



Distance Education Committee

Adopted Minutes

November 1, 2019

Room 505

10:00 a.m.-12:00 p.m.

1. Call to Order	The Distance Education Committee Meeting was called to order at 10:00 a.m. by Coordinator Erica Beam.
2. Roll Call	<p>Present: Erica Beam, Carol Zadnik, Ashlie Lawson, Laura Maghoney; Robin Sytsma, Michelle Arce, Glenn Keyser, Elizabeth Freed, Sarah Nordin; Scott Ota; and Svetlana Podkolzina</p> <p>Absent: Gwen Gallagher (LA); and Joseph Ryan (Dean of MS)</p> <p>Empty: 1 Librarian, 1 SBS, 1 Math/Science</p>
3. Approval of Agenda (11/1/19)	<p>Erica Beam asked for a motion to approve the agenda.</p> <p>Adoption of November 1, 2019, DE Agenda:</p> <p>Motion to approve – Sarah Nordin; Seconded – Elizabeth Freed; Passed – unanimously.</p>
4. Approval of Minutes (10/4/19)	<p>Erica Beam asked for a motion to approve minutes.</p> <p>Adoption of October 4, 2019, Meeting Minutes:</p> <p>Motion to approve – Sarah Nordin; Seconded – Robin Sytsma; Passed – unanimously.</p>
5. Public Comments	Michelle Smith attended the meeting, but there were no public comments.
6. Information Items: <i>a. April 2, 2020, is the deadline for submitting a course to be scheduled in Spring 2021 (5 minutes).</i>	Erica announced that October 31 st was the deadline to submit a new course shell for review for Summer and Fall 2020 online teaching consideration. Erica reiterated that deans have the option of adding a course to the schedule if it is submitted, reviewed, and approved before the next semester begins.

- | | |
|---|--|
| <p>b. <i>Introduction to Online Teaching and Learning will run 01/20/20 through 02/23/20 (5 minutes).</i></p> | <p>The sign-up sheet will be posted soon for the Spring 2020, <i>Introduction to Online Teaching and Learning</i> class. The <i>Introduction to Online Teaching and Learning</i> class will run January 20th through February 23rd.</p> <p>Erica announced that @ONE will offer their facilitated <i>Introduction to Teaching and Learning</i> class in November. This course is accepted by Solano Community College and other institutions as reputable training. The cost is \$65, and reimbursement is available at Solano for the class through Professional Development. The self-paced class does not qualify as a substitute for training, because it is not interactive or graded by a peer.</p> |
| <p>c. <i>Creating Accessible Course Content will run 02/24/20 through 03/29/20 (5 minutes).</i></p> | <p>The sign-up sheet will be posted soon for the Spring 2020, <i>Creating Accessible Course Content</i> class. The <i>Creating Accessible Course Content</i> class will run February 24th through March 29th. This class is the same class as the accessibility class offered by @ONE.</p> |
| <p>d. <i>Meetings in Spring 2020 in room 505 from 10a.m. to 12 p.m. are 2/7, 3/6, 4/3, and 5/1 (5 minutes).</i></p> | <p>Erica announced DE meeting dates for the Spring term and suggested that committee members forward the DE meeting announcement, agenda, and minutes, when they receive Carol's email, to other faculty in his/her school division so that more faculty are aware of DE information. This may also allow for more faculty knowledge of DE matters as well as attendance or participation in the DE meetings.</p> |
| <p>e. <i>Spring 2020 ends term for Erica as DE Coordinator/Chair (20 minutes).</i></p> | <p>Erica supplied committee members with the DE Coordinator job description, and announced she would not renew her contract as DE Coordinator at the end of the spring semester. She said the committee would continue their discussion on the job description during the next meeting so the committee could present their recommendations for any changes to administration before the job is posted. Erica would like to see someone transition into the position before her time is up so she can aid in that process.</p> <p>See attached the DE Coordinator Job Description.</p> <p>Erica continued the meeting with a discussion on Distance Education (DE) flex workshops. She chose times during the current semester to offer workshops when nothing else was scheduled so there would be no conflicting workshops. She scheduled some in the evening for part-time faculty; however, there was very low turnout for the workshops offered by DE in October.</p> |

f. "What's new in Canvas" (10 minutes)

a. Late submission policy

Erica reviewed the new grade book features, which include filtering assignment groups with weighted assignments and grading schemes with letter grades. Erica said if you type a question in Google and add the words "in Canvas" to the end of the question, the result will render a response from the Canvas Guide or Canvas Community.

