PALOMAR COLLEGE®
Learning for Success

Date: Sept. 16, 2020 Zoom Meeting: **https://cccconfer.zoom.us/j/99578026727?pwd=QXR5RUNoRUY0OFlqRVZCY1lwLzJQQT09** **Password: 950357**	Starting Time: 2:30 p.m. Ending Time: 4 p.m.

Chair: Erin Hiro (20-23)
Members:
Faculty, PFF: Russell Backman ✓
Faculty, at large (20-22): Amy Caterina ✓
Faculty, at large (20-22): Kelly Falcone ✓
Faculty, AMBA (19-21) Michael Gilkey ✓
Faculty, MSE (20-22): John Harland ✓
Faculty, Library (20-22): Linda Morrow ✓
Faculty, at large (20-22): Steve Perry ✓
Faculty, CTE (20-22) Jacob Shiba ✓
Faculty, Part-Time (19-21): Jonathon Singh ✓
Faculty, L&L (19-21) Stacey Trujillo ✓
Faculty, DRC (20-22): Alyssa Vafaei ✓
Faculty, SBS (19-21): None
Faculty, Student Services (20-22): None

1. Call to order
2. Approval of minutes
   a. Motion: John Second: Jacob
   b. All approved except JJ, who abstained
3. Public Comment
   a. No comments
4. Announcements
   a. None

5. Information
    a. Coursepacks - John Harland
        i. John talked with the Math department about course packs. Math uses a lot of course packs from several different publishers. Highly used for math courses. Very comprehensive courses that are already created as LMS's. Many courses directly link to the course packs and are not accessing through Canvas. Some faculty have found the integration between Canvas and publisher course packs problematic, example "poor integration". This means double or separate authentication, not all Palomar students access through Canvas and go directly to the course pack.   Students not enrolled can get access to course packs which is helpful for those who are not enrolled, however students need to be enrolled. Harland found that some students can be in a course pack for quite awhile without being enrolled since it is not linked to their registration.
        ii. Harland finds accessing course packs through Canvas advantageous.
        iii. There can be a lag between the course pack and Canvas gradebook.
        iv. Harland encouraged colleagues to at least try integrating through Canvas.
        v. Suggestion to add a Disclaimer to the course details or the syllabus with "this is not linked through Canvas" so that students are aware of it.
        vi. Falcone and Harland will create a survey to gather information across the campus on who is using publisher course packs and whether they are integrating through Canvas.
        vii. AP4105

ACCJC Accreditation Standard II.A.1

Definition
Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. An "online" distance education course uses the District-supported Learning Management System with no face-to-face or on-campus requirements. Any distance education course that requires students to attend on-campus orientations, assessments, scheduled class meetings, or other required activities is a "partially online" course.

Authentication
Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The District shall utilize one or more of these methods to authenticate or verify the students' identity:

- secure credentialing/login and password;
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

        viii.
    b. CVC-OEI Course Exchange Introduction

   i. Erin gave the committee an overview of the CVC-OEI Consortium including the local colleges in the consortium as well as advantages of belonging.

   ii. Erin showed the application process and observed that it would require quite a lot of work and institutional buy-in

   iii. Questions

     1. John: Can the consortium offer competing courses from different Teaching Colleges?

     2. Jacob: How are various courses in a search ranked in the finder--what is the algorithm, how and who decides? Steve: perhaps certification plays a role.

     3. Russell: If Palomar a student takes a prerequisite at a different college through the exchange do they step up to the next level at our school? Also what if there are unit # mismatches? Steve: if CIDs match then yes, should be applicable

     4. Linda: Are there a certain number of courses that have to be offered to a Teaching College? Can we be a Home College first then later become a Teaching College also.

     5. Erin: Should the DE committee push to become a Home College? If so we need to start the process. Thus we need to decide soon.

     6. Erin/Jacob: Which colleges get FTES credit when a student takes a class through Consortium?

     7. Alyssa (comment): there is a considerable economic advantage and thus a lot of demand for students at 4 year colleges to take courses through consortium at community college

 c. Class formats flier

   i. Erin showed format categories and graphics labels used by IVC. Erin came up with modification for our purposes, based input from administration. 4 categories total--avoids use of term "hybrid" based on Richard Louck's suggestion

   ii. Steve: the state uses only 3 categories.

   iii. John likes Erin's descriptive category names

   iv. Steve: find terms that students readily understand. Synchronous/Asynchronous are not particularly good terms

   v. Stacy: students do recognize the language Synchronous/Asynchronous, and thus these terms do have meaning. However, some classes use both modes, so students need clarification for particular courses. Alyssa agrees (from a counselor's point of view) that these terms are commonly used by students and counselors. Switching the terminology to other terms may be confusing to students.

   vi. Erin: please supply feedback on this. Grammar, wording, terminology, spelling, whatever.

6. Action

      a. Distance Education Goals
-         i. TRAINING
  1. Erin presented the various trainings that will occur this semester
  2. Steve: we should promote ATRC courses
  3. Kelly: focused training such as How to Make an Accessible Syllabus given by faculty are particularly productive.
  4. Erin: we need to encourage faculty to give workshops on their online teaching tricks of the trade, and/or the overall structure of their online courses
  5. Alyssa: there is a demand for training for making online courses community-building experience for all students, including those with disabilities. .
  6. Kelly: need for workshops dealing with online cheating
  7. Kelly: When should we offer these? Sprinkle them throughout the semester, or concentrate like a mini-plenary?
  8. Jacob: we should think about what trainings can be made available asynchronously, such as POET
  9. Stacy: A full day of training is not optimal during semester. Asynchronous is very desirable for busy faculty.
  10. Erin: real time daily POET help sessions are excellent resources for faculty.
-         ii. Erin listed other goals for DE committee.
  1. Stacy: we should differentiate between goals during COVID and goals after COVID. Our goals right now are different than during COVID-free times
  2. Erin: these goals are only for this year, but we should differentiate between those goals that are induced by COVID and the others.
  3. Erin: DE committee members are strongly encouraged to go through POET this semester.
  4. Erin will distribute list of goals to DE committee members so they can sign up for various ones
  5. Erin called for a vote on approval of goals (motion: Steve, second: Kelly). Goals approved unanimously by committee.

7. Adjournment

Links from the chat:
- Here's where you can see what students see right now: https://cvc.edu/
- CVC-OEI FAQ's:
  https://cvc-oei.zendesk.com/hc/en-us/categories/360001239873-CVC-OEI-General-Questions
- CVC Consortium FAQs:
  https://cvc-oei.zendesk.com/hc/en-us/categories/360001361914-CVC-OEI-Consortium
- Course finder FAQs:
  https://cvc-oei.zendesk.com/hc/en-us/categories/360001374973-CVC-Course-Finder

- Palomar Hybrid guide:
  http://www2.palomar.edu/pages/instruction/files/2015/05/Hybrid-Class-Guidelines1.pdf
- Online Training in the PD Portal: https://www2.palomar.edu/pages/pd/online-training/

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