DE COMMITTEE MINUTES

January 26, 2024| 9:30 a.m. | Room 2410 and Zoom

Meeting Minutes

DE Committee   Quorum: 4

Members Present (voting):
Scott Vigallon (TLC, co-chair)
Barbara Zingg (faculty-at-large, co-chair)
Bobby August (STEM)
Lyndale Garner (BSSL)
Richard Dry (A&H)
Thanh Thao Nguyen (adjunct faculty)

Members present (non-voting):
Angelo Bummer (A&H)
Yuna Karpelevitch (ASLPC)
Stuart McElderry (Dean)

Members Absent:
Jeff Lawes/Barbara Chavez (A&R)
Nan Ho (VP, Academic Services)
Vacant (PATH)
Vacant (Library)
Vacant (Counseling)

Guests:
Dyrell Foster (President)
Craig Kutil (Articulation Officer)

1. **Call to Order**
   a. The meeting began at 9: 30 a.m.

2. **Review and approval of agenda**
   a. Barbara motioned, Richard seconded. Agenda approved unanimously.

3. **Approval of December minutes**
   a. Richard motioned, Thao seconded. Minutes approved unanimously.

4. **Public comments (3 minutes)**
   a. Dr. Foster thanked the committee for its continued leadership and for its input and collaboration regarding the global announcements that are part of the Guided Pathways support plan.

5. **Reports (Scott)**
   a. A compromise solution to the issue of global announcements covering students' course tiles on the Dashboard was created. Tim Druley created a page in Omni that can be updated, and once so, Scott can add the code into Canvas, and the announcement will display at a size that allows the first row of the course tiles to be visible. If the announcement is long, students can scroll down instead of having the entire announcement cover most of the Dashboard. The announcement is supposed to be posted later today.

      The Student Support Hub in Canvas was replaced with Guided Pathways' new Support & Belonging platform on January 10. The link still said Student Support Hub so instructors wouldn't have to hurriedly modify all references to it in their syllabi and in their classes. However, it was understood that GP was going to add the faculty into the new Academic & Career Pathways course, in which the Support & Belonging platform resides. That didn't happen, and as a result, faculty didn't have access to the course. Scott made a fix on January 18 to give everyone in Canvas, including faculty, access.

      Compiling data on the new platform will be challenging because Canvas does not track pageviews on individual Pages, and the new platform is within a course that has other pages. However, Scott has asked the Canvas rep we are

working with on Impact to develop a method to track usage.

b. On January 18, the state chancellor's office announced that the Pope Tech Dashboard is being made available to all CCCs at no cost. The Dashboard integrates with the Pope Tech Instructor Accessibility Guide, which we've been using in Canvas for several years, and it allows instructors and Canvas admins to review Canvas courses for potential accessibility errors, and prompts instructors with the necessary changes to fix issues. The Instructor Dashboard gives instructors an overview of accessibility for each individual course, as well as an overview of all the courses they teach. The dashboards help them see where accessibility issues are and takes them to where they can fix those issues. The Admin Dashboard gives Canvas admins an overview of accessibility issues for the college as a whole.

    The CCC Accessibility Center will present on the Pope Tech Dashboard on February 1. Both Chabot and LPC will most likely need to agree to implement the tool and decide when to do it.

c. As mentioned at our last meeting, the State Chancellor's Office is working on simplifying the attendance accounting funding model for DE courses. This is being done in order to give colleges more flexibility with their DE offerings and to meet the needs of students who want to take short-term classes or classes that don't fit within the typical semester schedule. Also mentioned last time was that the statewide Distance Education and Educational Technology Advisory Committee (DEETAC) is slated to begin work on definitions for hybrid and HyFlex classes that will be used by all CCCs.

    The attendance accounting change recommendation went to the Board of Governors for the first reading January 11 and to the BOG for public hearing and comments January 22. The final date to submit comments is February 25. For the DE modalities definitions issue, a team was selected to provide draft language for the definitions, and the goal is to present the proposed definitions at DEETAC's February meeting and preview them with the state chancellor's office. Ultimately, it will have to go through the BOG process, too.

    The state is also in the midst of putting together a request for information (RFI) on DE Professional Development and conducting a Legislative Education Modality Research Project.

