



MOORPARK COLLEGE

Distance Education Committee

The Distance Education Committee makes recommendations on college-wide planning and accreditation issues related to distance education activities.

The specific tasks of this committee are:

- *Review and evaluate campus-wide student success and equity data related to distance education*
- *Develop and promote best practices that contribute to the quality and growth of distance education at Moorpark College*
 - *Provide guidance on professional development activities related to distance education*
- *Monitor and document compliance with accreditation standards and state and national regulations*

GOALS 2015-2016

#	GOALS	ACCOMPLISHMENTS
1	Expand knowledge about ACCESS requirements; provide opportunities to inform faculty of ADA requirements in DE courses and research support opportunities to help faculty make classes ADA compliant	
2	Expand professional development opportunities	
3	Review accreditation gaps and continue to monitor accreditation requirements	
4	Analyze Student Success and Equity data, identify gaps and make recommendations to close the gaps	
5	Contribute to the development of a vision for the DE program	
6	Become more informed about Canvas and the potential change in course management systems within the District	
7	Research DE programs at other institutions to learn more about Best Practices	
8	Recommend a Best Practices for faculty document	

Approved 5/16/2013

DISTANCE EDUCATION COMMITTEE

OCTOBER 28, 2015

2:30 PM – 4:00 PM (A-138)

MEETING NOTES

Canvas:

Mary Rees talked about upcoming Canvas meeting in the Campus Center Conference Room. Questions or concerns will be addressed at this meeting. A survey of the whole campus can be done after the meeting or after a training. MC has been silent in feedback to the Academic Senate and District. Joanna and Tim said MC wants to move forward with pilot even before accreditation. D2L will be maintained even throughout the accreditation process.

canvas.com

Epiphany:

Rachel suggested google (hangouts) chat thread with multiple people to facilitate communication with one another. App can be downloaded onto your smartphone. Email her if you are interested so she can set it up.

1. Best Practices

Joanna Miller:

- Committee must decide if they like the document, change, approve/approve as amended, vote on it
- Best practices document is a guideline, it is not an evaluation checklist
- Cindy & Tim suggested the words “frequently, effective, regular, substantial/substantive” need to be defined and examples need to be provided of each. This document to be added as a separate document.
- Martin suggested being more prescriptive, in the past the feedback received was that faculty were extremely upset as they felt that was going to be used as criteria to evaluate them
- Donny suggested having contact with students on a weekly basis
- Jennifer reminded that there are minimum standards in regards to how much contact has to happen between student & instructor or how many times a student has to log in. There has to be that weekly connection, per Title V.
- How many times should students be required to sign in or have contact?
- Add this amendment as a recommended Best Practice: A minimum of weekly or the equivalent in a shorter term class, example if it’s an 18-week class meet a minimum of once a week, if it’s a 9-week class meet a minimum of twice a week, if it’s a 4-week class meet a minimum of three times a week.
- Have an ACCESS statement
- Document to be ADA compliant
- Make navigation intuitive, chunk your modules

- Different types of assessments, don't just have one quiz, assess by assignment, by discussion, by exam

Tim Samoff: Suggested creating an addendum, such as...How many items should be on a menu, or how many clicks should it take to get to a specific page? So that new instructors can figure out how to design their own core shell.

Committee suggested to add "This document is subject to be reviewed and approved annually."

Ruth Bennington:

Wants more guidance on online courses

Joanna Miller:

- Suggest a survey in D2L
- Before the course begins, instructor to send out a welcome letter
- Instructor to provide an orientation on what is expected of class/course
- Before the course begins: Welcome letter, pre-course contact, orientation, pre-readiness tools
- Ways to encourage student interactions: Discussion boards, social media, no FERPA violations, face to face meetings, ccc confer to meet individually with students online, group assignments

Tim Samoff:

It is illegal to grade on a non-anonymous survey. Current D2L anonymous survey tool does not enforce the requirement to move on to another course and also cannot be enforced.

Jennifer Kalfsbeek-Goetz:

Insert a caveat on orientation that it does not interfere or interrupt with another course, could be pre-recorded, video

Voting results:

- Vote as is
- Vote with statement to review annually
- 2nd Vote: To vote with statement to review annually AND with the examples (weekly, bi-weekly)

Martin Chetlen formally moved to approve the document with the wording that the document is subject to be reviewed at least every year and that there will be a future additional document which will include examples. Tim seconded the vote.

Approve: 10 voting members approved

Not-approve: 0

Abstain: 2 voting members abstained

2. Student Services Widget

Tim Samoff:

- Limited set of original widget items, we can put widget live if those others are not needed
- Put Donny Munshower's tutorials on website
- Marc Boman was volunteered to modify the widget
- MC has widget library
- How does Canvas handle this? This will be a D2L widget.
- Suggestion made to look at current widget, then look at new widget
- Tim presented "old widget" on projector, wants feedback on what needs to be reintroduced or added
- What items need to come out of the current widget?
- Joanna will ask Marc Boman to have current widget as a "test"

Jan. 8th Professional Development

- EVP suggested a whole day
- Decorative alternative text tabs – ADA compliant (example: blind student)
- Wait on Accessibility Workshop (Rachel) till March 2016
- Regular & Effective Workshop

3. Steal an Idea (texting your students)

Tracie Bosket & Rachel Messinger

- Nov. 12th at 2:30pm in HSC Conf. Room
- Hour-long meetings (this is a continuation of Coffee Break Meetings)
- Web 2.0 tools, not only for online classes, will work for on-ground classes too
- You can send PDF files

4. Equity Data (see "Retention, Success, & Equity in DE" handout)

Jennifer Kalfsbeek-Goetz:

- Retention & Success – will talk more about this in the spring
- Generally online & face to face courses – how do they compare?
- Can both be equally as effective?
- Where is the online teaching different from on-ground?
- This group says yes, others out there disagree
- The focus is on notion of success
- **Race & Ethnicity**(African-American, Native American Indian, Hispanic)
- With online classes, we fall below on the retention rate
- Patrick Nordstrom asked why only the races selected on the handout were chosen? Are they the lowest?
- Jennifer said she pulled these ethnicities because they're the most prominent, most areas of concern. All of this data will be available through Tableaux – Lisa's office
- Retention – How many students are still on your roster at the end of the term?

- For purpose of DE, it's better to drop students at census
- Tim asked – is it better to have more failing students at the end? Or less students who succeed? Jennifer answered – What is the right thing for the students?
- Joanna – success does capture the students who don't complete, even though they are no longer attending your class, they fail
- Josepha – census is so early
- Ruth – “Fail or W” what is the general belief that you should do? She feels W is the best
- **Students with disabilities or registered with ACCESS** – Retention rates are higher for online success, they are succeeding at higher rates than their counterparts
- Is it the teaching?
- What might we do to improve success rates for all these groups?
- How might we learn from those who are experiencing success?
- What data is missing?
- How was information/data pulled?
- Is the information accurate?

Joanna motioned to vote on Canvas

- Do we want to go to Canvas in fall 2017? (as a whole campus with the allowance that a few faculty that are trained and ready could pilot it in fall 2016)
- Or, not move to Canvas and stay with D2L?
- Tracie motioned to approve the vote to go to Canvas in fall 2017. Ruth seconded the vote

Voting results:

11 votes in favor, 2 abstentions, 0 opposed

5. Items for Next Meeting

- Development & Readiness

The next meeting will be Wednesday, November 25, 2015 2:30 PM – 4:00PM in A-138.