|  |
| --- |
| Logo_MtSAC_Blk_Solid_big**Distance Learning Committee**  **2019-20** |

**PURPOSE:** The purpose of the Distance Learning Committee is to discuss, review, and evaluate distance learning modes of instruction, and recommend and promote best practices and new opportunities for distance learning and teaching.

**FUNCTION:** The Committee's functions are to:

* evaluate and recommend approval of Distance Learning Course Amendment Forms
* recommend policy changes pertaining to distance learning
* evaluate and promote a variety of effective practices and standards for distance learning
* provide a forum for sharing and collaboration among distance learning faculty by sponsoring informational meetings, discussions, and workshops pertaining to distance learning
* facilitate the implementation and update to the Distance Learning Master Plan
* coordinate with campus committees and other constituencies with regards to distance learning

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **X**  | Ron Bean | **X** | Meghan Chen, co-chair | **X** | Matthew Dawood  | **X** | Michael Dowdle | **X** | Edwin Estes |
|  | Hong Guo | **X** | Carol Impara, co-chair | **X** | Catherine McKee | **X** | Stacie Nakamatsu | **X** | Michelle Newhart |
| **X** | Richard Patterson |  | Admin | **X** | Sandra Weatherilt |  |  |  | Student Rep |

Guests: Eva Figueroa, Hennessey

## **MINUTES – February 25, 2020**

Machado-Hidalgo

|  |  |
| --- | --- |
| **AGENDA ITEM** | **DISCUSSION/COMMENTS** |
| Approval of DLC minutes: 12/10/19 meeting – assign themes | Approved |
| **Reports:** |  |
| Educational Design Committee (EDC) /Curriculum and Instruction Council (C&I) (Carol) | No meeting as yet |
| Information Technology Advisory Committee (ITAC) Report (Rich) | No meeting as yet |
| Faculty Learning Activities Committee (FLAC) Report (Catherine) | No meeting as yet |
| Faculty Center for Learning Technology (FCLT) Report (Michelle and Eva) | The FCLT has provided a wide array of online faculty training and support.* A total of 4 SPOT Recertification Intensives (4 hours including Regulations Update): three in January and one during Flex Day.
* Canvas Pre-Semester Intensive in February.
* Online version of Regulations Update for SPOT Recertification launched in January. 14 faculty have completed.
* Online version of Word Accessibility to be launched soon.
* 5 SPOT Recertification workshops have been scheduled for this spring, and there is the option of scheduling more for June and July if needed.
* The decision was made to retire “On Demand” workshops.
* FCLT created a Canvas course shell for Spring Flex Day 2020 for faculty to upload their presentations.

Canvas Upgrades and Additions* New Gradebook launched
* New Rich Content Editor deployed – there are some issues with it and FCLT might inactivate it until Canvas figures it out
* Pronto – this is being tested by the Canvas Ambassadors as part of the CVC OEI grant
* PlayPosit – is now launched in Canvas
* Proctorio and NameCoach will no longer be supported by the CVC OEI after June. FCLT is reviewing tools to replace these features and will present options to DLC for feedback.

IB9, IIIC, IIIA14 |
| Student Report  |  No student appointed yet. |
| **DL Amendment Forms** |  |
|   | We will begin reviewing DL Amendment forms at the next meeting (March 10). So far, 14 courses are in the queue. |
| **Discussion**  |  |
| Academic Senate | Recommendations for changes to DL Amendment form (particularly, the Accessibility checklist) were reviewed by Exec Board last Thursday. They may appear as Discussion item this week. Vote on REC task force recommendations and DLC resolution to occur this Thursday as Action Items.IB9, IIA, IIIC |
| CVC OEI (California Virtual Campus Online Education Initiative) Grant Update | See Meghan’s report (see below). The CVC OEI Consortium meeting was held Feb 21, 2020.Canvasadors (Canvas Ambassadors): Seven students have been selected. They built a Canvas course to serve as a Canvas student help center and centralized resource site. Pronto, a Facebook-style messenger, has been integrated into the Canvas shell. This process is being tested in 8 CTE CRNs.OEI Alignment: 15 faculty are moving forward with this process. DL Webpage: progress continues with update of DL Webpage.POCR Club: met weekly over the winter. ECRT: the Winter cohort finished with 17 completers. The Spring cohort is forming and currently has 10 enrollees. The course will launch March 9.IB9, IIA, IIC, IIIC, IIIA14 |
| Faculty Survey | Michelle Newhart discussed the results of the Faculty Survey launched in June 2019. Please see handout in folder.IB9, IIIC |
| AP 4105 | Tabled until next meeting. |

**Spring 2020 semester dates –8 meetings –**2/25, 3/10, 3/24, 4/14, 4/28, 5/12, 5/26, 6/9 as needed **(finals week)**

**DLC Meetings - 2nd and 4th Tuesdays at 1:15 – 2:45 PM in 6-226A**

DLC website: https://www.mtsac.edu/dlc/

DLC listserv: dlc@mtsac.edu

# **DLC Accreditation Themes:**

* IB9. Assuring Academic Quality and Institutional Effectiveness Academic Quality – Engages in continuous, broad based, systematic evaluation and planning
* IIA. Instructional Programs – Uses delivery modes, including DL, in support of equity
* IIB. Library and Learning Support Services – Provides library and other learning support services to support educational programs, including DL
* IIC. Student Support Services – Evaluates and demonstrates that student support services support student learning in various modes, including DL
* IIIC. Technology Resources – Provides support in the use of technology
* IIIA14. Human Resources – Provides all personnel with appropriate opportunities for continued professional development.

