

Distance Education Standing Committee

Moorpark College's Mission Statement

With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

Committee Charter:

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

Minutes – September 23, 2020 2:30 PM – 4:00 PM, Zoom Meeting

Division/Position	Name	Present	Division/Position	Name	Present
Co-Chairs	Matt Calfin	X	Dean	Howard Davis	X
	Shannon Macias	X	Student Service Council	Claudia Wilroy	X
English and Student Life	Diane Scrofano	X	Instructional Technologist/Designer	Tracie Bosket	X
				Michael Ashton (alternate)	X
			ACCESS	Matthew Spinneberg	X
Access, Kinesiology, Athletics, Library, Math, DE & Teaching and Learning	Claudia Gutierrez		Acad. Senate President	Erik Reese	
	Jackie Kinsey	X	DE Coordinator	Anasheh Gharabighi	X
			Associated Students	Kobe Catton	X
EATM, Life & Health Science	Ashley Vaughan	X	GUESTS: Mary Rees Josepha Baca Shandor Batoczki Renee Butler Icess Nisce (student worker) Cynthia Sheaks-McGowan Wayne Snyder		
	Rachel Messinger				
	Jana Johnson (alternate)	X			
Physical Science and Career Education	Loay Alnaji	X			
	Esmaail Nikjeh	X			
Business, Social and Behavioral Sciences, Child Development and Languages	Brian Herlocker	X			
	Rex Edwards				
A&R, Counseling, Student Life and Support, EOPS, and Student Health Center	Daniel Aguilar	X			
	Danita Redd				
Arts, Media & Communications	Becky Brister	X			
	Suzanne Fagan	X			

Meeting Calendar Fall 20 4 th Wednesday 2:30 (Zoom)	Meeting Calendar Spring 21 4 th Wednesday 2:30 in A-138
08/26/20	01/27/21
09/23/20	02/24/21
10/28/20	03/24/21
11/18/20	04/28/21

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AGENDA

Topic	Discussion/Comments	Action
1. Announcements and Comments	Matt C. made an announcement and posted in chat a link to training available at facc.org	
2. Approval of August Minutes	Made the motion to approve: Jana Johnson Seconded: Loay Alnaji Yays: All Nays: None Abstentions: None	
3. Online Class Size Discussion – COVID and Post-COVID - Workgroup	Matt C.: Cap of 40 for lecture courses. There was discussion at District Advisory committee to see what is best long term for DE courses. Hoping for our DE committee members to look at online class sizes and share recommendations. Mary R.: No single size will be appropriate for all classes, there are different variables to consider for each class. We should see what works best for students and give options. Additional complexity – economic impact of COVID-19 Ashley Vaughan and Jana Johnson volunteer to join workgroup to discuss, Shannon will help.	
4. Establishing Moorpark POCR Process – Matt, Anasheh	Moorpark is one of 8 POCR certified colleges. Now that we are a local POCR campus, what are the next steps? Anasheh discusses what it means to be POCR certified and the next steps moving forward through Powerpoint. Anasheh: What we need to decide on is how our local POCR team is going to participate in this. They have to communicate back to instructor what needs further alignment. Once POCR finds what needs alignment, they send it to OEI reviewer to confirm findings. If there's anything that has caused dissonance between their perspective and ours, they communicate with us. What does it mean to be POCR certified? Because we are POCR certified, our reviews are on the fast track for verification, alignment. Spot check A-C, all content for Section D will be reviewed. To move things forward, the CVC-OEI recommends: -Team may be subcommittee or workgroup of local Academic Senate -Consider having someone on our team who represents administration -Canvas administration will need to be involved -Support staff will be needed Anasheh: We have all of this. Options:	

