

Educational Technology Committee

September 27, 2019

Notes (approved 10/25/18)

Jamey Nye (Co-Chair)	DO	EX	Alice Dieli (Co-Chair)	ARC	PR
TBD	CRC		Zack Dowell	FLC	PR
Marsha Reske	ARC	PR	Kandace Knudson	SCC	PR
Grace Austin	SCC		Gregory Beyrer	CRC	PR
Jena Trench	CRC	PR	Jennifer Kraemer	FLC	PR
Caleb Fowler	FLC		Sheley Little	SCC	
Patricia Harris Jenkinson	SCC	PR	Kirk Sosa	SCC	PR
Adam Karp	ARC		Stephen McGloughlin	CRC	PR
Matt Wright	FLC	EX	Jeff Lewis	FLC	PR
Jeff Bucher	ARC		Tom Danford, Interim CIO	DO	PR
Brian Pogue	SCC	PR	Daniel Gilbert-Valencia	ARC	
Pamela Bimbi	ARC		Mike Day	DO	PR
Guest: Bernard Gibson (Co-Chair)	DO	PR	Guest: Emmie Oesterman	CRC	PR
Guest: Andy Divanyan	SCC	PR	Guest: Tim Hixon	CRC	PR
Guest: Gabe Ross	DO	PR			

Welcome

The meeting was called to order at 3:03p by Alice Dieli and Bernard Gibson, who was sitting in for Jamey Nye, and introductions were made.

Approval of Notes from April 2018 and the Agenda

The committee approved the draft notes of the April meeting and the agenda for today's meeting by consensus.

Campus & DO IT Updates

- ARC – none
- CRC – they expressed an interest in joining the Instructional Technology Council (ITC) and SCC noted that they are already a member so CRC should be able to participate. It was suggested that the district might want to pay the \$500 membership instead of SCC if all campuses are going to participate. CRC's committee now has a tri-chair structure and the group's goals were reviewed. Their Academic Senate approved establishing an on-campus proctoring center and they made recommendations to their Academic Senate to clarify how distance education is defined to make it clearer for students.
- FLC – none
- SCC – they noted they are administering a site survey for wireless improvement campus-wide that will include student participation. Their Office 365 migration is in progress and they are getting good information from CRC's migration because they are further ahead in the process. They will begin installing End Point virus protection software and there is a fiber upgrade underway in conjunction with DO IT that should be completed by June of 2019.
- DO IT – there was a lot of work accomplished during the summer by the DO IT staff who were recognized. Each campus now has dual 10G connections and firewalls for protection and the process went smoothly. There was an upgrade to PeopleSoft 9.2 on the student system which and the new fluid interface also went smoothly.

Information was presented on a proposed change to the online course designation model which hopes to disconnect the reporting of courses to the State with the information we provide to the public to make searching for courses within the new district website more intuitive for students. The District, ARC and Folsom are involved in a district redesign of the website, and this will make it easier to filter/search for 100% online courses. This is especially important with our membership in the OEI and to avoid long distance online students discovering that they actually need to come to a campus for a course they believed was 100% online. The three terms suggested for use for the public are: Online Courses (100% online – no meetings, orientations, or testing on campus), Partially Online Courses, and In-Person Courses; our reporting to the State would not change. It was noted that the Ed Tech Committee has the Faculty DE Workgroup that is working on this same topic, and CRC might have a possible solution as well. With so many groups working toward the same goals, it is hoped that a district solution can be reached quickly and those responsible for entering courses are informed and use identical coding definitions. Faculty will retain ownership of how to structure their course, but we will categorize it differently to make it clear to students.

In regards to the CVC-OEI's efforts to encourage a proctoring network, a question was asked on how the courses will be listed on Finish Faster. The proctoring network exists, but if a class is listed as partially online for the public, will it appear on Finish Faster? Students could use a proctoring center or Proctorio to take the on-ground exams, but because of the way it is coded, it may not appear. It was noted that at CRC and at the state-wide Educational Technology Advisory Committee discussions are being held on this, and they settled on "on campus" and "scheduled." A fully online course would not have any meetings that were scheduled. The word "scheduled" should trigger the use/need for facilities to be scheduled. This could take care of the proctored exam example because no facilities would be scheduled for the proctored exam, so it would be considered as a 100% online course in Finish Faster. Students should be able to tell what type of instructional format is being used without having to go to the notes screen. This is a foundational piece to get the search feature in place for the new website.

It was noted that the Chancellor has requested that a solution be found and put into place as soon as possible. The AVC for Communications & Media Relations requested a meeting with the Faculty DE Workgroup. The OEI could also benefit from the work that this group is doing. The possible impact of holidays on how PeopleSoft reports courses (51% or more online is considered online; 50 % or less is a hybrid) was noted and that there is a code 71 for online scheduled interaction for hybrid courses (51% or more online), but 72 code is being used instead. At a DTECH meeting, one of the members from the State Chancellor's Office attended and someone familiar with MIS reporting indicated that changing the codes would not affect it because the code indicates the percentage of the whole course that is taught online. It was noted we are only attempting to decouple the reporting of courses with the information that the public receives.

