

Minutes – PedTech Committee Meeting

Friday, 01/29/2018 – 2/5/2018 Email Meeting

The following is the committee email discussion about possible answers to faculty concerns regarding the college joining the OEI Exchange.

From: Gary Enns

Sent: Wednesday, January 31, 2018 10:51 AM

To: Norman Stephens <nstephen@cerrocoso.edu>; Matt Hightower <mhightow@cerrocoso.edu>; Rebecca Pang <rebecca.pang@cerrocoso.edu>; Karen O'Connor <koconnor@cerrocoso.edu>; Scott Cameron <scameron@cerrocoso.edu>; Shelly Tannehill <shelly.tannehill@cerrocoso.edu>; Suzanne Ama <sama@cerrocoso.edu>

Subject: RE: PedTech: 1/29-2/5 Discussion - Push-back to Joining Exchange

Great discussion so far! I have collated the answers since Karen's got bypassed and Suzie got dropped. Please continue to respond to the latest message, adding your name and comment below the last comment in each section.

CONTEXT OF DISCUSSION

PedTech.

As you recall, as a committee we voted to approve and forward the resolution to join the OEI exchange. I have since sent it to Jan for inclusion on the February 15 agenda.

In response, Jan mentioned that there is some push-back/resistance regarding our joining the OEI Exchange and that there are lots of questions buzzing around in various meetings and discussions. People are feeling quite over-committed when it comes to committees, initiatives, and state requirements. Some are concerned about the level of requirements for committees, and the rubric compared to the level of return on the investment.

Since we are forwarding the resolution, we can shed some light on these questions.

Note: I don't think we need to DEFEND anything or build a case for one way to vote. I do think that we should be ready to discuss and shed some light on these questions so that faculty can make an informed decision for themselves. Faculty gets to decide whether to jump or not. PedTech is just making a recommendation.

QUESTIONS TO CONSIDER

I. What, exactly, are the best, biggest, or most comprehensive benefits that students, staff, and faculty achieve by complying with the requirements and joining OEI?

Matt H. - I think the benefit is the learning experience of working through the rubric and having (probably) better courses because of it.

Karen O'Connor: The first best benefit is that the OEI rubric is the most comprehensive of its kind so it benefits us to take advantage of all the work/research that has been done to bring the rubric to this point. The point of the rubric (using Canvas and all of that), is to create higher success in classes right?

I have been teaching online since the 90s, as have many others here at Cerro Coso, and though there has been a lot of talk about standards for online teaching/learning, there has been far less agreement on what that might look like. Cerro Coso "used to" consider ourselves to be a leader in online delivery, so why wouldn't we want to stay on the cutting edge, whether or not we join the consortium. If the OEI rubric is not the cutting edge, than does anyone have a better suggestion? End result of this is likely that we have higher success and more satisfied students, more completions, more retention etc. By using the rubric we have a common denominator for success and will be able to advance more easily along with future evolution in so many ways.

Suzie A. – I agree that applying the rubric to our courses (whether or not they are on the exchange) is the biggest benefit of this initiative. I'd really like to see us participate in the exchange too, though, to increase degree completions (outgoing FTES) and to boost enrollments (incoming FTES).

Norm -- Joining the OEI aligns with our stated goal of increasing student success. The intent of the initiative is to narrow the gap between student access to online courses and completing those courses. So, if we are serious about bridging that gap, joining the OEI makes sense.

Additionally, I suspect that the OEI is the way online courses will go in the future. Governor Brown has stated multiple times about the need for an all-online college for state residents (front page, SF [Chronicle](#), Jan. 11, 2018), and reduced costs for students, in the form of the OEI, is one part of that plan.

II. Some are concerned that we will be going to all this effort and gain very little. Many have mentioned that their classes are filling as it is. Is there a possibility that with the increased number of participants in OEI that our online enrollment would drop if we don't participate? Could courses like HIST, PSYCH, SOCI, ANTH, ENGL, MATH and others that generally fill online for Cerro Coso Community College, begin to lack sufficient enrollment?