Erica went on to explain how the late policy option works in the new gradebook. Instructors can set the late policy to deduct points on all late submissions and it allows you to define a percentage of the total points possible on assignments as well as the option to set a length of time that late submissions are accepted. You no longer have to accommodate for late submissions in your rubric; however, that information should be included in your syllabus. Once an Instructor sets the late submission policy, Canvas will automatically deduct the necessary points during the grading process. Instructors are also able to remove the late penalty for an individual student submission later if needed.

b. Missing assignment policy

Erica explained how the grade posting policy can be used in the new gradebook. It can be set to instructor preference per assignment. Instructors can select a default grade posting policy for course assignment, or use the manually post grade feature, which is the new mute feature. Instructors can enable the manually post grade feature before an exam is taken allowing the instructor to weight the grades on an exam before they are displayed for students.

Carol announced that she enabled the new analytics feature to Canvas recently, and faculty can add it to his/her course navigation for use. Instructors can track average course grades for student submissions using an interactive chart graph or table. The new analytics feature will allow for data of individual students as well. Data is refreshed for this feature every 24 hours.

Robin asked about using groups for discussions. Erica explained best practices for using the group feature, and what options the feature includes for students provided the instructor has enabled those options.

7. Discussion/Action Items:

a. Results of Blueprint Survey (20 minutes).

Svetlana asked about setting up groups manually versus automatically. Erica demonstrated how to set up groups both ways. Svetlana also asked about student peer reviews in Canvas. Erica explained the difference between a peer review set up in Canvas, and an instructor setting up a second assignment to be used as a peer review for submission. Erica suggested that Svetlana check with instructors in the English Department for assistance with peer reviews, because the English instructors utilize the peer review feature quite a bit in Canvas.

Erica said there were only 36 responses to the Blueprint Survey; however, faculty may still submit a response to the survey or email her. She shared with committee members the results from the Blueprint Survey; and the committee discussed some of the options for the Start Here module and the Student Online Learning Orientation.

Svetlana suggested adding the term and year to each new Start Here module so faculty can easily distinguish the new semester's module from the previous semester's module when importing an entire course shell from one semester to another. Erica said she will add that information going forward. Erica plans to address many of the concerns expressed in the survey results by posting an announcement in Canvas regarding the most frequently asked questions.

See attached the Blueprint Course Shell Survey results.

b. Use of Learning Management Systems (LMS) other than Canvas (15 minutes)

Erica said there are some instructors who teach on campus that are using a different learning management system (LMS) other than Canvas as a companion to his/her campus course. Although there is no policy at Solano Community College regarding this issue, Erica pointed out that the use of another LMS may be considered as a FERPA violation and the technology is not supported by Solano Community College.

c. Status of course shells, assign mentors/reviewers (30 minutes).

Erica mentioned that NURS 111, NURS 052, HED 003, and ASL 005 course shells are still in the mentor process and not ready to advance to the next step. Erica asked for volunteers to mentor the instructors for CDFS 080, ANTH 002, and COUN 005. Laura Maghoney volunteered to mentor the instructor with the CDFS 080. Glenn Keyser volunteered to mentor the instructor with the ANTH 001 shell; and Elizabeth Freed volunteered to mentor the instructor with the COUN 005 shell.

<p>d. <i>Approve course shells, as recommended (5 minutes).</i></p>	<p>Erica asked for a motion to approve the ENGL 002 (ML-R), ASL 001 (GG), and the ASTR 020 (PP) course shells. Motion to approve – Glenn Keyser; Seconded – Svetlana Podkolzina; Passed – unanimously.</p>
<p>8. Next DE Meeting</p>	<p>The next meeting is scheduled for December 6, 2019, in Room 505 from 10:00 a.m.-12:00 p.m.</p>
<p>9. Adjournment</p>	<p>Erica Beam asked for a motion to adjourn the meeting. Motion to adjourn – Sarah Nordin</p> <p>The meeting was adjourned at 12:00 p.m.</p>



ACADEMIC EMPLOYMENT OPPORTUNITY

Distance Education Coordinator-Online Instruction – 30% Application Deadline: February 21, 2017

Position Description: Under the direction of the Vice President of Academic Affairs, the Distance Education Coordinator provides overall policy direction for the Distance Education program; serves as liaison between Solano Community College District and the Learning Management System (LMS); directs the college's participation in the Online Education Initiative; insures compliance with Accreditation and Title 5 Distance Education Guidelines.

