District Online Committee Minutes September 11, 2019 1-3pm

In attendance: Liko Puha, Michael McKeever, Debbie Gonnella, Jessica Harris, Paulette Bell, Jeff Rhoades, Phyllis Usina, Alice Hampton, Andrea Thomas, Amanda Greene, Michelle Larkey, Jurgen Kremer

At the start of the meeting, Jurgen Kremer was appointed faculty co-chair for the 2019-2020 academic year.

AGENDA

1. Welcome and approval of Minutes
The minutes from the May 8, 2019 meeting were approved.

2. Introductions
Committee members who were present introduced themselves.

3. Review of agenda

4. Announcements
No Announcements

5. Review of committee charge (Phyllis Usina)
Board Policy 2.5 and 2.5P "Governance and the Committee System." We are participating in shared governance on this committee. This is an open meeting. Committee structure and meeting times are established by board policy. Committee Functions from committee web page were reviewed.

6. Liaising with the Academic Senate (Lisa Beach)
- Senate President Eric Thompson asked for DOC and for DOC members to regularly report to Senate.
- Alice sent letter drafted at end of previous academic year to Eric Thompson.
- Last year there was a Town Hall and multiple meetings about the online course exchange. DOC agreed we want to recommend to Senate to join the Online Course Exchange based on benefit to our students and the importance of having a voice as the Course Exchange continues to develop.

7. Course Exchange update (on Senate agenda for Oct. 2) (Lisa)
- The CVC Exchange is Chancellor's Office number 1 priority this year.
- Eight colleges have completed phase one (technological connection of their courses to Finish Faster Online website, where students search for online classes from other colleges) and five more colleges are in process.
- Nineteen colleges are preparing for implementation.

- Phase two (students using the exchange as intended) is live at two colleges and in progress at five additional colleges.
- Students are using Finish Faster Online website to find classes and enroll in colleges even if they are not attending phase two colleges. There's a high demand for Math, Communications, lab sciences, also Economics and English.
- Finish Faster Online use is almost equally split among CCC, UC system, and CSU system students
- 2019-2020 CVC-OEI focus areas: deeper adoption of ecosystem tools, refining composition of ecosystem, measuring efficacy and impact on student success, scaling course quality efforts

Discussion points:
- Question about how the order of classes that match the student's search criteria will be determined on the Finish Faster Online website.

- The student's home college courses appear first. After that, they see Consortium college sections. Within Consortium sections, courses with a digital badge indicating it has gone through the peer online course review rubric and is aligned. We don't have a peer online course review at SRJC – the idea is not well received at SRJC. However at SRJC the OEI rubric is used by the Distance Education department in the Online College Project. DE is willing to bring a peer online course review to SRJC if the College is interested.

- Suggestion for a future agenda item should be to look at what is good education and how that is applied to online.

- The peer review has nothing to do with faculty evaluation. It only is looking at course design, whether the course works or students could potentially get confused navigating the course.

- It's unfortunate that since there are vocal people against online classes that people feel like they can't speak up. DOC should talk about what information to bring forward and clarify to the College. This committee has a lot of information available to avoid rumors or incorrect information going around.

- Paradigms can shift as people leave the college. Grass roots – let's start something where we work together to explore the issues and include those reluctant about online classes.

- The motivation behind OEI including peer review was a way to ensure that quality was built in to any courses in their exchange. At last year's Town Hall, faculty raised many concerns about quality of courses and concerns

about a rubric that would keep the quality of courses. We need to have discussions and find our way through this issue at SRJC.

- The Online College Project agreement changed a few years ago so faculty retain rights to courses they develop, even if they were paid to develop a new course.

8. Adobe contract update
- We will get an update during October's meeting.

9. Online Program Scorecard (discussion, action) (Lisa)
- CVC-OEI noted inconsistency among college online programs' support and structure. A program rubric might be useful so administrators could see a list of important components of having an online program at their college.
- Introduction of an Online Learning Consortium Scorecard. The scorecard is six pages, items scaled 0-3, and looks at different areas of an online program.

Discussion points:
- Does the DOC want to look at the Scorecard and evaluate SRJC's DE based on it? The DOC would score areas and results would be used as discussion information for this group, and a way to inform planning and agenda items.

- It's a good starting point for a discussion. It could be a self-assessment to guide planning for the year. We could look at one area each meeting, both filling in the section of questions and discussing it to develop plans.