Agenda modified to allow Faculty DE Workgroup Update

Faculty DE Workgroup Update

It was noted that a survey developed with the help of the Research Office was not as insightful as hoped due to low response rate. We intuitively know that our students expect a fully online course when we offer it as online. Our Board Policy 7145 uses the IPEDs definition for online instruction and allows for including orientation and testing components on ground. Code 72 is based on MIS definition and includes sections with more than 50% of instruction online. A sample Crystal report for classes coded a 72 was shared with the group, and it included courses with scheduled and unscheduled meetings, so some corrections are needed. SCC is working with faculty to determine if courses are actually 100% online and will make corrections to the reporting code as necessary. The district needs to change the definition of online in practice to meet the definition stated in our policy or we need to update the policy to match the CVC-OEI practice. Currently, we are not following our own policy when labeling courses. Additional fields could be added to PeopleSoft to make the reporting more accurate, but we would want to make sure everyone is using the proper code. It was noted that our policy (partially listed below) indicates that face to face orientations and/or testing MAY be required so we are not out of line with our policy and there is no need to change the policy before we change how the information is presented to the public.

For reference: P-7145:

2.0 Definitions

2.1 "Distance education" means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology, and may take one of the following forms, which collectively are referred to as "distance education courses":

*2.1.1 Online courses. Online courses offer all instruction online and do not require regularly scheduled instruction time on campus. Students in online **courses may be required** to attend face-to-face orientations or test proctoring; or*

2.1.2 Hybrid courses. Hybrid courses are defined as any course that has some face-to-face instruction time replaced by some online instruction time.

College LMS/DE Update

- ARC – they presented at the online teaching conference in June and they presented on “15 tips to engage, guide, and connect with your online students,” and it was a great success with standing room only attendance at both sessions. They have an accessible course creation academy and an online teaching academy and have three courses officially in the CVC-OEI exchange. They are working with the CVC-OIE to provide PCOCR (Peer Online Course Review) training. The fully online CanInnovate! 2018 will take place on October 26th at five regional hubs. They have changed their governance structure and are using project teams. They have a Virtual Education Center 2.0 project team whose goal is to build a robust, fully operational virtual education center. Cranium Café is a platform offered by CVC-OEI for student services, including counseling and financial aid, but not tutoring.
- CRC – the DOIT staff was thanked for their support of CRC’s use of Canvas for student services and their quick turn around on a particular job. It was noted that we have access to Name Coach, a tool in Canvas, because we are in the Equity Cohort for the CVC-OEI. It allows students and staff to record the pronunciation of their names so that others can

address them correctly. They have two self-enroll courses that incorporate the self-assessment and readiness tutorials, which opened April 3rd. It was noted that 511 students enrolled in the self-assessment course, and 385 completed it. In the readiness tutorials, 364 enrolled and 282 passed the course.

- FLC – none
- SCC – it was noted that six faculty volunteered for peer review through the pilot program and about 1000 students successfully participated in the Student Success Tutorial. A summary of the results will be forthcoming, and DSPS students seemed to be positively impacted.
- DO – it was noted that 3700 courses are either wholly or partially in Canvas; 1800 faculty have course content in Canvas, and 59,000 students are involved in these classes. See attached report. It was originally planned that students in the CVC-OEI could begin to enroll in Los Rios courses for Spring 2019 enrollment, but that deadline most likely will not be met because there are many details to be worked out including financial aid implications, different semester start dates, etc. The faculty evaluation kit has been fully deployed, and there are 90 courses that have requested to use this method. It was noted that the set up occurs at the DO following a request of an Area Dean. Although it has not been negotiated with LRCFT to use this platform to evaluate non-Canvas classes, the process could work for those classes as well.

ALLY Update

It was noted that ALLY, an accessibility checking and remediation aid integrated with Canvas, was piloted for fall as totally opt-in for faculty to help inform the Accessibility Taskforce and to see if we like the product. The OEI is seeking our input on how we felt ALLY performed. It was noted that one of the benefits of ALLY for students is that without faculty having to do any additional work, course materials that are entered are automatically offered in alternative formats (MP4 files, e-Braille, e-Books, html, etc.), and there are 86 courses currently using ALLY.

CVC-OEI Update

It was noted that 56 colleges are part of a consortium with each member sending a representative to regional meetings. In addition, Los Rios has two members on the OEI Advisory Committee. It was noted that the Finish Faster app will filter and find classes for the students, and it will include courses that do not meet the OEI rubric. The question of how to maintain quality was asked. It was noted that it is hoped that students would select courses aligned with the rubric because they are higher quality and there is a significant boost in the success of students who take these high-quality courses. The Finish Faster website, a project in conjunction with the CSU system, was reviewed. Data comes from two sources. The transferability and appropriateness for the individual courses is coming from Assist.org - students are able to search by IGETC or by CSU general breadth criteria for the courses they need. The second source of data is they are public scraping all 114 colleges public facing schedule of classes. A student can find classes to fill their specific requirements. Student will either be (1) brand new to college (not enrolled anywhere); (2) a student enrolled in one of the other 58 colleges; and (3) one who has already matriculated at one of the 56 colleges. The tool should search for their criteria and give them the option to enroll in the class and if they say yes, if they are not yet a student anywhere they will need to enroll in a college and go through the process. If they are in one of the 58 and they are selecting a class from one of the other 56 colleges, then they will also have to enroll at the other campus. If they are enrolled in one of the 56 colleges and they pick a course in their group of colleges, then they are automatically enrolled in the class as if they were a student at that campus. Courses that align with the rubric, courses from the student's own home college, and eventually courses with zero textbook costs will rise to the top of the list from which the student can choose. (View the webpage at: Cconlineed.org – Finish Faster.) It was noted that hybrid courses show up and may

