

**Educational Technology Committee  
March 28, 2019  
Notes (approved April 25, 2019)**

<b>Name</b>	<b>Location</b>	<b>present?</b>	<b>Name</b>	<b>Location</b>	<b>present?</b>
Jamey Nye (Co-Chair)	DO	PR	Alice Dieli (Co-Chair)	ARC	EX
TBD	CRC		Zack Dowell	FLC	PR
Marsha Reske	ARC		Kandace Knudson	SCC	
Grace Austin	SCC		Gregory Beyrer	CRC	PR
Jena Trench	CRC	EX	Jennifer Kraemer	FLC	PR
Caleb Fowler	FLC		Sheley Little	SCC	
Patricia Harris Jenkinson	SCC	PR	Kirk Sosa	SCC	
Adam Karp	ARC		Stephen McGloughlin	CRC	
Matt Wright	FLC	EX	Jeff Lewis	FLC	
Jeff Bucher	ARC		Mike Day	DO	PR
Brian Pogue	SCC		Daniel Gilbert-Valencia	ARC	
Pamela Bimbi	ARC	PR	Guest: Andy Divanyan	DO	
Tammy Montgomery	DO		Guest: Kevin Flash	SCC	

**Welcome**

The meeting was called to order at 3:05PM by Jamey Nye and Pamela Bimbi who was subbing for Alice.

**Approval of Notes from February 2019 and the Agenda**

The committee approved the draft notes of the February meeting and today's agenda by consensus. It was noted that the draft notes were shared with the Academic Senate.

**Discussion Items**

**Los Rios Online Course Approval**

It was noted that at the February meeting of the Educational Technology Committee, an agreement was reached by the group to use a single common process and compensation model including equal support for faculty across the district. The proposal discussed included (1) two full-time faculty coordinators (job description name could be modified); (2) the need for a district-wide classified position to assist with the accessibility piece (part D of rubric); and (3) the standardization of the faculty's compensation for their work getting a course ready for submission to the OEI. Following that meeting, discussion occurred with LRCFT and they want a common compensation for faculty and support the hiring of the faculty coordinator positions. The general process is that this group's co-chairs will present this proposal to the Academic Senate. The District Academic Senate

seems to be in support of this proposal, but will most likely have more questions because this will be a new process.

The recommendation was modified and will now be supported by three (not two) faculty coordinators housed at CRC, FLC, and SCC who will receive direction from the Dean of Distance Education and possibly the VCET. The union supports consistent compensation, and agreement on the number of hours to get a course ready for OEI approval is still being discussed. It was noted that involving more faculty who have experience with this task to determine the appropriate number of hours for getting a course ready for OEI approval using the assistance of the faculty coordinator and classified support for the accessibility piece as will be our model, will allow our district to offer fair compensation (regardless of an individual faculty's online experience).

The District will most likely use adjunct and LTT faculty to initially cover the reassignments. For the hiring/reassignment of the three tenured faculty, combining that process with the backfill of their positions would be optimal, but might not be possible because even though the coordinators will be working for all campuses and have a common job description, they might have a preference for their physical location within the district (FLC, SCC, or CRC). Their major job responsibility will be assisting faculty to get their courses ready for OEI rubric alignment/approval to meet the district's goal of getting to 20%, and any additional responsibilities would be coordinated across the district. New full-time faculty will be hired to backfill the three positions that are reassigned and the reassigned faculty's assignment could be extended by mutual agreement beyond the three year term.

Information will be collected about what resources might be needed for any professional development conducted over the summer and a coordinated request will be made. The professional development cannot be related to the OEI course approval in terms of compensation because we can't pay someone to get their course ready to go through the OEI course approval process.

The differences in existing local peer review processes at each campus were noted. However, it was noted that different models cannot be supported by the district because (1) the goal is to have a single model that would standardize a compensation rate that would be approved by the faculty union and be based upon the support provided, and any change would be a new negotiation with the Union; (2) the district will provide the same amount of resources to all faculty (online faculty coordinators, accessibility support); and (3) courses will be reviewed based upon the approved prioritization process that will be flexible enough to modify if the district needs to diversify the courses being submitted. It was noted that although we are using ARC's model because it was the most mature of the models available, this will be a district-wide process.

