



## DISTANCE EDUCATION COMMITTEE

### Adopted Minutes

October 28, 2013

Room 101

3:00 p.m. – 4:30 p.m.

#### ATTENDANCE

The Distance Education Committee meeting was called to order at 3:15 p.m. by Coordinator Dale Crandall-Bear.

Members present were Dale Crandall-Bear; Roger Clague; Laura Maghoney; Scott Ota; Philip Petersen; Svetlana Podkolzina; Diana Reed; Robin Sytsma; Lauren Taylor; and Carol Zadnik

Absent/Excused: Tim Boerner; Kathleen Callison; Julia Kiss; and Sandra Rotenberg

#### 1. Preparation for Accreditation Visit (Nov.4)

Dale stated Accreditation is coming Monday, November 4. DE is a significant part of this. The Accreditation team is supposed to communicate to us who they will want to meet with when they visit. Dale asked that DE members keep their schedule flexible and be available in the event that the Accreditation team would like to meet with members.

Roger stated he would be meeting with Diane, who is our official coordinator, on Thursday, October 31. He will ask about Accreditation expectations and send any updated information out to DE members as soon as possible. Roger reiterated that members should be flexible and available on November 4.

Dale advised members to be familiar with the report and the evidence submitted to Accreditation by reading the DE section in the report. The report can be accessed by clicking on Accreditation from the main campus website and then clicking on the SCC Accreditation Follow-Up Report 2013 in PDF format.

Evidence presented by DE is listed under Part 1 Evidence, Evidence 6: Learning Support for Distance Education, E6:1 through E6:8. The summarized evidence is to show what has been done by DE to address

the eight points brought up by the Accreditation Team since their last visit. Dale briefly discussed what the eight pieces of evidence entailed.

- E6: 1 are all of the syllabi collected from Instructors showing the SLOs listed on the online courses and compared with face-to-face courses.
- E6: 2 references the workshop orientations, which include the workshop being done through the Accreditation Center.
- E6: 3 is the Online Writing Lab
- E6: 4 is the Embedded Tutors
- E6: 5 is one of the biggest, which is the Program Review Data Analysis; E6: 6 is Faculty Training
- E6: 7 is the Course Shell Review & Approval. All Course Shell Reviews & Approvals will be presented to the Accreditation Team. Course Shell Reviews are a requirement that SCC has implemented.
- E6: 8 are examples of online or face-to-face Course Orientations.

**2. Action Plan for Student Retention – Spring 2014**

Dale revisited the DE Committee planned actions based on the evaluation of the DE Data, which the committee plans to implement for DE classes starting in January. This information was presented in the ACCJC 2013 Follow-Up Report submitted to the Accrediting Commission. Dale addressed the fifth bullet point that states, “Develop a common program for all online courses for the first 3 days of class. Students would be required to log into the class on day 1 or 2 and must participate in an activity by the end of the third day, or they will be dropped. This program is to bring the online classes more in line with what happens in face-to-face classes (no-show attendance policy).”

Dale stated, Laura mentioned that SCC could go back to posting syllabi. Dale suggested a meeting with Scott regarding syllabi postings. Syllabi used to be accessible through the solano.edu Web site. Scott suggested this information would be synchronous with scheduling, adding and dropping classes, and would have to be programmed or modified in Banner.

Lauren asked if it would be easier to put a link in Banner to a page online that could be used to upload PDFs. Roger answered stating that Banner is the infrastructure, the Enterprise Resource Management System that hides behind MySolano. The challenge of putting a link on MySolano is tying it all to live data inside Banner. MySolano is not Banner.

Roger said they could have online courses posted on the SCC Web site by spring next year, have it integrated with Banner, and maintained by the IT department.

Dale mentioned the three orientation courses that Carol is working on in Canvas. Two of the three courses were developed by Mary Gumlia. Carol stated that Tips for Success is approximately 95 percent complete. The demo and student orientation courses are 75-80 percent complete. Diana mentioned that a previous college she worked at had students earn a certificate after completing a D12 mandatory orientation. The certificate was proof the student had completed the orientation, and a student would not have to repeat the orientation at a later date. The certificate was automatically generated after a quiz based on the orientation, which the student could then upload to his/her course Instructor.

Dale brought up things that could be done before spring classes begin. He mentioned that Carol is working on several Canvas orientations. Carol explained the differences between the three orientations. Dale suggested using the Canvas Orientation for SCC Online Students as the mandatory orientation. Carol mentioned that she would be meeting with Max from DSP on Friday to go over the Canvas sites. She wants to be sure all the material is visible to any DSP student.

Dale stated the spring semester will have about 20 to 25 Canvas courses. He mentioned we could leave all the eCollege material on solano.edu in place for one more term while working temporarily with two systems. Dale and Carol will meet with Scott to go over the implementation of Canvas resource material for solano.edu. Scott mentioned that Solano lost the URL address Solanonline.org, because it was owned by eCollege. Dale reiterated that we had come up with a replacement for the URL.

The majority of the committee liked Diane's idea regarding a mandatory orientation with issuance of a certificate upon completion; however, Scott suggested we wait to implement the process after the spring semester. The majority agreed on the time line. It was agreed upon that students should not have to redundantly go through the orientation. Roger stated that he felt any student new to Canvas should be expected to take the orientation on day one of the Canvas roll out online platform.

Roger stated that during recent attended conferences there is a common concern about the dropout rates of college students. They are not prepared for the rigors of online learning. He mentioned that many

colleges are going to a mandatory online or face-to-face orientation for students. Roger made the suggestion that the implementation of this process be set up in a way that if a student is able to test out of an online readiness quiz they could omit going through the orientation, but if not students should have to go through the orientation. Dale said these considerations would be prior to the first day of class. Roger suggested the entire process be implemented and carried out as an automated process. Dale mentioned these processes would have to go to Senate and Association for consideration. Dale stated the only thing being required of online Instructors at this point is to provide some kind of welcome orientation for his/her course, which is also a requirement on the Course Shell Review list. This is the first thing a student sees presently when Canvas goes live on the first day of class.

