## LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

## LPC Planning Priorities

❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
❖ Provide necessary institutional support for curriculum development and maintenance.
❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.
❖ Coordinate available resources to address current and future professional development needs of faculty, classified professionals, and administrators in support of educational master plan goals.

## Distance Education Committee

**Members Present (voting):**
**Bobby August (STEM)**
**Vicky Austin (FA, adjunct faculty)**
**Maureen O'Herin (A&H)**
**Kali Rippel (Library)**
**Moh Daoud (STEM)**
**Paul Sapsford (SLPC)**

**Members Present (non-voting):**
**Scott Vigallon (TLC, co-chair)**
**Christina Lee (Counseling, co-chair)**
**Victor Sandoval (ASLPC)**

**Members Absent:**
**Amir Law (Dean, BHAWKS)**
**TBD (VP, Academic Services)**
**TBD (A&R)**

**Meeting Guests:**
**Tamica Ward, A&R**
**Jason Jones, DSPS**

## Meeting Minutes

1. Call to Order
   a. The meeting began at 10:04 a.m.
2. Approval of February minutes
   a. Vicky moved to approve, Maureen seconded. Minutes approved.
3. DE plan
   a. Tamica Ward, Dean of Enrollment Services, participated in a discussion about DE and Canvas processes that involve A&R, including handling time overlaps, students completing incompletes, students doing independent study, and students changing their names. Tamica showed forms that are being created by A&R that will govern the processes. Scott said he would ultimately like to post those processes on the web so faculty and deans are aware of them. Tamica added that Scott should not perform any of the above tasks in Canvas based on directives from faculty, but instead, he should notify A&R first to get the processes started.
   b. The ACCJC document that was the source of several objectives in our plan, Guide to Evaluating and Improving Institutions, has been replaced with the Guide to Institutional Self-Evaluation, Improvement, and Peer Review. Because of the differences between the guides, the committee decided to update some of its goals and objectives. The first step is to eliminate several objectives in the section on Student Services from the plan since those are not included in the latest ACCJC document. The second is to add the objective: Ask Institutional Research for disaggregated DE data and compare to other institutions with a completion Date of Spring 2021.

        i. Because the latest ACCJC document includes provisions about regular and substantive interaction, the committee was asked if the FA's Evaluation of Instruction form for online classes adequately measure regular effective contact. Vicky said the FA is currently discussing the form. The committee also decided to send faculty a checklist in the middle of each semester to ensure they are having regular effective contact with students. It will also look at revising the student and faculty surveys this coming fall as a response to the ACCJC document and changes that have recently taken place.

    c. The state Title 5 regulations regarding regular effective contact went into effect March 17. The committee decided to update our Regular Effective Contact Guidelines to match the new regulations. The updated guidelines will be sent to the Academic Senate as an informational item.

4. Updates

    a. The Blackboard Archive Server was discussed March 8 at the district Technology Coordinating Committee meeting. CTO Bruce Griffin will take the issue to the district Educational Support Services Committee. The district's one-year license for access to the server will end June 30. A one-year renewal would cost the district $40,000.

    b. The DE Committee Governance Worksheet was approved by the committee and submitted to the President's Office.

    c. The state Distance Education and Educational Technology Advisory Committee is updating the CCC DE Guidelines. Among the proposed updates will be new DE definitions.

    i. Fully Online: (FO) 100% online with no requirements for on-ground meetings or proctoring.

    ii. Partially Online: (PO) Periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together.

    iii. Online with Proctored Assessment: (OPA) Online instruction with asynchronous proctored assessment at a physical location.

  d. DE-related Flex Day sessions drew a total of 48 participants. 13 people participated in the session on Proctorio, 21 participated in the web accessibility session, and 14 participated in the aligning courses to the OEI rubric session.

  e. Chris and Scott held their first SmartShop workshop on Proctorio on March 20. Three students and Kali participated. The next SmartShop workshop on Proctorio is scheduled for April 11.

5. Course review

  a. At our February meeting, the committee brainstormed ideas on how to implement the course review process for instructors new to online teaching. Chris emailed the deans March 7 to remind them of the review and to let department coordinators know so they are aware of the process, too.

  b. At our February meeting, the committee said it can quickly review certain aspects of the course during a regular meeting in which the instructor can come to point things out or can attend via ConferZoom. Also, the committee wanted to review the first course together so everyone is on the same page. The committee tasked Scott to ask one of the current Online Course Development Program participants to submit a course for review.

6. OEI
    a. The FA's OEI MOU was distributed to faculty March 7 by Tom Orf. It can be accessed on the [FA's web site](#). An application for faculty is in the process of being created, and according to Vicky, it is close to being finished.
        i. It was suggested that guidelines or FAQs be created specifically for deans so they don't have to try to interpret the contract language. Vicky said the FA is planning to spend time with deans to educate them on the MOU.
    b. The committee was asked if it should promote the Finish Faster Online site (cvc.edu) on LPC's online learning webpage. Scott said he has been holding off until LPC joins the CVC exchange and is uncomfortable with our students possibly taking online classes at other colleges that require proctored exams. LPC has no proctoring center on campus. Until LPC can provide proctoring, it won't be able to join the [OEI Proctoring Network](#). Finish Faster will be promoted once LPC begins offering courses in the exchange.
    c. CVC-OEI officially launched its new [Online Ecosystem portal](#), a one-stop resource for Consortium college faculty and staff who want to learn more about the support services the CVC-OEI provides.
    d. LPC has submitted a letter of interest for applying for a CVC-OEI Improving Online CTE Pathways grant. Up to $500,000 will be awarded to colleges whose grant applications are accepted. If the letter of interest is accepted, the application deadline is May 1. LPC is looking to align courses in the Business Studies department's Supervisory Management Certificate of Achievement to the OEI Course Design Rubric in order to offer a

fully online certificate. The implementation timeline is very short, July 2019 to June 2020. Training, peer review, and development will all have to be done.

e.  The Institute for the Future is hosting a design thinking process to help college teams, led by Chief Instructional Officers, visualize future designs for online learning programs and how they connect with a statewide ecosystem, including the CVC-OEI and the California Online Community College. It is being held March 28-29 in Palo Alto. The goal of this workshop is to identify future forces likely to shape low-income access to online learning, surface signals of change, and identify new needs, challenges, and opportunities for action to drive innovation for online learning.