Several Questions were asked:

- How will an individual instructor's course submission be ranked in the que? The criteria for the order of review will be determined by the team

- Who is on the “team?” The three faculty coordinators, the responsible manager, the instructional designers, and accessibility experts. The Dean of Distance Education will oversee the process. The VPIs will be minimally involved even though this is an intercollege process.

The model is open to changes to be more inclusive and transparent to allow the development of a model that provides appropriate compensation and equal support where faculty and campuses have an equal chance of getting their 20% approved. With the district-level coordination, the best ideas should rise to the top. It was noted that the District is not directing what colleges are doing from this group or from the district in terms of online training DE emphasis.

- Is there any reason for any more faculty to go through the POCR course if they don't plan on being one of the faculty coordinators? Absolutely. Part of the process is building the district's POCR group. The CVC OEI has a pool of reviewers and we want to model that. Any district POCR members would be paid the same compensation as if they were reviewing a course for the CVC.
- What is the actual demand to be OEI certified since courses aren't required to be certified to be included on the list in Finish Faster? Why would a faculty member want to go through the OEI certification process other than for the 20-40 hours of compensation they would receive for getting it certified? It was noted that (1) we have a 20% promise, so we'll push that and might have to market that to faculty because there might not be inherent demand; (2) it's our understanding that the OEI will push courses that have the approval to the top; (3) students will hopefully prefer the courses that are certified; and (4) there's data to support the fact that students are about 5% more successful in courses aligned with the rubric which could be used in the messaging to faculty. The district is not spending money just to get the badge but seeking to raise the standards through very well informed quality design and being much more intentional than we've been in the district in the past to accomplish this task. The option of whole departments to possibly opt out of submitting courses was noted.
- Are there faculty in the district who would be interested in this reassignment? It was noted that feedback indicates there are a lot of skilled faculty who are passionate about this work, but there are no guarantees. The job description is being written, but it hasn't yet been advertised. If there is limited interest, then other options will be discussed/developed.
- How will faculty engage with the DE faculty coordinators? Will they actively market their services or wait for “customers” to show up? Where's the decision making process regarding their job load? Where's the prioritization part if there's not enough work? The coordinators will be housed on a campus, but they may be off campus and/or working virtually and interacting with faculty at all campuses. A unified process is being developed and there will be one website location where we advertise district wide for the onboarding of faculty who are interested in

submitting their course. They will be assigned to a coordinator, most likely at their location so they could have physical access, who will act as a case manager and check in with them and see that the tasks are completed to get the course ready for submission.

- What will the bringing of ideas together look like and what is the time frame for that. Since we are using ARC's model as our base, will input/changes to the model be allowed if some do not wish to follow that model? It's the desire of the group that we write a recommendation that all can support without having to vote in this group or in the Academic Senate because the consequences of not participating and not having a single process are negative. It was noted that valued aspects of another process that appear to be missing in the ARC model could be discussed/added.
- What compensation is available for getting a course listed in the OEI? There are three options for compensation related to submitting courses to the OEI: the salary of the faculty coordinators at 100%; the compensation for the individual instructor to get a course aligned with the OEI rubric; and the compensation received by the peer reviewer. Initial review of a course will be by a peer reviewer who has been trained and then the faculty coordinator and accessibility expert will work with the faculty to do a review before the course is sent to CVC-OEI.

It was suggested that the recommendation acknowledge the intra-curricular differences among the colleges. It was noted the OEI is already offering courses that some faculty may not want to offer online. It was also recommended that the coordinators be 80% release instead of 100% so they can continue to teach because this gives them more credibility with their peers. It was noted that the model is 100% reassign and 20% or 40% overload could still be assigned. Once the three faculty are selected, their schedules could be adjusted if they are planning to teach. This will be included in the draft recommendation to the Academic Senate.

