

Online Education Committee Minutes – October 11, 2021

<input checked="" type="checkbox"/>	Gene Blackmun	<input checked="" type="checkbox"/>	Scott Jaeggi	<input checked="" type="checkbox"/>	Jill Pfeiffer	<input checked="" type="checkbox"/>	Jennifer Tanaka
<input checked="" type="checkbox"/>	Zulma Calderon		Cynthia Lewis	<input checked="" type="checkbox"/>	Michelle Pilati	<input checked="" type="checkbox"/>	Irene Truong
	Wendy Gonzalez	<input checked="" type="checkbox"/>	Grant Linsell	<input checked="" type="checkbox"/>	Angela Rhodes		Bianca Urquidi
<input checked="" type="checkbox"/>	Angel Ho	<input checked="" type="checkbox"/>	Lydia Llerena		Warren Roberts		Gary Van Voorhis
<input checked="" type="checkbox"/>	Alison Holmes		Gabriela Olmos		Lawrence Seymor	<input checked="" type="checkbox"/>	Adam Wetsman
<input checked="" type="checkbox"/>	Shirley Isaac	<input checked="" type="checkbox"/>	Abbie Perry		Carol Sigala	<input checked="" type="checkbox"/>	Angela Williamson

- I. Approval of September 13th, 2021 Meeting Minutes/Introductions
Minutes for September 13th, 2021 were approved by consensus.

Shirley Isaac from the Math and Science Division joined the committee and gave a brief introduction of her background and mentioned they are offering their first DE course in Biology and are hoping to add more courses.

- II. Instructional Technology Tools and Setting (Zulma and Gabby)
 A. Tech problems/updates- nothing to report

III. Manager's Report (Grant)

- A. Preparation for the DE ACCJC report

Grant reported Caroline Durdella is meeting with the head liaison from ACCJC this week and will come to the November DE meeting and give the committee updates on how they are going to survey the DE classes and how the pre visit will work so that the committee is in the know. She will also present the results of the pre visit survey conducted last year. While everyone has seen the results Grant feels having someone that really understands the data will be helpful.

- B. Grant mentioned a big part of the conversation on campus right now is expanding online education offerings. He's using the opportunity to advocate for DE about the need of resources needed to expand DE offerings. Currently Gabby and Zulma have been doing overtime to keep up with the growing demand during the pandemic but they need help. While Gabby is not full time, she has been working full time hours to get through the pandemic. There is also the huge backlog in accessibility checking that's creating roadblocks in the way of growing DE effectively. He said when someone talks about growing DE he uses the opportunity to tell them about the resources needed to expand (more positions, more hours, more training...).

- C. Gene mentioned that he just learned that online classes are not given the same level of apportionment as in person classes and is wondering if the group may have some more information about what's happening at the state level or if there is a conversation to change that. In his division they are moving more towards online environment are growing because that's what students want but are losing FTEs in the process.

- D. Grant replied that at the institution level they are having a big conversation about it now. He's on the Enrollment Management Taskforce and feels there is a dawning awareness on the campus community of how apportionment works. There are two documents that explain how it works, the PCAH and the Attendance and Accounting Manual for the state. He briefly went over the different ways we get apportionment, weekly census (meets weekly synchronously full term) being the most lucrative, followed by daily census (meets weekly synchronously but is not full term. i.e. 8 week classes & summer classes) and the worst option being positive attendance.

If DE classes are full term and meet synchronously, we can get weekly census. If its asynchronous and there is no posted time, there is a different accounting method called the alternative accounting method that does result in lower FTEs however it's not a significant dent and can be balanced by scheduling classes strategically and doing the math on individual classes.

Michelle explained it has been an issue for long time but feels as faculty the most important thing to consider should be doing what is best for our students. She also mentioned that there are people advocating to fix the issue that currently has become more glaring.

Gene agrees but feels down the road offering more online classes can become problematic for division in terms of funding if the issue isn't fixed.

Jill mentioned that at the last Distance Education Coordinators Organization meeting they did bring it up and are looking at recommending to the Board of Governors that the apportionment formula changes for online classes.

Adam mentioned the difference between a on campus 16-week course and an online 16-week course is about 50 dollars per student and said it's not too much money and there are also many variables that go into it such as enrollment at census day. He said not to worry about it too much and feels we should focus on the needs of the students.

Grant added that the healthiest solution will be to have a lot of flexibility from division to division based on student needs. What works well for the students in the business department may not work well for the art department students so having flexibility in scheduling is key.

Adam added that there are other variables at play such as enrollment issues and maintenance cost at the back end which makes the difference not super consequential. Also, we may focus more on adding more synchronous online classes which give the same FTEs as opposed to asynchronous online classes. He feels moving forward we just want to have a viable business model, and he thinks this will sort itself out.