confuse students. As this moves forward it is hoped that the data will be cleaned up and the interactivity will be live. There are also different start times for sessions, and this could allow students to overlap courses. It was noted that the CVC-OEI may be rebranded and that the search engine will eventually favor courses aligned with the rubric and those courses offered by the 56-member consortium.

Accessibility Task Force Update

At the last Accessibility Task Force meeting on August 20th it was noted that 80 Canvas courses as well as about 2500 web pages were either manually or automatically reviewed by CampusWorks during the summer and the public facing PeopleSoft websites are currently being reviewed. They are in the process of writing a report that includes a remediation plan and a communication plan. Conclusions: making accessible content is a shared responsibility between faculty, staff, webmasters and students; ongoing training and access to support staff should be available to those creating content; an accessibility help desk should be established; and utilizing built in checkers. The General Council is working on the language for the policy related to accessibility. It was noted that 4.2 of the policy has been removed because the district already has a policy regarding instructional materials and the institution/publishers are responsible for the accessibility of their content. During the CVC-OEI meeting, was told that the OEI rubric, Section E, which deals with publisher's content, is going to be removed from the rubric. So, the institution will be responsible for the ensuring that the publisher's content is accessible and if an institution is sued, then it is the entire institution. It was noted that many instructors use publisher's material and some of it meets accessibility and some does not. A universal list of publishers that meet standards would be very useful, but it is not known if there is any effort at the Chancellor's Office to provide such a list across the system. DE Changes in Title 5 require that every distance education course has to have an addendum, and the addendum must state how that course will meet accessibility guidelines. Therefore, they are pushing it back to the districts and colleges. So, it is hoped the task force would put resources behind what they are requiring districts to do.

Announcements/Information

None.

Future Items

- **AB705 Funding Formulas**
- **Ad Astra Update**
- **Emergency Notification System**

Adjourned at 4:42.

Next Meeting – October 25th

**Learning Management Update
Education Technology Committee Meeting
September 27, 2018**

1. Canvas Update

- Canvas Counts for Fall '18 (**as of 9/26/18**)

Duplicated (Faculty/students counted multiple times if teaching/enrolled at more than one college)

	<u>Courses</u>	<u>Faculty</u>	<u>Students</u>
ARC	1,314	694	21,350
CRC	775	334	12,822
FLC	536	253	7,537
SCC	<u>1,098</u>	<u>495</u>	<u>17,298</u>
Total	3,723**	1,776	58,997

Unduplicated (Faculty/students only counted once)

Total	3,723**	1,720	54,892
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***Courses with multiple sections count as 1 course*

- New External Apps or LTI Requests for Canvas (www.losrios.edu/lrc/lti_request.php)
 - Status of latest faculty requests:
 - Top Hat – **Added to Production**
 - Name Coach – **Added to Production**
 - Atomic Search – **Added to Production (CRC Only for Pilot)**
 - Flip Grid – **Added to Production**
 - Smarter Measure – **Added to Production**
 - Class Climate – **In Review**
- Status of Requests for Other New/Added Canvas Functionality.
 - Hosted Canvas Data
 - Service from Instructure that provides admins with optimized access to real-time Canvas data for reporting and queries; Contact signed, and implementation planned soon.
 - Ally
 - LMS Accessibility Checking Software, fully integrated with Canvas; Purchased and approved for Districtwide use, as a Pilot (Opt-In), for Fall '18; Pilot will inform the work of the District's Accessibility Taskforce; Request Form emailed to all faculty and link available in Canvas (Help Menu); On-going (support) and training from Blackboard will be provided to LMS Coordinators; Plan to discuss options for Faculty support later this semester as well; Pilot requests to activate for Fall '18 (so far):

Courses

ARC	39
CRC	8
FLC	9
SCC	<u>20</u>
Total	76

- Faculty and Staff Training and Support
 - Colleges continue to offer hands-on and online training through ITCs, DE/ LMS Coordinators, etc.
- Faculty/Course Evaluations in Canvas (EvaluationKIT)
 - Successful completion of Pilot last academic year, with full implementation for Fall '18; Communication and training were provided, and full DO-IT support is available; HR Webpage has link to Request Form and Instructions; Usage/requests for Fall '18 (so far):

1st 8wk courses - 7 have been requested.
2nd 8wk courses - 15 have been requested.
Full Term courses - 72 have been requested.

- Canvas 24/7 Helpdesk Statistics for Fall '19 (as of 9/26/18)

Email	57
Online Submission	371
Phone Calls	<u>1,184</u>
Total	1,612