It was noted the model being proposed is not a top-down model; it was built on ARC's process that was faculty generated; there is no district preference on which model is best - only that we need a single model that we can all support; and anyone with concerns could meet with the DE coordinators, the Dean of DE and others familiar with that model and discuss options regarding what's working and not working to enhance the model for this Phase 1 process. The DE coordinators will get together with a small task force with equal representation from all campuses and work on incorporating the best of each model into one model the District will follow. The group's recommendation will include:

(1) support for a single process, but prior to agreeing on exactly what that single process is, a task force composed of the DE coordinators with equal representation across the district will (a) talk about some of the innovations and ideas they would like included in that process and (b) come to a decision prior to the end of the semester that can be rolled out for summer and fall; (2) support from faculty coordinators at 100% but possibly 80%; (3) a group looking at the total number of hours for compensation because this is a union

interest and we don't yet have agreement; and (4) a mechanism for evaluating this model moving forward and evaluating the process and the compensation for faculty.

The process for hiring the coordinators will not be part of the recommendation. Faculty hiring is faculty weighted but reassigning of faculty is not so the faculty will have an interest in the backfilling. The Co-chairs will write up the recommendation and present it to the District Academic Senate at the April 2<sup>nd</sup> meeting. The District Academic Senate will likely also agree to the process in principal with the understanding that we trust the task group to make the right decision. If the current district-wide model gets voted down but there's equal representation on that group, then so be it. Then, if needed the District Academic Senate will let the individual senates know that their interests were heard at Ed Tech and at District and the Senate is in support of the singular model.

It was noted the chances are good that the District will get approval from CVC-OEI to perform all approvals locally and that would support a district-wide model as long as we could create one that all of us could have input on. Those courses already in the pipeline will submit for compensation under the district funded model rather than with local resources. Regarding retroactive compensation for faculty who have already gone through the statewide process, they would be compensated at the standard rate so they are not penalized for submitting early. It was noted that a criteria we might want to consider for future funding is whether the courses being submitted are actually offered in the OEI.

The Co-chairs expressed their appreciation for the willingness of the committee to have these frank discussion in order to hear divergent perspectives.

### **Online CT Pathways Grants**

Four district-wide grants with representation via leads from each colleges are being submitted. There's no lead college that gets all of the grant money because the colleges are all involved in multiple grants in some way because the maximum an individual college can be awarded is \$500K. We have a proposal for (1) wraparound services out of SCC, (2) ARC for the OEI course approval model and getting funding for that (3) a cybersecurity program being shared by three colleges; and (4) accelerated pathways. If funded, due to the way the grants are being written, some of the grant funded activities will be mirrored at each campus and the District will be able to fund innovative approaches across the district. We hope to get innovative ideas in those grants and then have funding to try some things that really work for students. The deadline to submit is May 1<sup>st</sup>. It is believed that if we are awarded the 500K, it will need to be spent in one year, but we may be able to get an extension because this could pose challenges.

### **Title 5 Changes**

(Documents containing the Title 5 changes that went into law on March 17<sup>th</sup> were distributed and are available in Canvas.) In our last meeting it was decided to hold off

taking action until the Chancellor's Office updated their guidelines which are now available and include (1) 55208 concerning instructor training, which will be a negotiated issue because it is required training and must be compensated; (2) 55206 is a curriculum committee purview because they will be facilitating the addendum and (3) under 55204 the change to student to student contact results in an addition to the definition or the requirements under regular effective or regular substantive that we now have to have students to student contact and it has to be documentable. Since they don't make very specific recommendations it's probably safe to go ahead and start doing our own work on both of these. The faculty training piece will require a district policy and the addendum will require district wide agreement due to the impact to SOCRATES. These are things we need to be considering working towards with our curriculum committees and SOCRATES Advisory Group or some kind of work group can be formed and start working on it.