Philip asked about in class final requirements for online students. He feels this is related to retention problems as well. There are times when a student does not know there is an in class final for an online course, and they drop when they find out there is an in class final. Dale stated this information should be listed in an Instructor's syllabus. Roger suggested there be some guidelines for what information should be included in the course welcome orientation provided by Instructors, like mention of in class finals. Svetlana mentioned that some colleges list dates for mid-terms, finals and any in person meetings in their online class schedule.

Dale mentioned another idea is that all Canvas courses go live at the same time on the first day of class. Dale mentioned that DE needs to come up with a plan to present to Senate that aligns online courses closely with face-to-face courses. An example given by Dale included that the Instructor will go in on the first day of online class, pass out the syllabus, introduce his/her course, take attendance, and drop no shows.

Dale mentioned an organized program for the first three days was considered previously as well. Each online Instructor would have something in place that all students would have to go in and do within the first three days or be dropped. Diana mentioned that students are dropped if he/she does not show up for class. She suggested there may be a possibility of dropping students if they do not complete the Canvas Orientation and submit the certificate within three days to his/her online Instructors. Roger agreed this would be a clean solution and help to insure full course enrollment. Added students would also have three days to complete the orientation/assigned task or be dropped.

Scott suggested we give online students some kind of demo course to play and experiment with before online classes begin to reduce the percentage of student drops. Roger suggested it would be helpful to have a calendar with all key dates listed for Distance Education that students could refer to at any time. Dale stated he liked the idea of a master calendar. Dale said events can be entered on Canvas calendars without being considered assignments. Dale suggested that Carol might check to see if there is a global calendar that could be loaded each semester in Canvas with global dates. Roger agreed the global calendar should have key dates for the semester on it that would not change. Dale stated however that key dates should not include course specific dates. Scott mentioned the Academic Calendar is online and has key date information, but Distance Education may have some specific dates that only apply to DE.

Dale asked if we want to consider a wait list for student registration in Banner or an auto load process to fill vacant seats after students are dropped. Roger suggested that a proper functioning automated wait list or an automated email sent out to students would be the way to go. The Instructor in return would receive an automated email for the students added to his/her class in place of dropped students. This would be an IT service for Roger's department to work on. Dale agreed and the DE Members liked this idea. Dale said this would help with retention rates. Svetlana said this would also save Instructors a lot of time not having to deal with add and drops manually.

Dale reassured Scott that the Canvas Student Orientation will be provided publicly and be available to students 24/7 before classes begin. When the Instructors send a welcome email out to their students before online classes begin, they will be able to give students instructions on where to go to get started in the Canvas Student Orientation. Dale suggested the students begin the orientation process at the point of registration.

Dale will write up a formal proposal on decisions that the DE Committee have come up with to present to Senate.

### **3. Canvas Transition Issues – Spring 2014**

Robin asked how faculty would get started if they want to teach an online course in Canvas. Dale advised Robin that faculty just need to send him or Carol an email and let us know they want to start the online training. One of us will then enroll him/her in the Canvas Training Courses. Upon completion of the training, the Instructor will request a development shell. After developing a course shell, the Instructor will

need two people to do his/her course shell review. Upon approval of that course shell, the Instructor will be able to teach the course online in Canvas.

Svetlana brought up the fact that students cannot access Canvas in the Math Lab. She wanted to know where math students could access Canvas. Roger replied the Library would have computers accessible to Canvas. Roger explained the different requirements for Banner and Canvas. Roger has asked his team to work very hard with Ellucian to get them to commit to a firm date that Banner will work with the IE 9 or 10. Svetlana asked why Firefox or Chrome could not be installed on all computers. Roger replied that it is a question of managing standards across the district. Carol asked Roger if either lab in Bldg. 500 will be accessible to Canvas. Roger was not sure at this time. Svetlana stated this is a problem for Math Lab.

Scott said he would be concerned with making sure the Centers have access to Canvas, because we cannot expect students to drive from Vacaville or Vallejo to the main campus. Carol stated that math tutors are not available in the Library. Canvas should be accessible on the Math Lab computers, because there are tutors in the Math Lab to assist students when they need help with math.

Roger said to give him a list of places where there needs to be computers that can be dedicated and identified as systems that support Canvas. Roger stated that everyone needs to know that if a computer is a Canvas imaged computer, it will not support Banner. Roger stated that conflicts between systems and software create a situation for which patches have to be created. He stated other campuses that have Banner and Canvas are experiencing the same issues.

Dale shared the list being maintained and turned into the deans on a regular basis with updates that advise them of which courses will be taught in the spring in Canvas. Dale reiterated the tight deadline that must be met for Canvas Course Shell Reviews, because JR needs the course CRNs to test the systems, and Scott needs the spring course list as well for solano.edu. Dale stated November 30 is the next deadline for summer.

Roger stated a purchase request has been submitted for a Respondus license for SCC. Dale said that Instructors are being informed that test banks do not have to be installed to have a course review done. The test banks can be added later after receiving Respondus.

**4. Adoption of  
Minutes 10/14  
meeting.**

Minutes for October 14 were not addressed for adoption during the October 28 meeting due to time constraints. Will be addressed in the November 18 meeting.

**5. Branding**

Branding was not addressed during the October 28 meeting.

**Adjournment**

The meeting was adjourned at 4:20 p.m. The next meeting is scheduled for November 18 in Room 101 from 3:00 p.m. – 4:30 p.m.