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	<p>1) We can have our local PO CR team be a workgroup or subcommittee of DE committee. Who and how many people would like to join? Who out of these people have gone through the reviewer training?</p> <p>2) Our whole DE committee serves as the whole course reviewer team.</p> <p>Loay: Regarding option #2, new people join committee every semester and they may not be PO CR certified.</p> <p>Anasheh: If they're not certified to teach online and have not gone through reviewer training, they will not be allowed to review courses.</p> <p>Matt C.: In order for you to review courses, you have to complete a 4-week PO CR training course. If we were to do Option 2, the members that participate would have to complete those trainings. For the purposes of just beginning, maybe option 1? We do have individuals who are already a part of the course review process.</p> <p>Ashley: How many people are ideal for a review team? Are there any recommendations? I think a workgroup (or several) would be more efficient</p> <p>Matt C.: 2 course reviewers, accessibility specialist, the faculty member submitting the course. Reviewers have to go through training.</p> <p>Esmaail: How often do they offer this training?</p> <p>Anasheh: I believe they have 4-5 during this semester and they will have it again for the Spring. They have them quite frequently, maybe 1 per month?</p> <p>Shannon: What is the time commitment for the PO CR Norming sessions? Anasheh: I believe about 2 hours.</p> <p>Matt S.: There could always be more Accessibility reviewers for Section D, other than myself. I'd love to train anyone.</p> <p>Ashley: And on average how many faculty are being reviewed per semester? Is there still compensation being offered?</p> <p>Anasheh: It's difficult to say how many faculty are being reviewed. Leaning towards the side of more than less. Matt: Working on securing compensation for it.</p> <p>Now the question is do we have any courses that will go through this process?</p> <p>Anasheh: We will have 2 reviewers to every 1 course instructor but also have the added 1 person who is the accessibility reviewer. It is outlined as an almost 4-week process but majority of reviews happen in a far shorter time.</p> <p>First, reviewers individually review the course so the reviewers do not guide each other.</p>	

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	<p>At end of first week, reviewers compare their findings. When they combine their findings, they will let instructor know. When instructor reaches alignment, they review again.</p> <p>Anasheh: Keeps going from mini team to instructor until it is aligned. It is a mini team within our larger POCR team. Process will most likely will be revised as we test it out but so far the process seems good.</p> <p>Matt C.: If interested in being part of our POCR workgroup or if you know faculty who have interest in aligning their courses, let Anasheh know. Would like to start some reviews potentially next month while we have funding available.</p> <p>Option 1: Having local POCR team be subcommittee of DE committee Made the motion: Seconded: Ashley Yays: All Nays: None Abstentions: None</p>	
5. Accessilbity Update - Matt S.'s New Role - Poor Color Contrast of Canvas hyperlinks – Matt S.	<p>Matt Spinneberg's new role as a media specialist will help serve as a resource for faculty regarding accessibility.</p> <p>Matt S.: Need more people on accessibility team – Volunteers</p> <p>Discussed the issue of color contrast with hyperlinks on Canvas. This is something we'll have to move to district DE meeting.</p> <p>Matt S.: The light blue hyperlinks are hard to see, this is a fundamental issue with contrast. Very low contrast between text and background color. We need to increase the color contrast.</p> <p>Proved Canvas' low contrast on Webaim Contrast Checker: Contrast ratio: 3.51:1 Our ratio needs to be around 4-5.</p> <p>Matt: This is an Instructure problem, but this is something we can fix.</p> <p>Michael Ashton: Tracie and I have administrative permissions. We could play around with this on the sub account for Moorpark. In theory, we could put this into play a lot sooner and then make the districtwide decision. We can be proactive now if we want to be.</p> <p>Matt: Yes, we can take care of this at our college and take it up to district DE meeting. Do we agree to change our color to a darker blue (like Microsoft)?</p> <p>Tracie: Great idea because Microsoft is popular. Shannon and Ashley in favor.</p> <p>Moving towards slightly darker blue color for hyperlinks: Motion: Tracie</p>	

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	<p>Second: Diane Yays: All Nays: None Abstentions: None</p>	
6. Accessibility Team/Support Group	Volunteers to help with Accessibility group – contact Matt S.	
7. Update on Guidance for Online Evaluations – Matt, Mary	<p>Mary: We're in a completely different environment, different time now. The concept of evaluations, even though Moorpark is committed to evaluations being developmental and student-centered, makes people nervous, particularly in a time of unpredictability. Merits a lot of conversation.</p> <p>How successful, how fair it is to do evaluations? Mary: The bottom line, is it developmental? What is the intent of evaluations?</p> <p>Through conversations and negotiations with the District and the Union, there's a lot of conversation on who should be evaluated this semester. Should be hearing something official in the next couple of days.</p> <p>What's being suggested by District is that the people evaluated will be people going through tenure process & people who need improvement/additional work. Also in talks of evaluating people on their first semester on campus and those on their semester before they go on their priority list.</p> <p>If this is approved, tenure faculty and those in good standing would not be evaluated this year. The majority of people from tenured and adjunct faculty would not be evaluated this year.</p> <p>Evaluations would be done from a developmental concept. All about helping participants improve.</p> <p>Two issues: -Who's going to be evaluated?</p> <p>Mary: Small group relative to the evaluations that are usually done. Tenured, adjunct faculty in good standing not evaluated</p> <p>-What tools are used for evaluations? Mary: There are 3 things that pertain to DE. 1: Assessment criteria as defined by curriculum. What rubrics/criteria should be used for evaluating DE? Until that's approved, the course outline record, DE addendum, talks about providing regular and effective contact, interaction between students. Right now that would be the tool for B1.</p> <p>2: Being comfortable with course system.</p> <p>3: Communication between faculty and students</p>	W