Does Title 5 require student contact in face to face classes? No, but the expectation is that it already occurs. Some feel this is a change to reflect the higher standards to which online faculty are held and to explicitly counter the risk of running a correspondence course. Looking at the background to 55208, you've got to use the same qualifications and it's not clear if this means that the only thing you have to have is additional training in this area. So online is held to a different and higher standard.

Would it be beneficial for the District, Union and Senates to agree that no course is offered as a distance ed modality in Los Rios unless it is in alignment with the CVC-OEI rubric because the rubric includes student to student contact and accessibility? Could a report be generated from that part of the rubric to show that a course meets student to student interaction and become the addendum for that course? Currently in the CVC-OEI's process, the aligned course and its originating faculty are tied together. What happens when you need to bring a different instructor or an emergency hire in to teach that class? Would there be a grace period? Late added instructors (emergency hires or those as the result of face to face courses becoming online/hybrid due to enrollment shortages) could be analyzed on a case by case basis and there could be an established standard that if you have ever taught an OEI course, then you're approved because the training is included in the certification. It's probably apples to oranges, because one is an individual's training and one is the course outline on record that's shared. Listing a course in Socrates doesn't include an instructor because it's one shared course outline that is general enough to allow multiple syllabi. Whereas OEI course approval is specific to the course and the instructor. We have our common process for the OEI rubric review so perhaps another method that can be used is to fast track something through that, not necessarily to get it OEI completely ready but somebody who's on the Peer Review could do a quick look at the courses being proposed to determine whether it's likely to meet OEI approval.

It was noted that this is a hypothetical discussion because without Union input the District can't tell anyone what they can or can't teach. Another topic requiring union involvement would be discussions about allowing an instructor to be 100% online because we may not have enough interested faculty to teach all the online courses. It was noted that the current percentage is above 60 and could be increased but would remain under 100

because there are concerns about size and office hours.

Members were asked to take this topic back to their individual colleges and come back with Ideas about what we want to see in an addendum. We will discuss those ideas at the next meeting. The training issues would require drafting district policy, and we will have that discussion at a future meeting so we don't make a policy in isolation.

Discussion about different definitions about online, partially online and mostly online occurred. It is still allowed to be 100% online in Socrates, even if you require a face to face orientation and/or assessments on site, but Peoplesoft doesn't allow this. Should these match? Perhaps "up to 99" for those classes that require any part of the class to be face to face and then a straight 100% for those that don't could be used? The problem with that is when one faculty member wants to teach it 100% online and another who only wants to teach it partially online. Would our actions as a result of these changes to the Title 5 requirements be something that the DCCC would determine because it's a district wide process? Yes. Because we want a single process. We don't want to push anything unless necessitated in order to be in compliance and we want the information contained in SOCRATES to be consistent.

### **Updates**

- IT - the FinishFaster website - we are now with live integration with Peoplesoft and may want to consider alternate session terms to ensure our course options appear when searches for open courses are made. Information about Canvas use will be sent out with the notes.
- SCC – nothing to report
- FLC - nothing to report
- CRC – many non instructional groups are using Canvas and they are developing some effective practices so that students don't get overwhelmed with messages from other groups that they have joined.
- ARC - finished their DE plan. They've reduced the achievement gap which is at minus four between face to face and online courses so students succeed at about a minus 4% in the online environment. Also across the board and looking at disproportionate impact they increased it all the groups, except African Americans where they are flat at minus 7%.

Adjourned at 4:54

Next meeting: April 25<sup>th</sup>

**Learning Management Update  
Education Technology Committee Meeting  
March 28, 2019**

- **Canvas Update**

Canvas Counts for Spring '19 (as of 3/27/19)

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

	<u>Courses</u>	<u>Faculty</u>	<u>Students</u>
ARC	1,391	741	20,170
CRC	911	369	12,228
FLC	571	263	7,345
SCC	<u>1,223</u>	<u>529</u>	<u>16,556</u>
<b>Total</b>	<b>4,096</b>	<b>1,902</b>	<b>56,229</b>

