provision to require passing a proctored final exam with a specified grade in order to pass the course; other course designs to make it less easy for proxies.

- ADA compliance is a serious issue and non-compliance can involve suits. The presentation was great and Dale noted that more workshops are needed for faculty to be aware and it would be good to find a resource person to give workshops through the Academic Success Center. Canvas claims they are ADA compliant but some things don't show that. For example, online course videos must be captioned and provide full transcript, not just an audio clip. There are software companies and programs that do this including You Tube, if requested. Conferencing with chat rooms violates ADA for visually impaired students, unless the instructor allows them to read the transcript afterwards, but they miss out on the live chat. Documents must be accessible to all students.
- There will be follow-up responses to questions that were asked on the webinar.

During the last hour of the webinar a few colleges reported on their DE programs. These were schools with DE programs that have been around a long time and have a few full-time staff where we have none. Some have grants and needed staff to search for grants.

- San Diego has four campuses, a dean for online, a training support program, a course design program, student preparation workshops linked to student services, and a lab open every day for faculty support. Their faculty professional development program requires instructors take five units of workshops to get certified before beginning an online course.
- San Jacinto gave an impressive presentation addressing three critical issues: regular effective contact; other policies related to shared governance with items reviewed by faculty senate and union; a well-developed and required training program. They have high administration buy-in supporting three faculty coordinators, a dean, IT design staff, etc. They offer a three-day full academy event every January and August for faculty to cover technology, ADA and other online issues as well as a couple workshops each semester. Dale will forward the many links San Jacinto gave attendees.
- College of the Canyons requires six hours of training in LMS with ongoing training through the year including media production, academic integrity etc. They addressed the importance of data by using surveys for faculty and students every year and regularly going through data and plugging it into program and curriculum review. They have good collaboration with their senate, IT, and union.
- Ohlone College branded an eCampus; they have a dean and separate review process where the curriculum committee hands courses to DE for review to maintain course quality; they have robust faculty development, including At One trainings. At One started with the California DE program and it might be time to revisit participation here. Trainings can be signed up for individually. Ohlone claims they are beating success rates state-wide.

Dale was excited to see through this impressive program what others are doing and the potential to proceed. He will email the archive link. Members agreed they would like Dale to do one-hour presentations at the first three spring DE meetings in order to cover the full webinar with the Committee. He will also check into working with the College grant writer, Cynthia Garcia.

Workshops can be offered through ASC that should be general Flex activity as well. Online faculty should find ways to encourage students to attend workshops set up for them. Barbara Fountain planned to have online help for students when registering. Most schools will have mandatory training for faculty. The eCollege workshop is no longer available here and a new online workshop is needed to ensure instructors are trained and prepared. Dale will speak with the IT Director. Dale is scheduled to do a review of the online student survey results at one of the mini-conference breakout sessions during January required flex.

4. Plan spring schedule: 2nd Mondays: January 28th Feb 11th, March 11th, April 8th, May 13th. 3-4:30pm

The meeting adjourned at 4:08 p.m.

DE Minutes 12.10.12/ca