Distance Education and Educational Technology Committee
Meeting Summary
Tuesday, December 1, 12:30 p.m. to 1:30 p.m., 18-206

Members present: Tania Beliz, Steven Lehigh, Theresa Martin, Lee Miller, Rosemary Nurre, Steven Lehigh, Chris Smith, Jennifer Taylor-Mendoza, Jasmine Witham, Jing Wu

Guests Present: John Sewart, Sandra Stefani-Comerford

Action on Agenda: DEETC Withdraw Questions was added to the agenda (Review agenda for data)

Action on Meeting Summary: (November 03, 2015) Approved with one edit from Theresa Martin

Issues Discussed:

- DEETC Withdraw Questions - Milla McConnell-Tuite
    - Milla emailed out documents to committee members
- Success Ranking: Online Coursework vs. Face-to-Face Mode Coursework Differential Fall 2012, Fall 2013, Fall 2014 - John Sewart
    - There is a 3.2 differential between face-to-face and online. In order to do a legitimate comparison we put online courses vs. comparable face-to-face courses.
    - Sandra mentioned that she is having the instructional deans review the courses within their division and to compare the differential ranges. Why is the success rate lower in an online course vs. in-person? How can we prevent that from happening? Does the instructor need assistance or is it a one-off issue?
    - Tania mentioned that the level of a course might be more complex. A complex course in an online format could make it even more complex.
    - Steven mentioned that students taking several simultaneous online courses have a higher withdrawal rate.
    - John said our data is a three semester average to help with outlier issues and variations. That gives a better basis of comparison to not only focus on one term.
    - ACCJC mandates tells us to examine the differential. We went the extra mile to compare at a course to course level but when we do that, it brings with a lot of interpretation. The differential is an indicator but in a vacuum by itself it does not tell us that much.
    - Rosemary mentioned that before we look at the differential, we really need to educate students on what is required to take an online course. That older students tend to do better or the students needing to take the course for SF state requirement. Other students are not committed for a variety of reasons and should not be in the class to begin with and it is difficult to identify them at the start of the semester. We need a better self-selection process.

    - Jennifer mentioned we do not have a mandatory student readiness test and that hopefully that is something we can address when we revamp.
    - Theresa mentioned lack of online tutoring.
    - Rosemary is concerned that over 40% of students are failing online and 35% in face-to-face. John responded that success rate averages for the state are about 70%. We are in a normal range.
    - Steven said there are a lot of factors in how a teacher adapts their course for student success. Modifying exams and dealing with student's desire to do the least amount of work. There is a reason it stays at 70.
    - Lee mentioned that students success is complicated because we could make the course easier to give them better grades but what have they learned? Its perverse incentives.
    - Theresa feels the gap has narrowed from 10-11% gap to 3% gap between online and face-to-face so whatever we have done, we're doing it right.
    - John said final words, proceed with caution when doing course-to-course comparisons. Example, you can have 95 sections of an in-person English course and one section of and online course. Is it fair to compare those? What does that differential mean?
- District Distance Education Programming and Professional Development Proposal Update – Diana
    - We applied to be part of the OEI cohort 2.
    - Canada will begin using Net Tutor in Spring 2016. They will use the whiteboard platform, choose a few subjects and play around. CSM and Skyline will start in Summer 2016. It is complicated because we need funding to cover 24 hours of tutoring support. CSM would like to begin there's with the canvas implementation.
    - Chris Smith would like to know how many hours are being used now with the CSM CCCconfer and whiteboard tutoring. Jennifer said that we only offer it in 2 subjects (Physics and Math) at the moment. Chris and Sandra want to know if those sessions are archived so we can compare quality.
    - The plan is that CSM will farm out tutoring to the Canvas/OEI net Tutor consortium.
    - Jennifer recommended having a webinar for the LSCCC on Net Tutor.
    - Chris Smith wanted to know if Net Tutor has people dedicated to only California?
    - Lee followed up that with California political science, and you would need tutors within California. Right now our tutors are former students who got A's in those classes.
- Instructional Designer Position Update – Sandra
    - Today was the deadline for the divisions to provide a wish list of what they want.
    - Sandra will give the full list to Jennifer and then they can work on the job description. Then it will need to go to the board. It is a full-time, classified position. Once we hire someone fantastic, that list from the divisions will also go to that person so they know what the college wants from them.

    - Hoping to get a person in early Spring.
    - Tania mentioned that an instructional designer is not a good title for the position. Given the list of things.
- Third-Party Products - Jennifer
    - Jennifer will send out an email to faculty, from this committee to ask them what they are using for their courses. We want to ensure the tools they are using, are Ferpa compliant.
    - Steven said we should assume that they are using publisher products. (Aplia/Cengage, MyLab, …) Have a list of those publishers and have them check it off.
    - Send to everyone and not just faculty teaching online courses.
    - Chris Smith mentioned that one of the questions should be "Do you use this for an online, hybrid or face-to-face?"
- Review Annual Goals for 2015-2016 - Jasmine and Jennifer
    - Jennifer reviewed the three goals she has compiled for IPC.
    - (Goal 1 here) – Lee mentioned that we need something more clear than the word gap. Steven said we shouldn't try to put meaning on data that doesn't have meaning and how do you quantify that? Lee thinks we should try to "approve student achievement in learning". Chris thinks "investigate" as opposed to "identity".
    - Implement a staffing plan that supports…(Goal 2 here) – this goal focuses on hiring the instructional designer.
    - Goal 3 – develop a detailed work plan to ensure……accessibility (Goal 3) here – once the instructional designer gets on board, this will be a priority.
    - Theresa wants to know about putting in something about standards and the OEI rubrics. All of our DE courses have been evaluated against the OEI rubric and have a long-term work plan. It will be a plan of a plan.
    - Skyline has moved further and identified a plan for making this happen. David Laderman will present a plan to the committee. The District Academic Senate has agreed that this is our standard but we do not how it will look and what the support will be yet.
    - Steven wants to know if something is not compliant, will his course be removed? What will be the ongoing compliance check?
    - Tanya mentioned that we should ensure that online courses are evaluated.
    - Jing Wu wanted to know if we can remove access for instructional designer into their courses who are no longer there.

Meeting adjourned at 1:47pm

Agenda for Next Meeting: Canvas Implementation Team, and IPC Presentation of DE Plan
Next Meeting: February 2, 12:30 p.m. - 1:30 p.m.
Summary Prepared by: Jasmine Witham on 12-1-15