This is a 30% released time opportunity for full-time faculty or a 30% FTE assignment for adjunct faculty.

Length of Assignment: Subject to funding, the duration of this district-wide assignment is expected to be three years. The duration of this assignment runs from approximately, August 1, 2017 through May 2020.

Responsibilities & Duties: Under the direction of the Vice President of Academic Affairs, or their designee, the Distance Education Coordinator will work collaboratively with faculty colleagues and staff to:

- Coordinate with the Distance Education Administrative Assistant in operating the Learning Management System (LMS).
- Serve as official point of contact with Learning Management System (LMS) and Solano Community College District.
- Serve on the Distance Education Committee and serve as the Distance Education *ex-officio* member of the Academic Senate.
- Serve on the Technology Committee.
- Coordinate programs to improve student success and support in online classes.
- Oversee the Course Shell Review and approval process of the DE Committee.
- Direct and facilitate the participation of Solano Community College in the Online Education Initiative of the Chancellor's Office.
- Develop and maintain annual Distance Education Program budget.
- Help recruit new online faculty by developing and delivering presentations to the Academic Divisions.
- Participate in the preparation of reports to Chancellor's Office and the Accreditation Commission.
- Work closely with the Instructional Designer to develop and disseminate standards for online course design.
- Design and deliver professional development programs for required FlexCal days.
- Represent Solano Community College District at meetings of DE Coordinators through the CCC Chancellor's Office and other venues and conferences.

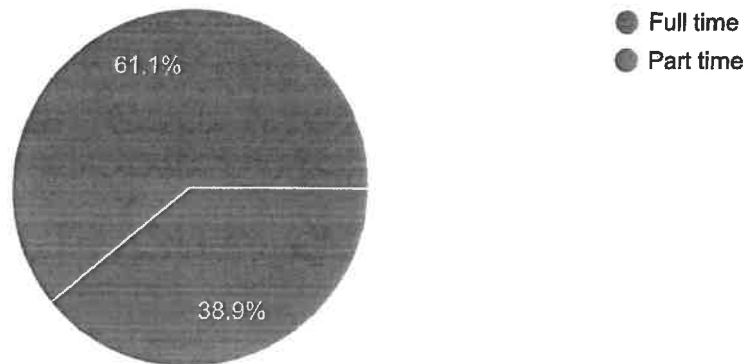
Eligibility: The Distance Education Coordinator Online Instruction must be a current instructor in the District, with at least one year of online teaching experience using the Learning Management System (LMS). It is desired that the DE Coordinator be currently teaching online in CANVAS.

Application Information: Submit an Academic Employment Application **OR** a current resume **AND** the Request for Consideration (the lower portion of this announcement) by the application deadline to the Human Resources Office.

About you, the instructor

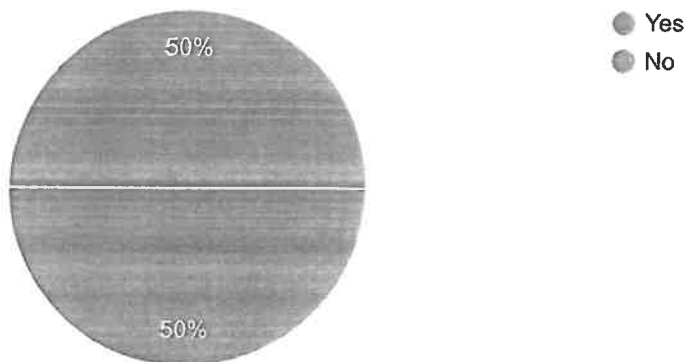
Are you full-time faculty or part-time faculty?