Highlights of Grant Activities

**OEI Quality Rubric Course Alignment (POCR Club)**: 23 faculty members expressed interest to align their existing DL courses to the rubric. These faculty members are supported by 6 POCR mentors.

**@ONE Equity and Culturally Responsive Teaching Course** (Arnita Porter): 16 faculty members completed. A second cohort is open for faculty sign-ups: March 9 – April 3.

**Open Educational Resources (OER)**: out of 44 proposals submitted, 17 faculty members for 17 courses (content to be used in Spring 2020). These faculty members are supported by OER Mentors and librarians.

**Increase Faculty Awareness of Accessibility Resources**: 25-30 faculty attended workshops on making their faculty-development content accessible through Access-a-Thon workshops, Canvas Intensives, and Flex Day presentations. Use of AccessibilityOz (third-party tool) is low.

**Marketing of Online CTE Programs** via Online Ads for Winter 2020 and Spring 2020 Enrollment

*Administration of Justice*: 13,300 people saw the ads; 886 visited the program website; 10 applied for admission within 30 days of viewing the ads.

*Fire Technology*: 13,600 people saw the ads; 1,060 visited the program website; 9 applied for admission within 30 days of viewing the ads.

Ads were deployed for these programs for Spring 2020 enrollment:

* Hospitality
* Computer Information Science
* Real Estate Sales

**Online Teaching Conference** June 17-19, 2020: the grant will sponsor faculty attendance at this lauded conference geared toward online teaching and learning. An invitation will go out to all DL faculty to invite their attendance. The grant will pay for registration, mileage, and parking.

Key Messages: CVC-OEI February 2020 Consortium Key Messages

Online Course Finder

* July 1, 2019 - January 31, 2020 data was posted to Basecamp in mid-February. Colleges can sort to analyze college-specific trends. Overall, the majority of course finder users (64%) are CCC students. The CVC-OEI is currently working with CCC TechCenter on tracking students through the submission of a CCCApply college application.
* Steady demand for math, communication, and lab sciences, with significant increases in psychology, Spanish, and English.
* CVC homepage undergoing a mini-redesign based on student user testing. The new page, which will debut in March, will feature clearer calls to action and a simplified search interface.

Consortium Participation

* The CVC-OEI Master Consortium Agreement provides the foundation for cross-enrollment. It also defines expectations for colleges and benefits of formalizing consortium membership. Remaining “original pilot” colleges operating off of the last MOU will need to move to the Master Consortium Agreement no later than June 30, 2020. A detailed communication was sent to each college in January. Colleges who joined the 2018 Equity Cohort do not need to take any action.

2020-21 Ecosystem Update

* CVC-OEI is moving to a student support ecosystem model that can be sustained over time and account for increased student usage of tools/services, an increase in the number of colleges, and commitment of funding resources to CVC Exchange implementation.
* Moving forward, the ecosystem will focus on the core services that most directly impact online student success based on a set of criteria that was shared with the Advisory Committee.
* Beginning July 1, 2020, the CVC-OEI will provide online tutoring (NetTutor and Pisces), an online counseling and student services platform (Cranium Cafe), student readiness modules (Quest for Success), a student health and wellness resource (Wellness Central), and proctoring coordination via the CVC Proctoring Network. This subsidy applies to current Consortium colleges as well as new colleges joining the Consortium.
* Colleges wishing to continue funding Namecoach, Proctorio, and SmarterMeasure locally are encouraged to explore other funding streams (including Student Equity and Achievement dollars) and take advantage of statewide pricing discounts.

Improving Online CTE Pathways

* In spring 2020, 130 online CTE courses that have been improved or converted to online as a result of the IOP grants are being offered. It is estimated that 99,0000 students will enroll in courses developed or enhanced by the IOP grants in the 2020-21 academic year.
* Additionally, the project team is developing a series of promotional videos highlighting the various grant projects, which will appear on the cvc.edu website and be shared with individual colleges.
* The CVC-OEI is partnering with the ASCCC as they develop C-ID descriptors for CTE programs, and is presenting at the spring Noncredit and Career Education Institute on the IOP grants.

Local Peer Online Course Review

* The Consortium Agreement now references incremental benchmarks colleges and faculty complete in order to provide high quality, inclusive learning across all courses. The goal is to improve the quality of all online courses while also moving toward more courses fully aligned to the rubric. The benchmarks include faculty preparation for online teaching, faculty competency in course design, course design standards, course design support, and quality teaching.
* The Course Design Rubric will be streamlined to incorporate accessibility elements into Sections A-C, shifting the focus from accessibility compliance to universal and inclusive design for learning. The streamlined rubric will be available in the next few months. Online Proctoring Network Expansion
* The CVC Proctoring Network, which provides an alternative to proctoring technology like Proctorio, is expanding and seeking new colleges. An invitation to join was sent to each Consortium college. Those interested are asked to contact Jessica Hurtado at jhurtado@cvc.edu.