

Distance Education and Educational Technology Committee

Meeting Summary

Wednesday, April 4, 12:30 p.m. to 1:30 p.m., Center for Academic Excellence (18-206)

Members Present: James Peacock, Lena Feinman, Spencer Paing, Fermin Irigoyen, Steven Lehigh, Marsha Ramezane, Judy Lariviere, Erica Reynolds, Paul Hankamp, Trang Luong

Guests Present: James, Peacock, Lena Feinman, Marsha Ramezane

Action on Agenda:

Approved meeting agenda.

Action on Meeting Summary:

Approved previous meeting summary.

Issues Discussed:

- I. Feedback from Flex Day
 - A. Paul described the flex day panel. There were only 10 students on the student experience panel. The overall tone tended to be negative, but there were some good comments that he felt was helpful as an online instructor.
 - B. Fermin asked was the spirit of the forum to help? Did we get insight to improve?
 - C. Paul said the DE portion was about 7 minutes long and just a snapshot. But it was a discourse between students and faculty.
 - D. DE Students Feedback
 1. Inclusive Access is not fair. It's not fair that I have to pay for my textbooks automatically with my registration fees. (Opt-In vs. Opt-Out)
 - a) DEETC Comments to Student Feedback #1:
 - (1) James Peacock explained Inclusive Access (IA) as using an outside book package and homework manager integrated with Canvas. The only difference is that students have

access automatically. The cost is discounted. It is more equitable. All students have access from the first day of school even if you have financial aid or don't have a credit card.

- (2) If students drop by drop date, they can get a refund. Even after the drop date, James can work with publisher to get refund.
- (3) Spencer asked about students who might be retaking a course. These students will need to tell James Peacock that you are retaking the course and you will get credit for the course, so you don't have to pay for the IA fees again.
- (4) Use of IA is driven by faculty choice. Lena asked how many are using IA. James says 62 course sections using IA and about half that number of faculty are using it (approximately 31 faculty).
- (5) Stephen asks how many course sections use homework manager. James estimates that about $\frac{2}{3}$ of course sections are using homework manager and not using IA. Stephen asked how using IA is unfair from the faculty perspective. Lena says that for some math instructors they offer a true opt in/opt out structure in that students can use online homework manager or can use pen and paper option.
- (6) Spencer thinks that some people want to opt-out because can get the book from another student
- (7) Lena says that it maybe that a course has homework as only 5% of grade, so student may opt not to do homework and just take exams to pass the course.
- (8) Stephen suggested that this could be a miscommunication problem with students. It seems like the money saved benefits students and is an overall better set-up than going directly to publisher sites and purchasing these materials.
- (9) Lena asked Stephen if he communicates IA to students. Stephen explains why he chose IA during first day of class because he teaches F2F. It was suggested that clearly communicating this information for online students is more difficult.
- (10) James includes description of IA and process for opting out on bookstore webpage.
- (11) Recommendations:

- (a) Provide information on how to opt out of IA for students on DE website
 - (b) Fermin recommends having Flex Day workshop to explain IA for faculty. James also recommended going to division meetings.
 - (c) Fermin asked are those online faculty attending those Flex Day workshop or division meetings. Perhaps providing a video is a better delivery method for those faculty.
- 2. Online GE classes aren't just requirements, it's how many students figure out what they want to do with their lives! Please make courses that are not just busy-work.
- 3. Professor doesn't know how to work Canvas.
- 4. Some courses (CIS was mentioned) provide no grades until the last week.
- 5. Too much emphasis on publisher's materials, *make your own content in Canvas*.
- 6. No lectures from the professor at all; recorded lectures are really beneficial.
- 7. Group essay assignment is tough if peers don't participate.
 - a) Spencer agreed. Group work is tough because you may need to wait for one person to move on with the rest of the work. Also, members of the group are contradicting each other with regard to content. Sometimes the instructor does not interject until the assignment is turned in.
- 8. Make quizzes specific to the reading assigned.
- 9. Group work can be a motivational way to get students to read and discuss the text.
- 10. Create a safe place for students to ask questions.
- 11. Online group study area is essential, but most courses don't have one.
- E. We will be taking this feedback and developing Canvas training that will roll out over next year.
- F. All Faculty
 - 1. "I'm still new to Canvas, and I need more training."
 - 2. "Please produce short videos (emphasizing short, 5 minutes or less) on key components of working Canvas on the CSM website."
 - a) DEETC Recommendation: Create a Canvas course with resources and FAQ
 - 3. "If I run into problems on Canvas, what are tricks for problem-solving *quickly*?" (Paul mentioned the Canvas Community)