36 responses



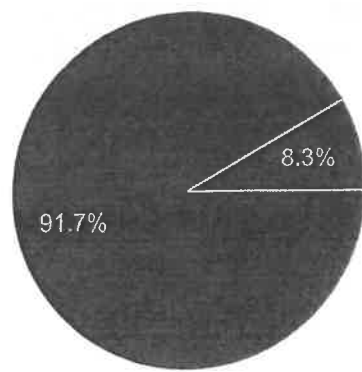
Do you teach online and/or hybrid courses?

36 responses



Do you use Canvas for your face-to-face (eCompanion) courses?

36 responses



- Yes
- No

If you answered "No" above, why not?

Do you use Canvas for your face-to-face (eCompanion) courses? If no why not?

I do not teach online because I have not had time to make a course shell to be approved, but I do use Canvas for face to face classes

I teach direct in-class lectures / labs

I use canvas for my Face to face class.

You can't teach anatomy online

Have not been able to enroll and complete courses needed to be able to teach online.

Not interested in teaching online for math.

I don't teach f2f.

SCC has not approved COM classes for online, yet.

teach only online only classes

I do use Canvas in all my classes (which are all f-2-f).

I do not teach online as the unpaid requirement to create and have approved a full course shell that, as a part-timer, I might never even get scheduled to teach, or might only get to teach once, and could easily get bumped form if a full-timer decides they want to teach the class, is too heavy a burden. I did take the unpaid 80 hours of training required, but am too busy with classes I am teaching to devote time to creating a course shell for a class that I might or might not get to teach in a year (based on DE approval timeline).

I don't teach online courses due to required lab.

Don't do F2F.

What do you like about the Start Here module?

I don't like it.

It contains all the necessary information

It may be easier for students to navigate

It has good information for someone who has never had an online course.

Access to basic structure.

easy to navigate

Its easy to follow and find things.

I don't use it

Don't like it

It is a good start.

I know that ALL students have equitable access to important foundational information.

What is the Start Here module? I don't know what that is.

Pre-loaded content

I love the guidance and reminders of what to include

Consistent between courses.

How it is organized, outside classroom study time ie homework hours are specifically listed, student services list very comprehensive

It's standard and helps students get oriented

I like how the information is ready to go for the first week. I really like the college due dates.

It has everything in a template form ready to go.

I do not use it

puts all the course info SCC important dates and required syllabus material in a good place for student access .

Easy to use

Not sure I haven't reviewed it.

It shows people what do to

It can be helpful to have some consistency in the formatting of Canvas shells.

I don't use it, but I do like the graphic lay out and clear links.

ease

I like it

It provides students with information about the me, the instructor, the course, course materials, how assignments are graded, and what is expected of students.

Quick access

just learning

It's a smart and easy way to ensure consistency with College policy and state regulations.

Semester deadlines, orientation, list of resources on campus

Critical dates, student services, and online orientation information is already populated.

Comprehensive

The image is easy to see and is clear

What do you dislike about the Start Here module?

nothing

Too overwhelming, plus there is not enough support about using Canvas, so it seemed like something new to learn.

It seems redundant to have a syllabus and the start here module

It is difficult for instructors to input material; the format does not fit my class; it is very boring in color and design; content did not easily copy from one semester to the next

It is way too long

Having the quizzes on student orientation

does not keep my old classes on sight

It's all good.

I only use Files to organize my documents and I have my own syllabus; I don't use modules and I don't have online submissions.

Impersonal

It creates a feeling of the course being generic and inauthentic.

Don't know what the Start Here module is.

The name implies students have to "start here" rather than in my "Intro" unit. It shows up in Modules so students think I've assigned the material; for that reason, I delete it from Modules, but that takes an extra step in each shell.

Once I have it created in my own shells I don't want to see it in my new shells for the next semester. Copying over is a giant pain and changing file names is unnecessary work. I end up clearing the entire shell before I copy.

It does not copy correctly. I spent a lot of time customizing the module and it does not transfer.

grading table hard to use if you want more lines added or deleted

It was a lot of work to integrate it with my other modules at the beginning of the semester, and I was not at all prepared for it.

I don't like how it interrupts a course when I copy it over from semester to semester. I also customize my pages and I have to add my own content each semester.

