Minutes
Distance Education Committee
October 6, 2020 Meeting

Present: Karen Bishop, Brandon Hall, Joy Lawrence, Sarah Phinney, Roberto Maqueda, Thad Russell

1. Minutes from the 9/8/20 meeting were approved.

2. Goals - The following two items are the goals for the DE Committee for this academic year:

   a. Review and update appropriate guidance for online instruction.

   b. Review, update, and implement the local POCR process.

3. Guidance for using Zoom – Academic Senate wants clarification on whether it is okay to hold open office hours in Zoom. Karen will inquire with Primavera and/or Erin.

4. Waitlist students access to Canvas – Some faculty reported to Karen during the Academic Senate meeting that when students roll into the official roll sheet from the waitlist that they often do not show up in Canvas for a couple of days. They wanted to know if the process could be quicker. Sarah mentioned that the process should only take 20 minutes from the time the student gets on the official roster to when they show up in Canvas. Sarah said occasionally the synching does break. Faculty should notify Sarah if they notice that it is taking longer than about 30 minutes for a student to show up in Canvas after getting on the official roster.

5. Quick Tips Webinar Series –PC faculty, with coordination and assistance from Reagen Dozier, have been holding 30-minute webinars on Zoom since this summer. They record the sessions and have a Q&A segment at the end of each webinar. Attendance was very good in the summer but has trailed off a little this fall. However, the webinars are still happening. There is a link in the CIT Website, and faculty have been getting reminders by email.

6. Proctorio or other proctoring solution – Proctorio will most likely not be funded by the Chancellor's Office after December. Since we have many instructors who are using Proctorio, we've been asked to consider whether or not we want to recommend entering into a contract with Proctorio starting in January, or whether we want to look at other online proctoring options. We also were asked to keep in mind the fact that the college would only be able to fund any new contract through June. The committee felt that since our instructors are already familiar with Proctorio, and many faculty have commented about how much Proctorio has improved recently, that it doesn't make sense to spend time looking at other options, and possibly forcing faculty to learn a new product, especially

since we may only have it for another 6 months. Therefore, the committee feels that staying with Proctorio is the best option.

7. Alternative clearance to teach online – There was some question about whether the alternative clearance for teaching online that the committee recently developed was too onerous (the newly developed process is attached). In the end, the committee agreed to not change anything about the process, but to remain open to possible alterations when the process first gets tested. There was also some discussion about possibly adding a similar course example requirement for faculty who go through the current training. That possibility remains and may be taken up again in further discussion.

8. PC-POCR update – Academic Senate approved the DE Committees local POCR process in April 2019. Since then, the application of the process has been stalled due to a lack of funding for the stipends that are woven into the process. This situation is not expected to change, and since we have faculty waiting to get their courses reviewed and a mandate by CVC-OEI to develop a local process and to get courses approved, the committee will begin working on revising the existing process at future meetings.

9. Next Meeting: Tues. November 6th (11:30-12:30)

Instructions for Processing Alternative Clearance for Faculty to Teach Online at Porterville College

Purpose of this alternative process

Instructors may feel that their previous experience teaching online courses has provided them with ample preparation to teach online at Porterville College. Therefore, they feel that their time would be better spent on developing their course and associated resources, rather than taking classes that they feel would not help them to become better prepared.

Steps Needed

1. The instructor will populate a Canvas shell with two weeks' worth of all course content (syllabus, instructional content, assessments, announcements, the pre-course message to the class, discussions, etc.). If the instructor does not have a Canvas shell on the Porterville College Canvas site in which to do this, they should contact the Canvas Administrator and request one.
2. The instructor will use the attached course self-assessment form to ensure their course is ready for our internal evaluation.
3. Once the instructor feels their partial course meets the requirements listed on the form, they will submit their completed form to the Canvas Administrator.
4. Porterville College will then assign a faculty peer to review the partial course for areas A-C, and the Educational Media Design Specialist will review the partial course for accessibility. If any criterion is determined to not be aligned, the instructor will be given two options:
   a. S/He can fix the identified issue(s) and resubmit for a second review. Porterville College will not provide help to the instructor to fix the problem(s). If the instructor resubmits, and one or more areas are determined to still not be aligned, the instructor will need to take the PC approved training.
   b. Or the instructor can opt to take the PC approved training.
5. If the partial course is determined to be aligned to the criteria listed on the form, then the instructor will be considered to have met the criteria needed to teach an online course for Porterville College.

INSTRUCTOR'S COURSE SELF-EVALUATION FORM

For Determining Preparation to Teach Online for Porterville College, in Lieu of Completing the Required Training

Instructor Name: Date:

A1: I've included <u>unit objectives</u> in the individual learning units/modules.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

A2: My objectives include <u>demonstrable learning outcomes</u> and are written in language that is student-centered.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

A4: I've set up <u>navigation and content flow</u> that are easily determined by the user, including a clear starting point.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

A5: I've presented content in visibly distinct learning units or modules. I've consistently structured and sequenced my learning units or modules, allowing students to better anticipate and manage their workload.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

A8: I've used a variety of media (e.g., text, audio, video, and/or graphics) throughout the course.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

A9: I've included instructions for learners to work with content in meaningful ways (e.g. guiding students to take notes during a video, explaining the purpose of an external resource, etc.), and those instructions are directly embedded with the content or activity. I have not included content as direct links within a module.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

A12: Institutional and instructor policies relevant for learner success (e.g., academic honesty, add/drop, late work, grading, etc.) are included and easy to find.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

A13: I've included clearly labeled links to institutional services, such as disability resources, online tutoring, online counseling and online readiness.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

A14: I've provided an explanation of technology support and ensured relevant contact information.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

B1: I initiate contact prior to or at the beginning of the course and provide multiple resources to help students.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

B2: I've included regular instructor-initiated contact using Canvas communication tools in my course.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

B5: I've included opportunities for regular effective contact among students (e.g., discussions, group work, etc.).	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

C2: I've ensured that assessments align with the unit objectives.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

C5: I've included rubrics or descriptive criteria for desired outcomes in all or most of the assessments.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

C6: I've provided instructions that clearly explain to students how to successfully complete each assessment.	Yes
Describe at least one specific example of this in your course:	
Location of example described above:	

D. My course is accessible to all students, including those with disabilities.	Yes