10. CVC-OEI Grant (Lisa)
- At the end of 2018-2019 AY, SRJC applied for and was awarded a grant to create new, fully online CTE and Adult Ed certificates. The one-year grant started July 1 and ends June 30. An agreement for faculty is still being negotiated.

- This grant includes software pilot programs: PlayPosit, Cerego, Respondus, Proctorio, VoiceThread. Suggest to pilot five pieces of software to faculty and get feedback about software about whether the District will fund in the future. The pilot could start as soon as the negotiations finish, if negotiations are successful.

11. Development of list of Canvas mentors (discussion, action) (STET)
- The idea of having faculty Canvas Mentors this has come up before. These would be faculty willing to share their knowledge of teaching online or using Canvas with other faculty. This has not been done at SRJC yet.

- Do we think it's a good idea for online faculty at our college to be mentors for other online faculty at our college? No specifics about whether it would be voluntary or compensated.

Discussion points:
- Most in the group said it is a good idea. It is happening informally already.

- Ideas: The DE department could create a web page with names of faculty willing to answer questions from other faculty about online teaching issues. Other colleges do this in a more formal way, giving faculty release time to mentor. Those mentors spend designated time in their DE departments mentoring other faculty.

- More faculty presence in DE Dept. might be appealing to faculty who don't support online classes.

- DE currently hires adjunct faculty as course developers. Most members of the DE Dept. have been faculty.

- Question: How would this match up with Professional Development? Is mentoring considered their purview? Could DE mentoring earn Flex credit?

- Suggestion: connect with PD faculty coordinators Lauralyn Larsen and Tara Jacobson. Canvas mentoring could be offered similar to new faculty mentoring program. Paulette offered to ask if faculty PD coordinators would find that feasible.

12. Online course for department chairs (esp. new chairs) (discussion, action) (Lisa)
- New department chairs are not always aware of online teaching environment policies, but are asked to sign DE paperwork. How would this group feel about putting together FAQ's or a Canvas Course to help Dept. Chairs?

    Discussion points:
- Suggestion that an FAQ list or presenting at DCC or DCCIM.

- We should find out what the needs are from the DC's first.

- Also reach out to administrative assistants. DCs look to their AAs for where to find things.

- Preference would be to develop an FAQ, bring to DCC, ask what more is needed. Lisa will work on FAQs and send them to the DOC first.

- We should think about where the document lives and where DCs can easily find it. More than one place is helpful and Admins should also know.

13. Budgetary needs, e.g., 50% multimedia staff (discussion)
- Suggestion to wait until after we look at those areas of the Scorecard together.

14. Canvas privacy and data mining (discussion)
- At the end of summer a DL.Staff.All email discussion began around concerns about Instructure's presence in courses and how the company uses data in courses. The Academic Senate wants DOC to discuss and give input on this complex topic.

<u>Discussion points:</u>
- This is a very large and complex issue that goes way beyond our college and state of California. It shouldn't stop us from taking a stand and saying what we think is ethical and what we want. It's important to understand the issues. We could brainstorm what we see as the issues, identify how to get information about the issues. I have more questions than answers. It's an ongoing conversation, and important to not jump to conclusions.

- Canvas was in my class w/o my permission or knowledge because students had contacted Canvas tech support. Canvas was sending me emails about what I was supposed to do. It felt invasive and that they shouldn't even be in my class. I contacted Canvas corporate about it. A digital footprint needs to be left if someone else is in the class. If people have unlimited access, faculty should know when they are in there. Canvas also told her they are setting up accounts for administrators to go in, possibly without a record of being in the course.

- People are assuming they are going to create AI classes. They are going in to cull information and create AI classes. Permission needs to be granted to come into an instructor's course.

- Statement that this is a potential FERPA violation.

- The company shouldn't be able to go in and make recommendations back about students.

- We should bring this to another agenda. The people at this institution who have access to Canvas courses other than instructors is a very small number and only for programming purposes, like linking grades to SIS. Our college policy is administrators can only be in an instructor's Canvas course for formal faculty evaluation or if invited.

- Did students agree to how their data is being used? Are they aware that Canvas is collecting data from them?

The DOC will continue to discuss this topic and it will be on another meeting agenda.

15. Agenda items for upcoming meetings:
- SSO page redesign