The latter includes an analysis of DE mostly within the CCCs but also nationally.

d. On January 22, Scott emailed LPC about the Spring 2024 TLC workshop schedule. The schedule includes six workshops on artificial intelligence, along workshops on the updated Canvas Discussions and Rubric tools. As a reminder, a new interface for Discussions in Canvas will be enforced on July 20, 2024. Since July 20 is in the middle of the summer session, the new interface will have to be enforced locally just before the first summer session begins. Canvas is looking to launch Phase 1 of its rollout of the upgraded Rubrics tool in April. Canvas said it is "implementing an automated migration process to transition all accounts to the new rubric system. Initially, both old and new rubrics will coexist. Subsequently, we will phase out the current Rubric system."

e. @ONE's Spring 2024 webinars schedule begins February 9 with a session titled Exploring & Adopting OER in Online Math Courses. There are 12 other webinars, including Harnessing the Power of Student Feedback on February 22 and Using (Canvas) Data to Ensure Student Success on April 5. Register for any of the workshops on the [CVC's @ONE web site](#).

f. The TLC Insight Team, which is the group that will submit a proposal for the re-envisioned TLC, will meet at noon today to get reports from the subgroups that were formed to make recommendations for two of the bigger topics, the Purpose and Function and Physical Space of the new TLC. The goal is to have the final proposal submitted to the President's Office by the end of March.

6. **Old business**
   a. Brown Act training
      1) Craig Kutil from the Academic Senate facilitated a training with the committee on the Brown Act. Among the many points that Craig made was one that allows committee members to participate fully in meetings remotely if the addresses from which they are participating are listed on the agendas and posted 72 hours in advance. In this case, all voting will be done using roll calls. It is expected that at least two members will take advantage of this provision.

   b. Course review
      1) The instructors up for review were shown to the committee. There are 21 of them, including seven who have started the OCDP but never finished. Before

Scott emails all of the instructors to give them a choice between completing the OCDP this semester, undergoing review, or applying for equivalency, Stuart will take the list to the January 31 deans' meeting to ask them to contact their instructors urge them to complete the process. He will also discuss the contract language surrounding DE course review and how to get greater compliance with it.

7. **New business**
   a. Flex Day Proposals
      1) The committee discussed Flex Day topics to possibly offer. Scott is willing to conduct a session on Artificial Intelligence and suggested that one on the updates to the Canvas Discussions and Rubrics tools be offered. Angelo and Bobby offered to help.

         Chabot and LPC are already planning to offer a session on Pronto that can be attended by faculty at both colleges. The Pronto session will be facilitated by our Pronto rep, who will Zoom into the classroom. The rep will cover beginning and advanced Pronto. The advanced portion includes managing groups and increasing engagement with polls, prompts, and resource sharing.

   b. Canvas roles
      1) There are several roles in Canvas that an instructor can give a user that are either unnecessary or the instructor does not know or understand what the roles do. These include the roles of Designer, Observer, TA, Support, GP, Grader, and Tutor. The committee was asked if these roles could be either deactivated or deleted. Other roles that are present are Student, Teacher, Evaluator, Student Club Lead, and Grievance. That's a total of 12 roles to which instructors have access. By contrast, Chabot only offers three roles: Student, Evaluator, and Student Embedded Tutor.

         The committee was asked which roles should be deactivated or deleted and which should be kept. It did not finish discussing this issue, so the discussion will resume at the next meeting.

8. **Information items**
   a. Scott and Wanda Butterly have participated in the first two training workshops surrounding the implementation of Impact to our Canvas system. Impact will allow the gathering of data on the use of native Canvas tools and third-party tools. Training will continue for at least another month.
   b. Scott has been working with Psychology instructor Irena Keller to set up non-instructional Honors courses for faculty who have students participating in the Honors Program. So far, 18 courses have been created.
   c. LPC still does not have a faculty POCR lead. This is causing a bit of a problem because an instructor wants to put her course through the POCR process. Angelo volunteered to be the POCR lead, but he first needs to be trained. In the meantime, Richard volunteered to take on the task until Angelo is ready.
   d. Canvas is working on a new method for creating content, called the block editor, and is planning to release it in the second half of 2024. According to Canvas: "This new experience…will enable well-designed, high quality, responsive content using a simple and familiar interface. It will also help users build more accessible content, working seamlessly with the existing Ally Checker, using blocks to compose and format content that will create flexible layouts for all screen sizes, and leveraging common design practices to reduce cognitive loads. The block editor will modernize the existing experience, making it easy for educators to harness the power of the features available in the rich content editor using content blocks and will add additional functionality that makes content easy to format. Additionally, the solution enables us to further explore ways to leverage AI in page design and templates alongside the block editor to solve other problems around content creation."

9. **Adjournment**
   a. The meeting was adjourned at 11:27 a.m.

10. **Next meeting**
    a. February 23, 9:30-11:30, Room 2410 and Zoom