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	<p>Mary: If we're not evaluating the majority of our faculty, how do we help all of each other continue to improve in this online environment? How do we move those remote classes to truly online classes?</p> <p>Mary: Set up some sort of training or support? Once we move from evaluations, how do we make all of our online offerings as strong as possible to make it smooth and efficient for faculty & students?</p> <p>Shannon: DE addendum different for each course?</p> <p>Mary: The questions are the same, like how are you going to ensure regular and effective contact with students?</p> <p>COR will be used if Senate does not approve recommendations.</p> <p>Guidelines defined by COR, criteria defined by Senate. Looking for new criteria to be used.</p> <p>How do we continue to improve teaching model? Maybe suggest workshops/have some opportunity to reflect on their course.</p> <p>Ashley Vaughan: I know we approved some guidelines, I think it would be great to have two sets of guidelines for: 1) DE faculty 2) Emergency DE faculty. I think it would be useful to have guidelines for faculty teaching only during an emergency.</p> <p>Mary: State said we're not in emergency. We filled out emergency addendums for spring and summer. We have to go with DE addendum.</p> <p>Mary: We are committed to doing evaluations developmentally. This is not a critique of their abilities to teach or work with students, more so on them working with technology in a timeframe.</p> <p>Mary: I know you guys worked on guidelines sent to Senate. I liked the idea of 2 sets of guidelines. I liked that you provide what is necessary for evaluation but you can also provide some best practices. Something to consider and have conversations with Senate.</p> <p>Josepha: I'm working through OEI process, one positive is that all of my OEI co-faculty have sent me templates and provided some support. All of those little pieces make the class much more organized. Suggestion: Give some of those options to the faculty. Providing templates that would be helpful.</p> <p>Mary: I think that's a great idea-- sharing and collaborating.</p> <p>Shannon: Some people are still going through tenure. What if some members are not DE certified or not trained?</p>	

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	<p>Mary: Everybody in the evaluation committee has to be DE certified or gone through DE orientation. Matt is planning to have DE orientations for those people before evaluations.</p> <p>Mary: The tool for evaluation is the same, the only item that's changing is B1. Same – Are they engaging with student? Organized? Is the content current? Much of it is the same so I would encourage tenure committee to focus on the support of the new faculty.</p> <p>Jana: So, for B1 we should make unofficial notes and then aim them to the guidance when it comes in?</p> <p>Mary: So right now for B1, we have DE addendum. We'll see when Senate approves something. I think we should stick to what's official right now, which is DE addendum. Again, what matters is that you have regular and effective communication with students</p> <p>Matt C.: Those being evaluated – faculty going through tenure, part time faculty, people that need improvements.</p>	
8. Follow-up from FLEX Week, Training Feedback – Matt, Shannon	Tabled.	
9. Online Instruction Update/Tech Update/Prof. Dev. Courses/@One courses - Tracie, Michael	<p>Tracie is working on a series of professional development opportunities that will be available in October focusing on Canvas Studio, instructional design. accessibility.</p> <p>Michael discussed plans to have another training in October to address any questions regarding webinars.</p> <p>Michael: We only have a single license to work with but a lot of demand, so we want to provide more training on what a webinar is, how it differs from Zoom meetings.</p>	
10. Certification Alternatives/DE Certification Updates – Tracie, Michael	Tabled.	
11. DDEAC Updates – Matt	Tabled.	
12. 2020-2021 Goals; Review of PY Goals - Shannon	Tabled.	
13. Comments: Adjournment at 4:00 pm.	<p>Motion to adjourn – Michael Ashton 2nd - Diane Scrofano</p>	