Nothing, still learning to import from previous courses

I do not have a preference

After the course related and instructor material as to the the Canvas tutorial material the students that take a lot of online classes keep writing , "I already read all this 10 times and the quizzes are in every class this is very redundant" (a way for students to skip the tutorial and quiz section would be nice) .

Should not be graded

Not sure I haven't reviewed it.

Students don't always see it.

Redundant with syllabus. No options. I spent a lot of time editing the pages in spring semester, then tried to import them into fall shell only to find new blueprint instead.

Every semester it adds the same images, pages and modules, cluttering up my course files (and even more so, I think, when combining several course sections into 1 class shell). Also, it sort of preempts the pages in the module I created last time (and adding numbers to the names of the pages I edited and created course content for previously). I need to either copy and paste all the old information into the new pages, or delete the new pages and images (and remove the automatically added version numbers to my existing customized pages). And if I do that, I lose out on any updated information (such as students service information or links) that DE might have made in the pages (unless I take time to compare every word of content form the old and new versions).

Can't transfer it to new semester online course

Nothing, except that it is repetitive of what I already have in my syllabus, except information from the catalogue about student responsibilities.

Limited themes

just learning

The "Outside of Class: Homework Expectation

" section within Course Policies had to be manually edited because it inaccurately referred to the California Education Code instead of the California Code of Regulations.

The fact that it's the welcome page, rather than a module that can be inserted or linked from the welcome page. I have my own welcome page, and my own idea about how a student should start, so either I have to scrap my welcome page (which is customized for each class), or I have to scrap the whole Start Here module. Is there a way to make "Start Here" a standalone module? If so, I can't figure out how to do that. It is very factual and useful but the exact opposite of welcoming. All those buttons—is it really a place to "start" or a reference page to come back to? It seems like it's trying to do both things at once. If a student goes through the whole thing, it will take hours and they will be nowhere near course-specific information. Rather get their feet wet with a little course-related stuff, and then get them into the tutorial.

Too much cutting and pasting from catalog in the course detail section.

Too long

Having it in all courses make them look more like canned courses and impersonal. Filling them out take time and when the course roles they roll back in empty requiring more time. We can delete them and manually copy form the previous semester but that is also more time than it's worth. I hate having quizzes for the Canvas training put into my course room.

What improvements would you make to the Start Here module?

Make it more streamlined.

More tutorials to help students learn how to use Canvas. Videos?

address all of the above issues - especially the difficulty inputting content and copying content from one semester to the next

Make it at least 1/4 of what it currently is.

Get rid of student orientation, just create a link.

to be able to retrieve my old courses

Nothing in particular as of now.

I would like the option of not having it, since I end up deleting it.

Allow for more personalization

We should have 3 -5 options to choose from

n/a; too new of a teacher to give authentic feedback yet.

Don't know what the Start Here module is.

Maybe call it something else?

Place it somewhere as a tool but do not put it in every new shell.

Make it copy correctly. Should be different start here for online and e-companion.

fix the table for grading

Please don't change anything. I don't want to have to put in the time and work to integrate new revisions.

More visuals, and make sure it is accessibility compliant.

Not sure yet

I do not use it

see above and Canvas has the syllabus page and at least in my classes I put in the same material that is in the start up module.. so perhaps elect to do away with the syllabus section in the Canvas shell .

The orientation should occur separately from the class i am teaching

Not sure I haven't reviewed it.

Not sure.

Provide options to organize course files, for example, presentations, handouts. Allow users to opt-in (rather than opt-out).

Provide option to replace default blueprint with imported pages. Clean up files (1.png, 2.png, . . .)

Don't keep adding copies of content that is already in my course shell from previous semesters and merged class sections. Also, make clear on each page what content is new/changed/added since the previous semester(s) to make updating my previous customized versions of those pages with the autogenerated new ones.

nothing yet.

Make it so it will copy to a new semester course

Adding of Student responsibilities.

More themes, colors, more shortcuts

too new to answer

Maybe edit "California state law upholds this, see California Code of Regulations, Title 5 (Education), Section 55002 (a)."