E. Lydia asked if there was flexibility on meeting times for synchronous remote classes.

Grant said it's really important that the printed schedule is honest. He said there are ways to schedule classes in banner in different formats so that we are reporting accurately to the state. It's important that student know exactly what they are signing up for.

Angela mentioned this issue came up in senate. Senators were surprised because when the pandemic first hit, and classes were moved online the message from the deans was that as long as the class met during the scheduled time in some capacity the class would count as synchronous. There was an exception made for the pandemic and there was no communication to faculty when the exception stopped. The senate wants the deans and upper administration to provide additional communication and let them know the exception no longer stands and that classes should need to meet the hours that are printed on the schedule.

Adam said communication is forthcoming. For this semester there is a little flexibility but moving forward everyone should adhere to the schedule. The students want to know when they are meeting. If someone wants to teach a class on campus one day and asynchronous the rest of the time, there is a model for that (a hybrid course) but it needs to be scheduled that way.

F. Grant reported they are working through Accessibility checking backlog as best they can. They haven't been able to hire a consultant to help. Currently some members of the POCR are helping clear classes. The Chinese 101 and 102 classes were recently cleared. Grant

feels some of the problem is the communication about how the whole process works so he put together a little module in the faculty resource center area that tries to explain how the accessibility checking process works. Every time a faculty member submits a request for a DE addendum, he sends them the module and adds the classes to the spreadsheet. He said he will begin reaching out to faculty more often to see where they are in the process and ask if they need assistance.

- G. Grant also gave an update on the accessibility specialist position. The budget augmentation required to fly the position is in this week's Board agenda and once it's approved, they will fly the position. He feels it will be a gigantic help and while they will not be able to hit the ground running immediately, he plans to continue to use the skilled faculty to assist in clearing through the backlog as fast as possible. He tries to advocate to upper management every opportunity he gets that we need help and reminds them asking faculty to clear the classes for \$500.00 is not a permanent solution.

Jill asked how many persons were in the queue.

Grant reported right now there are eighty classes on the list that need to be checked but only eight of the eighty are ready to be checked and out of the eight that are ready to be checked only four are waiting for him to assign a checker to. Grant will start to reach out to the faculty on the list to see if they need any assistance or have any questions to clear out the backlog.

IV. Peer Online Course Review Updates (Jenni)

- A. POCR Training and club meetings – Jenni reported they had nine courses cleared by the CDC and recently had one more class, Philosophy 135 that just got cleared. She said there are four more courses on our end that were already reviewed by the CDC that need some revisions and need to provide rationale for, and they are just trying to get through the list of courses. They had a good meeting last month. The team decided to draft a survey to reach out to more POCR leads and see what they are doing on their campuses as far as stipends and compensation goes. They are also working on a canvas resource shell that will go up today.

Jill asked how many courses across campus have made it through the state level OEI check/acceptance.

Jenni answered 10 in the last year since the grant, and 6 prior to the grant in 2017 for a total of 16.

V. Updates and Professional Development- Jill

- A. Jill reported the Humanizing @ONE course has 6 faculty attending at \$300 stipend each leaving five \$300 stipends available. She would like to pivot to offer Live Online Teaching through @ONE 2-week course for \$150 it's \$45.00 to sign up for. It was adopted as a self-paced course, but it's meant to be facilitated by a faculty instructor, but she doesn't have enough reassigned time to offer it that way. The Humanizing @ONE course is all full now and between what equity is doing and prior enrollment in some of these courses the market may be oversaturated.

Angela asked why the Online Teaching course is half the stipend as the Humanizing @ONE course. Jill answered because it's half of the time. It's only twenty hours vs forty hours.

- B. Jill is thinking about possibly going after a department grant with Katie for Flex money to increase the funding and offer more Live Online Teaching classes. She feels this course is

great and can help faculty really engage students, create more fun group assignments, and help increase student to student contact as per the requirements.

- C. Jill reported our success and retention rates have increased. She thinks there may be several factors contributing to it. She feels it's a lot easier for some of our students to attend all classes when they are remote and feels the additional training we are offering faculty is helping.

She doesn't see any limitations in offering more online classes. We were able to offer more online courses with the emergency addendum but now we are seeing indications that any program that offers more than 50% of courses online still needs to submit documentation to the state to get them approved or alert them about it. She doesn't understand why they are asking for it when everyone is being pushed to offer more degrees/courses online.

Grant said they have been asking for substantive change document for a while and it's very easy for us to submit. It's usually done either out of Admissions and Records or IR&P. Grant keeps a list of the programs that self-reported that are available completely online but that is rapidly changing. He foresees a lot of changes in the next two years. There are twenty-two one hundred percent online degrees/certificates online but not all of the online courses needed to complete the degree have been scheduled so it's not possible for a student to complete all of them fully online.