4. "How do we know which parts of our Canvas course students are actually looking at?"
5. "What is the best practice for orientation materials in Canvas, e.g. "getting to know you" discussion forums, upload a face picture, etc.?"
6. "How does grading work in Canvas? Can I trust and stop using Excel?"
7. "How can I quickly take attendance on Canvas?"

II. Proctoring requirements per articulation agreements.

A. Online Proctoring Update

1. Erica briefed the group on the previous discussions around online proctoring. One issue that came up was from CSU Fullerton where an online course was not transferred because it required online proctoring.
2. The other issue was that students should be made aware that exam may be proctored for online classes as soon as possible. The following verbiage was created in Fall 2017 and it was recommended that it should be put in the schedule and/or catalog:
 - a) Information to be included for on-line classes (schedule and/or catalogue) and DE website
Proctored Exams

Please contact the course instructor for specific details regarding course exams. Online courses may have in-person exam requirements. Students who cannot attend the proctored session, may be offered the following alternatives below to take the exams.

- College of San Mateo Learning Center
- California Community Colleges Proctoring Network
- Testing Centers at Other Colleges

3. Ron Andrade the following statement via email:
 - a) The short version of the update is that there isn't one. The cost for providing the Proctorio option for all online students is cost prohibitive. Proctorio is a nice piece of technology but it's an expensive solution at just over \$10 per student per year. CSM joined the OEI proctoring network (MOU attached) so that students at the participating colleges can have exams proctored free of charge.

We are missing good data on how many students we have taking

online classes who are not also enrolled in a face to face class in the district OR in another community college in the Proctoring Network.

The exam integrity piece for articulation is a challenge but just to put things into perspective, we have proctored exams for colleges and universities as far away as New Zealand. The need for proctoring just needs to be clearly communicated to students up front so that they know what they are signing up for when they register.

- b) Spencer asks what about student who travel internationally for Summer and take class
 - c) Spencer asks if this is a barrier
 - d) Lena says this is a task for instructors who have to coordinate proctoring agreement with overseas testing centers
 - e) Depends this course, proctoring is now required for all courses.
- B. Transcripts do not not indicate if courses are not online or not
- 1. UC does not consider method of delivery for transfer:
 - a) Marsha provided this statement from their website, "UC does not consider method of delivery at the transfer level as long as the course otherwise meets the standards for UC transferability."
 - 2. Marsha spoke to CSU Chancellor office. They recently issued a revision to Executive Order 1100, which included the following revision to Article 3.2:
 - **3.2 Instructional Modality**
GE requirements may be satisfied through courses taught in all modalities (e.g., face-to-face, hybrid, or completely online). Pursuant to California Education Code Section 66763, an online course shall be accepted for credit at the student's home campus on the same basis as it would be for a student matriculated at the host campus.
 - 3. She asked about Fullerton issue. The Chancellor's office does not have authority over major courses.
 - 4. Lena has issue. About 10 students were affected by this issue. The CSU math major will ask for syllabus from all math courses at CSM. 50% or exams must be proctored.

5. Some students may not want to do online proctoring for privacy reasons. A student could be serving in the military and may not want to use the video feature of proctorio to protect their identity and location.
6. Currently, Math and physics require proctoring.
7. Lena spoke with Larry Green who is teaching Introduction to Statistics for the OEI exchange and he does not use Proctorio because the application is unable to detect the difference between a cell phone and calculator.

III. OER Update (tabled until next meeting)

Next Meeting:

May 2, 2018, 12:30 p.m. - 1:30 p.m.

Suggested Agenda items for Next Meeting:

- Progress report for flex day for online instructors
- OER Update

Summary Prepared by:

Erica Reynolds on April 4, 2018.