Matt H. -- I have not been aware of any push to have people teach in the OEI. I, maybe naively (usually), thought that it was voluntary. At least, I have not been directed to teach any of my C-ID courses (which are always full) via the OEI. Because of this, I'm not sure what the great effort is except for those that decide to go in that direction. And, since this effort has been in the works for several years without a launch, we have no way to know what the enrollments are going to be. In short, the only way to find out the answers to any of these questions is to jump in, join, and go from there.

Karen O. Is that all there is? If the classes are full, why do anything more? More pointedly, so are we going to just give up our status as a leader in online education by default and not participate? When I was in British Columbia, a similar type project was created 20 years ago, to make completion easy for

students by having a central system for online courses that stemmed from all the provinces colleges. Although some programs did go away at specific colleges after this happened (including my local program BSOT after I left my previous college), the overall pie just got bigger. In other words, enrollment didn't drop, but more students took part overall. I hope California does a better job of things than British Columbia did, but the overall impact is that more students took classes. The pie got bigger. Bottom line for me is that "all this effort" is really about keeping our classes competitive and effective and we need to keep doing that anyway.

Suzie A. – I'm hearing 2 concerns here. 1) That the OEI won't matter much. 2) That it matters so much that if we don't participate, we will suffer. But if we don't participate, why would our students choose the exchange over our local classes? I just see participation as a positive—to offer additional sections and gain FTES. Our classes are not particularly impacted, and our policies allow us to open new sections pretty easily. But if we can't, for some reason, the exchange would be a way for students to more easily finish a degree with us.

Norm--Hey, I guess anything is possible, but I doubt that the worry justifies inaction. Some of the concerns sound like echoes from 20 years ago when Cerro Coso began offering online classes. We all know the result: online classes have been our salvation.

III. Alternately, could we face problems in the future serving our local students due to closure of our online classes, filled by students selecting from the OEI?

Matt H. If it takes off, that is a possibility. However, we have always had enrollments from outside of our service area and, to my knowledge, it has not had a significant impact on our local student enrollment.

Karen O. I think this is a real possibility too. It is going to depend on how it is all handled and what the level of service to the students will be. Even beyond the classes, I believe the level of overall service to the student is going to be the determination of where students will go. That includes the classroom experience, but also everything else. Counseling, tutoring, all college resources. Colleges who are good at that part will end up being where the students choose. Word gets out. We are better off being part of that option instead of being in competition with that option. Sometimes things sound a lot better in theory than they turn out to be in reality. The future of OEI has yet to be written. Where would we rather be sitting? If OEI is a bomb, we still have our usual way of doing things. If OEI is a raging success, do we want to be on the sidelines.

Suzie A. – I assumed the local and the OEI sections are separate. I'm pretty sure they are because exchange courses are approved and offered as an instructor-course package. Just because ABC C101 with instructor "Smith" is approved, other sections of ABC C101 taught by other instructors are not approved. I assume that instructor "Smith" could teach separate sections of exchange and local sections, too.

Norm--Maybe, but life is full of risk. As has been noted, we've always had enrollments from outside our service area. Those local students who are serious about getting classes typically enroll early and get their classes.

IV. Would we need to watch enrollment to ensure we have enough instructors available to teach increasing numbers of online sections in the most popular classes?

Matt H. -- If it takes off, yes, I think that is a concern. Most of our C-ID courses are wait-listed. If I taught my C-ID courses via the exchange and had to had another section, we would have to find an adjunct to take my place in other courses. That could be a problem -- for the college and for the department chair.

Karen O. I don't see how this is any different from what we already do. We already have growth that we need to keep building for in dual enrollment and the prisons.

Suzie A. – That would be a nice problem, wouldn't it? Hire more adjuncts, and down the road, perhaps hire more full time.

Norm-- Yes, we can watch enrollments and adjust accordingly. Agreed, nice problem to have.

Minutes – PedTech Committee Meeting

Members and Guests Present

In attendance: Suzie Ama, Scott Cameron, Gary Enns (chair), Matt Hightower, Norm Stephens, Shelly Tannehill, and Rebecca Pang, DDE (guest)

Not in attendance: Karen O'Connor.