If this was a series of add-on, stand-alone modules that could be inserted, that would make it so much easier. Or better yet, a link to another shell that accessible to everyone. We used to have that, where students could link over to another "course" which is the tutorial/orientation. Instead, I have graded quizzes in the online orientation that I have to disable, otherwise they mess with the actual quizzes students take for a grade. Then, when some things copy over, they become

copies of copies and the links don't work. It's such a headache, I wind up tossing out almost everything in HTML. Such a shame, because there's good stuff here!

Easier carry over for the instructor info. It duplicates and then has to be edited.

Shorten

For some of the elements like the canvas training just put links in for some self quizzes that are not part of the course.

Allow for the modules to roll over with all the information intact.

What do you like about the Student Online Orientation module?

NA

N/A

I don't know, I've never used it.

I like that it acclimates students to the technology

na

Again, informative

Nothing

easy to use

Not familiar with it

I think it is nice

It allows equitable access to foundational materials for all students

I don't use it.

I haven't looked at it... sorry!! But I like that something like that exists :-)

Great tool and guidance

A lot of information that I don't have to provide.

there should be a quiz at the end for self evaluation

same as above

I like the links

I do not have an opinion

already answered

Give new way to use online platform

Don't know I haven't reviewed it either.

Not sure.

Have not used it

good

I like it

Already answered.

I have not seen it

just learning

It's an essential resource for new students

It's comprehensive

Respondus quiz gets the student ready for taking exams/quizzes

Comprehensive

I covered this in the first set of questions.

What do you dislike about the Student Online Orientation module?

n/a

NA

N/A

I don't know, I've never used it.

It does not show students how to access essay feedback, which is mostly what I use Canvas for

na

Again, too long

That it was there.

Not familiar with it

It is too generic and prevents an instructor from putting their own flair on a course.

nothing

I don't use it.

I haven't looked at it... sorry!!

I want to choose when I use it and when I don't

Too much information.

where is it- distance ed resources to esoteric call it Studenonline Orientation module and put it in student services

same as above

Need more visuals, it is a lot of information. Students gloss over it.

I do not have an opinion

already answered

should not interfere with the class grading sysytem

Don't know I haven't reviewed it either.

Not sure.

Have not used it

resources link needed

Nothing to dislike

Already answered.

I have not seen it

just learning

It's in my shell! It works so much better when it's in another shell, linked to mine.

Nothing

Too long

I covered this in the first set of questions.

What improvements would you make to the Student Online Orientation module?

N/A

NA

Step by step walkthroughs about how to submit essays, access essay feedback and Turnitin feedback (I show them every semester but they always forget and/or miss the classes where I show it)

na

Again, shorten

Get rid of it.

n/a

Not familiar with it

It should have more photographs of students.

n/a; too new of a teacher to give authentic feedback

I don't plan to use it.

I haven't looked at it... sorry!!

I have to delete all content to get a clean copy over if in a previous shell

Opt in for faculty about using vs. the current opt out.

see above

same as above

Make it interactive?

I do not have an opinion

already answered

Should happen separately for all student

Don't know I haven't reviewed it either.

Not sure.

Have not used it

extensive resources needed.

None

Already answered.

I have not seen it

too new to know

Given its importance perhaps it could be made more visible and accessible with its own link on the navigation sidebar.

Put it in a standalone CRN/Shell that can be linked to my shell/CRN site.

Students report that the quiz is not open for very long.

Shorten

I covered this in the first set of questions.

Additional feedback?

Canvas has improved over years and I believe that you are doing a great job. Keep it up.

No additional feedback. Don't mind being contacted -

The policy page takes my policies off of the "syllabus", which gives them less weight. This is a concern of mine.

So far, Canvas works pretty well for me! Thank you!

I already have my own home page and links that I prefer.

I am not likely to use the auto-generated ones unless there is a better way to integrate it with previous versions of those pages that I have customized for the class. As it is, it is just auto-generating clutter and more work for each course shell each semester if I chose to use those pages, by making me unnecessarily repeating work I have done in the course shell previous semester to customize those pages, and creating course shell clutter.

I use it and I like it, just wish it would transfer / copy to new semester course.

Have the option to add notes to the calendar/ dates and share them with your class if needed to

I love the blueprint features but hate how the blueprint fits (or not) with a copied course shell.

Carol Zadnik is awesome!