Unduplicated (Faculty/students at more than one college only counted once)

**Total** **1,834** **50,853**

- CVC-OEI Update (Finish Faster Website [www.cvc.edu](http://www.cvc.edu))

Overview/Objectives

Allow students to easily cross-enroll in online classes, across entire CCC system; Integration between all (3 major) Student Information Systems; Login with credentials (SSO) from HOME college.; Student from HOME College “automatically” applies & enrolls in TEACHING College; Ability to Seamlessly Login, Enroll, Pay, and then Complete Class in LMS (Canvas)

Pilot/Proof of Concept (POC)

Includes 7 Colleges with 3 Different Student Information Systems

- Cabrillo (1 College) - Colleague
- Foothill -De Anza (2 Colleges) - Banner
- Los Rios (4 Colleges) – PeopleSoft

Current Status

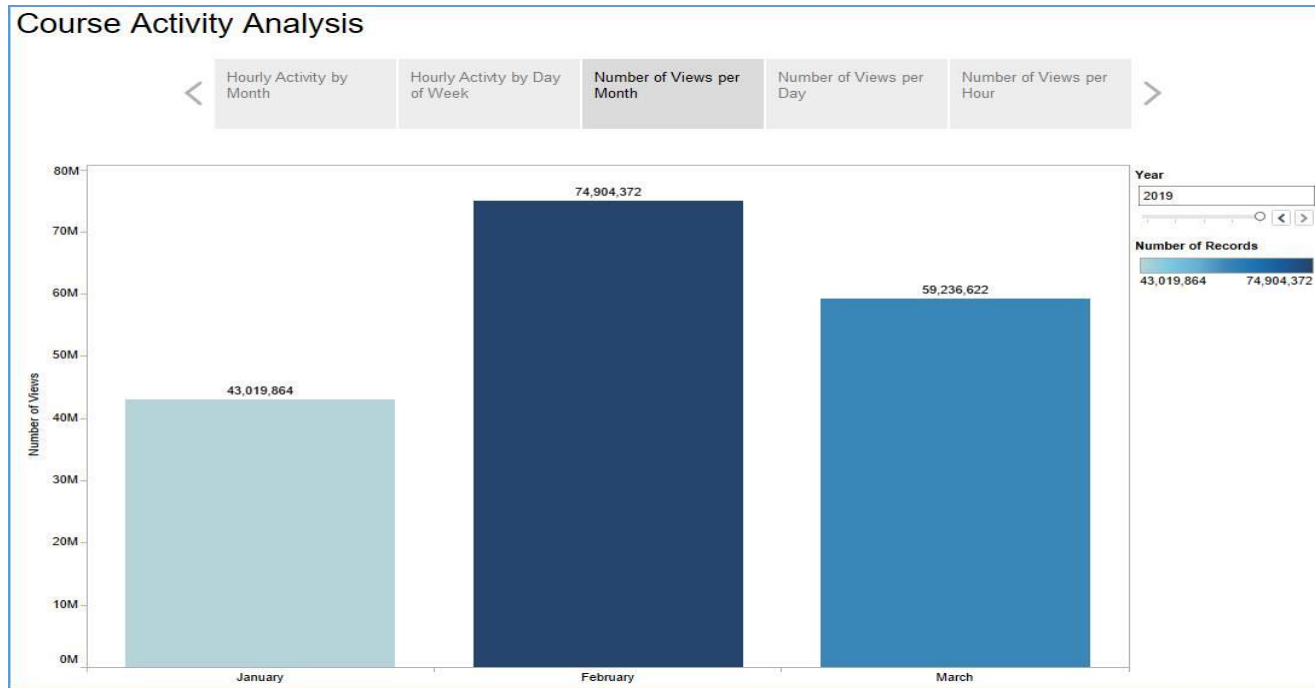
Successfully tested and migrated the automated class extract for Finish Faster site, with (near) real-time display of LRCCD online ; lasses and information.; System and User Acceptance Testing (UAT) of actual class enrollment is on-going; Problems/issues are being identified and resolved as quickly as possible; primarily centered around on student MIS data; This other integration will be migrated, with full “Go Live” as soon as possible, after issues are resolved.