The number of online classes allowed to be taught and how best to serve our students needs along with degree completion online was discussed.

- VI. Technology Update (Gary) – not present
- VII. Online Counseling (Yunior) – not present
- VIII. Library Online Services (Irene) - nothing to report
- IX. Online Education Initiative-(CVC) Update (Jill)
 - A. Course Exchange- formerly called *Finish Faster Online* now called [Online Course Finder](#).
Check that your Fall online

Michelle added the CVC OEI wants to make examples available of courses that are OER and are aligned to the OEI Rubric. They want to make it so you can self-badge the courses. She feels it will give us a great opportunity to showcase those courses statewide.
- X. DSPS/Accessibility report (?)- new position in fall? (Covered earlier)
- XI. Division Reports- Please share DE Committee info with your divisions!
- XII. New Business/Other/Discussion
 - A. Approve Shirley Isaac to serve for Math/Science Division.
Shirley Isaac was approved to serve on the committee by consensus.
 - B. Hyflex Owls update and Hyflex teaching pilots-
Adam reported there is a mixed review for them.
It's a bit challenging to manage but it does offer students flexibility. He doesn't feel it's going to revolutionize education as they hoped but it can provide an option for some classes.
 - C. Senate Task Force to meet today, 10/11 at 4pm. DE Committee members encouraged to participate. Looking at online course lengths 4-7 weeks lengths for some divisions.
 - D. Completed Goals for 2020-2021 year- 1. Created a new Peer Online Course Review document to guide faculty in Peer Reviews to include student to student contact. Course guide is an option to adopt from Ready Made Template. (approved 11/9) 2. Update-Use the Peralta College Equity Rubric in the future per request from Angela Rhodes. Equity meeting on 11/20 at 1pm to discuss campus wide equity and equity in the online environment. (Completed, no action taken) 3. Redesign of DE page and Senate Faculty Resources pages. (completed) 4. Newsletter sent to VP, President, and BOT members

Spring 2020. 5. Bylaws updated with 2nd term for DECO and addition of 6 new committee members to start in Fall 2021.

- XIII. Goals completed for 2019-2020- OEI rubric use section B, POCR Club training and development (adopted in 2019), promote faculty initiated online course updates to prep for ACCJC visit (continuing), more paid professional development to help faculty create quality online courses(continuing), update By Laws (completed), create accessibility check list to prep faculty before DSPPS curriculum sign off (completed), update regular and effective contact form online to included student to student contact (completed), AP4105 update (completed). All courses moved online per pandemic March 2020 (continuing). POCR Club set up and POCR Coordinator position recognized (completed). Funding for DE Certification Training to teach online funded by CARES in 2020 (now on pause). Update and refresh of DE Certification training and Canvas template created to help faculty fast-track course building (completed).

Goals 2017-2020

Goal	Progress
Facilitate Canvas Transition and training for new faculty	Continuing
Regular and Effective Contact Policy and communication	Continuing
Support new and continuing professional development	Continuing
OEI services, updates, Online proctoring services	Continuing
Faculty Survey/Collaborative Inquiry	New-Commenced March 2018
Communicate online support/tutorials	New-Commenced 9/2018
Update Website with by-laws, policy, committee membership, training	New/Commenced 7/2017
Compare community college resources and support for opportunities	New; Commenced 10/2017
Monthly E-Mail communication to faculty, staff, management	New; Commenced 9/2017
Peer Review Training Guidelines	New; Developed 10/17
Annual Board Report (courses, OEI, enrollment, demographics, retention, success, prof. development, LMS training/needs, classified support)	New: Scheduled Spring 2019?
Sample Canvas Shell for online, hybrid, and enhanced	New- Completed 8/17
Updated forms, e.g. Online Ed curriculum (changed from Distance ed or VC)	New-Need to review for DE
Attendance of Monthly Distance Ed Coordinators and Managers Meeting	New/Commenced 1/18
Peer Mentors-POCR Club and Guide checklist	New-Commenced Fall 2018
Teaching for Online Learning Excellence Academy	New
Discussion Rubric	New/Developed Fall 2017
Certificate of Achievement (credit, for faculty, staff, students)	New
Budget transparency (Stipends for online certification, new courses, training, best practices, compliance (Title V)	New/ Proposed 9/11/17
Update Best Practices Module	New-Commenced Summer 2018
Newsletter	New-Commenced 3/2018
Faculty Resources Center (FRC) and Distance Education Faculty Resource and Learning Center Canvas Shells	New- Commenced Spring 2019 and Fall 2019

Meeting ended at 2:12pm