I. Approve Agenda and Minutes

The meeting agenda was approved.

The minutes of 1-26-18 were approved.

The minutes of the emailed discussion from 1-29-18 to 2-5-18 were approved.

II. Reports

- A. **Chair** – 1). Attended FERPA and Social Media webinar on 1/30. 2). Revised Authentication and Integrity Recommendation based on committee recommendations. 3). Presented OEI Exchange Resolution, POCR Team Recommendation, and REDC Recommendation at Feb. 15 Academic Senate. Resolution and recommendations all passed. 4). REDC and accompanying document posted to Faculty 411. 5). Continue to post materials to PedTech Canvas for committee's reference.
- B. **District IT Governance Committee** First meeting which was scheduled for March 13 from 2-4 has been cancelled.
- C. **DDE**: Rebecca Pang reported that Faculty Training was scheduled for June 4-July 3 and announced via email. There will be a Lunch and Learn on Tuesday from Sylvia on Accessibility. She attended FERPA and Social Media Webinar with Gary. The DDE department added more pop-ups to Canvas for multiple uses – email reminders, tutoring, etc. She proposed that committee create an accreditation check-list (first day drop, college email address, student engagement, etc. 2 pages) for online courses – for new faculty particularly.
- D. **KCCD Canvas Committee** CanvasCon will be in March at Cal State LA. Peter Fulks and Rebecca are making a presentation.
- E. **Technology Resource Team** Scott reported on need to bring issues from faculty to committee.

III. Takeaways from FERPA and Social Media webinar

Gary led the discussion. The following points were addressed:

- Some teachers post about students or colleagues on social media.
- Tool used to vent or complain.
- FERPA is fed statute that regulates student records. Tied to federal money.
- Records, files, documents, other materials which contain information directly related to the student and maintained by ed agency or by person acting for such agency.
- Two sets of rights: right to privacy of records. Right to access.
- What is said in social media should be viewed the same as if spoken in person or in writing to someone outside of school.
- Social media can be part of government investigations and litigation of ed agencies.

- Improper disclosure of FERPA info can include if enough information for someone to figure out who the student is. Includes pictures or likenesses.
- In addition to FERPA issues, can create professionalism issues and public relations issues for educ. Entity.
- Educational entities should: provide training to employees on what they can/not do; caution discussing individual students on social media; develop a set policy on these issues and apply uniformly.
- If using as educational tool, should have clear guidelines, an opt out option, do not disclose grades, require employees to advise administration when social media is being used for classes.
- Should not permit staff to have one on one or personal messaging with students through social media.
- There was discussion regarding use of LinkedIn which is required by some. The usage does not include specific public requirements.

The committee recommended a continuation of the discussion with the IT Governance group.

IV. OEI Expansion Application Packet Status and Approval

Rebecca asked for suggestions on written information in application. The committee reviewed the document section by section and made suggestions for changes.

The application will be submitted for signatures on Monday and will be filed on Thursday by the March 1 deadline.

V. Authentication and Integrity Recommendation Update Approval

The committee reviewed the document with recently added changes and updates. The changes were approved and Gary will forward to Senate.

VI. About Membership Statement

The committee discussed the document and approved it. Gary will forward to Senate if/when required.

VII. Upcoming Meetings

The next meeting will be Friday, March 16, at 1:15 p.m.

Meeting adjourned at 2:20.

Minutes by Matt Hightower.

Minutes – PedTech Committee Meeting

Friday, 04/06/2018, scheduled from 1:15-3:00 pm (105 mins.) via ConferZoom

Members and Guests Present

Suzie Ama, Scott Cameron, Gary Enns (chair), Matt Hightower, Norm Stephens, Shelly Tannehill, Rebecca Pang (guest)

I. Approve the Meeting's Agenda and the Minutes from the February 23rd Meeting

The meeting agenda was approved.

The minutes from the February 23rd meeting were approved after a minor edit was made for clarity.