- Status of New/Added Canvas Functionality.

- Ally - LMS Accessibility Checking Software, fully integrated with Canvas; Pilot (Opt-In) has been extended through Spring '19; District’s Accessibility Taskforce has ; recommended full adoption of tool; will be working with LRCFT on next steps.; Course Activations for Spring '19 (as of 3/27/19): **247**

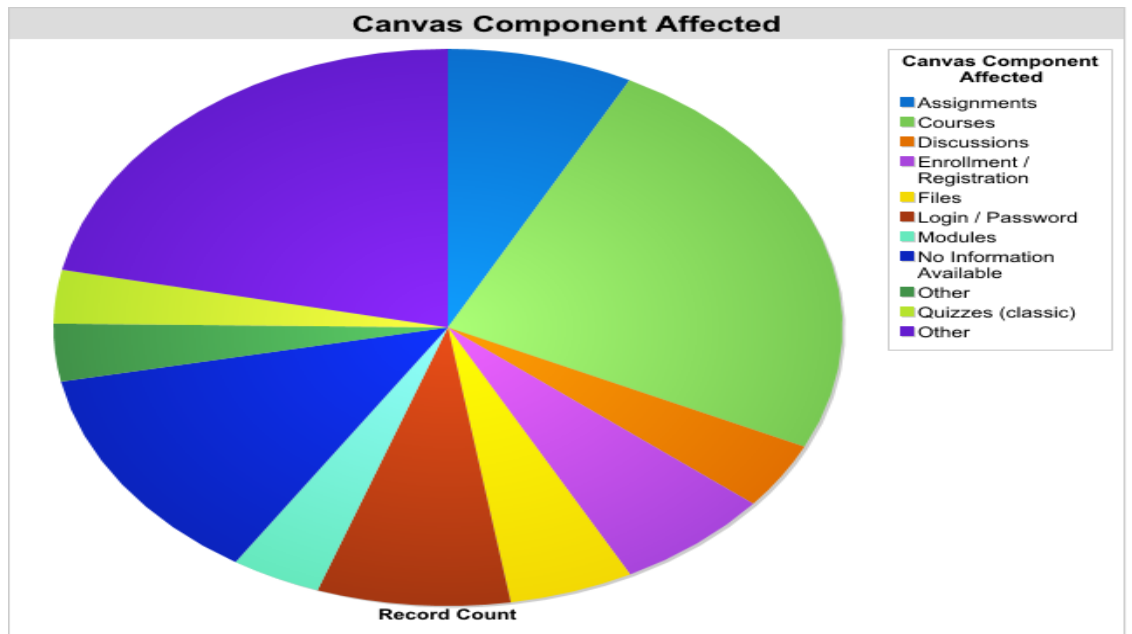


- Other Noteworthy LTI Updates - VeriCite – Concerns about continued support of this originality/plagiarism tool, since it was acquired by VeriCite, so we are seeking additional information.
  - Faculty/Course Evaluations in Canvas (EvaluationKIT)
    - Course Requests for Spring '19 (as of 3/27/19): **98**
    - Average Student Response Rate: **58%**
  - Canvas Course Activity Analytics
    - Note: there were nearly 75 million course views in Canvas in the month of Feb. 2019



- Canvas 24/7 Helpdesk Statistics for Spring '19 (as of 3/27/19)
 

Email	27
Online Submission	410
Phone Calls	<u>1,936</u>
<b>Total</b>	<b>2,373</b>



- **Library System Update**
  - The California Community Colleges has launched a cloud-based, system-wide Library Services Platform (LSP)
  - LRCCD Colleges will be joining this effort and migrating from our current system (Sierra) to the Alma (Ex Libris) system by January 2020.
  - Project kickoff meeting scheduled with DO-IT and College Librarians in late April.