7.  Canvas

a.  On Feb. 26, more testing was done on merging courses in Canvas. Courses were manually merged in Canvas, and course names were changed to reflect that merging. Course and student data transmissions from Banner were then sent to Canvas to see if everything still worked. It did. All users remained in the merged course, student drops were tested, as were the manual removals and subsequent automated additions of student. Those worked, too.

  i.  On March 13, Chris Lee informed the Academic Senate that LPC is prepared to begin with automatically creating Canvas shells for every class. Because Class-Web would no longer be needed for faculty to request courses, the process for requesting merged courses will be done in Canvas. The FERPA setting that disallows students from seeing students in other courses/sections of merged

classes will be turned on. Students in officially cross-listed courses will be able to see each other. A best practices guide to merging courses will be created and shared with faculty. Scott will contact District ITS to see if the new process can be set up beginning for fall classes. Typically, summer and fall Canvas shells are requested at the same time. He will then coordinate with Chris on informing faculty of the new processes.

b. Follett wants us to implement an icon in the global navigation menu that will allow students and faculty to order class materials from within Canvas. Placing the icon there allows students who have or don't have a Canvas class to order materials. The committee decided it did not want the icon there and gave the following reasons:

   i. It doesn't need to be there permanently since students and faculty aren't purchasing materials throughout the semesters.

   ii. Its inclusion will push the Help link downward, making it disappear from view.

   iii. Its inclusion will lead other college entities to want their links posted there, too.

   iv. There's already an app that instructors can use, and that's good enough.

   v. The OEI wants to promote Open Educational Resources, and the bookstore shouldn't be promoted.

c. According to Eric Stricklen of District ITS, the data transmissions of users and courses from Banner to Canvas is being slowed because past users and courses are also being transmitted. The district TCC discussed this March 8 and decided that tests need

to be done to see if disabling past users and courses have any unintended consequences with Canvas.

d. According to the OEI, unused statewide equity funds will be used to pilot Pronto, which is a mobile-based learning and engagement tool partnering with Canvas. Pronto is designed to operate on the lowest-level mobile phones with features like auto-translate, on demand video, and a student communication element with student-formed groups and discussion forums. Eight colleges are implementing for a one-year pilot. The cost to OEI Consortium colleges is $2.25 per FTES.

e. The Wellness Central page, a joint project between the OEI and the Health and Wellness Association of California Community Colleges, is supposed to be launched as a one-year pilot in March. Wellness Central features online health resource modules inside Canvas that can be accessed by students 24/7. The goal is real-time interaction with students to support overall health and academic goals with colleges eventually being able to implement their own instances.

8. Online student services

a. NetTutor usage for February was unusually high, probably the highest ever (8,923 minutes). A typical month's usage ranges from 2,400 to 4,000 minutes. In February 2018, the usage was 4,618. Even with the OEI giving us 500 hours (30,000 minutes) free, the usage for February would typically be a concern. However, on March 11, the NetTutor rep indicated that the colleges in the 2018 OEI Equity Cohort will be given an additional 250 hours through June 2019, if needed. Also, in Fall 2018, LPC paid $8,977 for 382 additional hours. That time will be deducted once the OEI time runs out.

      i. The reason the usage was so high last month was because English instructors are requiring students to submit papers to NetTutor for review and feedback. Maureen said this is because funding for the Writing Center has been eliminated, and NetTutor is the only choice for papers to be reviewed. She added that with AB 705, there will be a lack of support for English online students.

b. Scott shared results of the measurements of two outcomes pertaining to the Online Learning orientation he conducts at the beginning of each semester. The two outcomes are:

      i. After completing an online learning orientation, students will indicate that they are prepared to successfully complete an online course.

      ii. Students who complete online learning orientations will successfully complete an online course.

      iii. Results were generally positive.

9. DE Rates

a. The Fall 2018 DE success and retention rates were the best ever for a fall semester at LPC. The success rate of 66% was 3 percentage points higher than the previous best set in Fall 2017. The retention rate of 81% was 1 percentage point higher than the previous best set in Fall 2017. The success rate has risen the past 4 years, and the retention rate has risen the past 3 years. For comparison purposes, DE classes statewide had a success rate of 66% and a retention rate of 83%. Regarding the difference in success rates in a fall semester between DE classes and non-DE classes, the gap of 8% in Fall 2018 was the smallest ever, beating last fall's gap of 9%. Also, the gap in retention rates of 5% was

the smallest ever for a fall semester, beating last year's gap of 6%.

b. The committee was asked what, if anything, should be done to improve the LPC rates. For improving success rates, the committee wants to continue working towards aligning courses with the OEI rubric, building a local POCR team, implementing the new course review process, creating a checklist for regular effective contact, and continuing its commitment to using NetTutor. For increasing retention, it wants to implement the OEI's Wellness Central when that resource is ready.

10. Other issues

a. None broached

11. Adjournment: The meeting was adjourned at 12:00 p.m.

12. Next meeting: April 26, 10 a.m.-noon