II. Reports

A. **PedTech Chair:** Gary Enns

- (1.) Presented the new edition of PedTech's "Authentication and Integrity Strategies" recommendation to Academic Senate, which was approved. The recommendation document was forwarded for inclusion on the College's "Faculty 411" Canvas site.
- (2.) In order to be in compliance with California Community College's statewide Online Education Initiative (OEI), a local Peer Online Course Review (POCR) team was assembled. Suzie Ama will chair the POCR team.
- (3.) As an Academic Senate subcommittee, the PedTech agenda must be finalized and made available at least 72-hours in advance of the meeting.

B. **KCCD IT Governance Committee Rep:** Gary Enns

- (1.) First meeting is set for May 1, 3:30-5:00pm.

C. **Director of Distance Education (DDE):** Rebecca Pang

- (1.) The California Community Colleges Chancellor's Office is combining the Online Education Initiative (OEI) with the California Virtual Campus (CVC) project. This merger will officially take place in July 2018. This merger should not affect the OEI.
- (2.) Cerro Coso's OEI application has been submitted. The results of the application submission should be communicated to us by the end of April 2018. It appears that the OEI is expected to accept all applying colleges. So far, 29 colleges have submitted applications.
- (3.) A Universal Design Online Inspection Tool (UDOIT) will be slowly rolled out to the college. UDOIT is a Canvas tool that scans Canvas course content and checks it for accessibility issues. PedTech will get to investigate the UDOIT tool first.
- (4.) Pam Campbell and Rebecca Pang are working on an accessibility plan for online courses. This accessibility plan will be presented to PedTech.
- (5.) Starting in Summer 2018, the automatic popup messages that appear when a user logs in to a Canvas course will become better tailored to the user. This change will allow some student specific popup messages to display only to students, while allowing faculty specific messages to only display to faculty.

D. **KCCD Canvas Committee Rep:** Matt Hightower

- (1.) Instructure is working on a new Canvas quizzing engine called Quizzes.Next. This quizzing engine is still in the testing phase.
- (2.) The district's Canvas support representative will present a report at the next KCCD Canvas Committee meeting.

E. **Technology Resource Team Rep:** Matt Hightower

- (1.) A new 7-year Hardware Replacement Plan was presented to College Council and it was approved. This document can be viewed under the Cerro Coso Community College Planning webpage: <http://planning.cerrocoso.edu>.
- (2.) KCCD is planning to move to a new cloud version of Outlook Exchange by Fall 2018. This move will increase the current 2 Gigabyte limit on email storage to a 50 Gigabyte limit. This move will also improve the online interface of Outlook Exchange. KCCD is also concerning moving student email from Gmail to Outlook Exchange.
- (3.) TRT is starting to compile recommendations for improving the reliability of teleconference technology used for college meetings.

F. **POCR Team Chair:** Suzie Ama

- (1.) In order for the local POCR team to be uniform in its course review practices and expectations, Suzie will organize a normalization session for the POCR team members.

III. Standard II.A section

See document.

This is an accreditation document that Vice President Corey Marvin wants the PedTech committee to look at. In particular, locating sources of data related to the number of degrees that the College offers either completely online or partially online would be helpful. Perhaps this information can be recovered from the College's Program Pathways or by contacting individual departments?

The PedTech committee read the document as a group and made some minor recommendations concerning clarity.

IV. DE Student and Faculty Satisfaction Survey Results

See documents.

Last Spring 2017, the California Community Colleges Chancellor's Office issued separate surveys to students and faculty concerning distance education. These surveys attempted to measure the levels of satisfaction that students and faculty have with online education. These surveys will be repeated this Spring semester and in future Spring semesters.

We need to analyze these survey data in order to find any useful information.

Scott volunteered to analyze the Cerro Coso survey results and the statewide survey results. A summary will be presented at the next PedTech meeting.

V. Proposed Title V Changes

See document.

This document contains proposed changes concerning distance education. These changes are marked with underlining. Vice President Corey Marvin helped provide input to the proposed changes. Corey wants the PedTech committee to provide input on the changes.

The PedTech committee read the proposed changes as a group and made some recommendations concerning clarity.

Meeting adjourned at 2:42 pm

Minutes by Scott Cameron