

Online Education Initiative Advisory Committee Meeting

Friday August 11, 2017

Zoom Online Meeting

Voting Members: Anthony Culpepper, Carrie Roberson, Cheryl Aschenbach, Christina Gold, Conan McKay, Fabiola Torres, Gregory Beyrer, Joseph Perret, Kathie Welch, Lisa Beach, Michelle Musacchia, and Thomas Greene

Non-voting Attendees: Amy Carbonaro, Alyssa Nguyen, Barbara Illowsky, Bonnie Peters, Carol Lashman, Caryn Albrecht, Jayme Johnson, John Sills, Jory Hadsell, Kate Jordahl, LeBaron Woodyard, Mia Keeley, and Steve Klein

Welcome and Attendance:

Fabiola opened the meeting at 9:32 am and welcomed everyone.

Approval of Minutes:

Action

There were no corrections or additions to the minutes for the June 9, 2017 meeting. *Greg Beyrer moved to approve the minutes and Conan McKay seconded the motion. The minutes were approved unanimously.*

Management Team Updates:

Information

The full management team update is posted on Basecamp. The team has been very busy between May and August with new hires. They are close to being fully staffed, which is helpful because OEI is moving into heavy implementation across multiple colleges. An updated contact list is also posted in the files area. OEI is still working on recruitment for a permanent Director of Communications and Partnerships; that closed July 31, and Jory anticipates having a new selection in place by early September. He emphasized they understand the need to have a more progressive, robust communications operation.

Grant monitoring from the Chancellor's Office will now be done by co-monitors, Erin Larson for Academic Affairs and Russell Grant as technology monitor for TRIS.

There is more information in the written update on the FLOW (Flexible Learning Options for Workers) work group. This is related to the Governor's request for options for fully online programs. That work is being done by a diverse mix of people from inside and outside the system and includes Jory, Joe Moreau, Cheryl Aschenbach, and also one of the Consortium Co-Chairs.

John Sills and the developers have done great work on Course Exchange version 2.0 that went into pilot the end of July. It will roll into production with six full launch colleges and then to additional colleges coming on in September. Kate noted there was an article in TechEDGE this week about Course Exchange. The team is now actively rolling for fall quarter. Kate is sharing out in the field that colleges get flexibility and a tool for enrollment management, students find

classes to complete their degrees, and faculty get support for quality online accessible courses and for professional development. Version 1.0 launched in 2017 and students are now preregistering for fall 2017. Version 2.0 will have financial aid activity, feature flags, and enhancements in reporting. The goal is to have pilot colleges doing preregistration for spring 2018. It is quite a push and the Technology Center and FHDA colleges are working tirelessly on technology and programmatic items. A questionnaire was sent to colleges to locate their financial aid information. The Technology Center is going to customize the College Adaptor to work with the new version. Kate's team will be running user acceptance testing in August and September to make sure it works. They will then go live with version 2.0 in the colleges that are already live and hopefully with another group of colleges.

Kate will be presenting later on the expansion of the Course Exchange and the process by which they are hoping it will go forward. Right now, the plan is for colleges that show interest to be provided with media to support discussions in their Senate. The team will also visit as many colleges as they can to give presentations on the process. The team has visited almost all of the pilot colleges and Kate or Justin (the college implementation supervisor) have been visiting colleges that are getting ready to go live to answer questions. After they get the college started on basic information they get the implementation teams on a call with Bonnie's team in Student Services. Kate will post her presentation on Basecamp and is willing to send out a member of her team to meet with implementation teams at colleges. There is also a stream of videos on YouTube that helps provide the vision for why this is being done.

John is the face for a team of very talented developers that has worked tirelessly for many hours on the Course Exchange. He expressed his appreciation for their dedication. They are on track for a September 25th release to production pending testing at colleges. Testing will occur in the pilot/sandbox environment. They are also beginning planning for version 3 next year which will include feature flags that allow for the opportunity to add features in the middle of the year for colleges that have the ability to do testing and add in features and functionality more often than the major yearly releases. This enables the ability to push out features sooner to colleges that have the ability to use them.

In the area of Student Services, Bonnie explained that work is continuing with colleges on Cranium Cafe. Work with colleges is based on when the college is ready. They have implemented Cranium Café at fifteen pilot colleges and are bringing on twenty non-pilot colleges with another twenty getting started. So, there are about fifty-five colleges working on getting online counseling. A survey is being done with the RP Group on usage with students; so far, the spring pass has the most rigorous usage with students. About 181 counselors across the system have been involved in the technical training as well as going through the counseling course. They have introduced the online counseling for mental health counselors last June and there is another session coming up in September. With

@ONE they will be publishing the upcoming training dates for the next year. They are also working on making the course a little more dynamic.

The Online Readiness modules and Smarter Measures are now going to be available to all of the schools in the system. Currently all of the pilot schools have access to it. There are now forty-seven schools actively using the modules with students, six of which have just started or are exploring it, and thirty-three colleges that have received their credentials. So there are now almost eighty colleges that have Smarter Measures credentials for access. Bonnie wants to make sure that every college in the system that is interested gets their credentials so they can begin using that program. Bonnie explained they are also moving toward getting outcome data by working with another company. Being able to correlate data will give real information about students tied to individual use of modules. They are looking at a fall delivery date on the new data piece, first testing it with two colleges and will then look at making it available to the rest. Bonnie will look into whether a demo of that new data element can be made available. Jory explained this will make the Quest Readiness modules smart by providing interaction data on which parts students looked at, which they skipped over, etc. This is a potentially rich data source since so far the Readiness modules are being used with over 8,000 students. A series of webinars on Quest Readiness were started a couple of months ago. Those will continue to be offered, including ones targeted to counselors.

The launch of the Proctoring Network is September 1, and several colleges have signed the MOU. The team is also working with additional colleges that decided they wanted to participate. Over a quarter of the colleges have said they will participate. Barbara announced a webinar on September 29th with more information going out in the newsletter and on various Listservs. The first half hour of the webinar will be about Proctorio and the second the Proctoring Network. Each college that joins the Proctoring Network will be provided two Chrome Books loaded with Proctorio to use for proctoring. The Proctoring Network is not limited to pilot colleges or those in the Consortium. It is run by OEI but is open to colleges willing to proctor tests for students from other schools. Barbara can answer further questions by email.

Members spoke highly of several upcoming tracks at CanInnovate.

Demonstration and Discussion:

OER-enabled Canvas Sample Course Shells:

Discussion

Barbara shared a presentation she will be giving at CanInnovate about a grass roots campaign to design OER-enabled Canvas sample course shells. Others involved with this project are Helen Graves, Cyrus Helf, Antonio Lopez, Liezl Madrona, Anthony Palmiotto, and Nicole Woolley. These are not master courses but just course shells to provide a starting point for faculty. The group used the OEI aligned rubric to set up these course shells to be shared

Barbara provided a screen shot of a Canvas Psychology course shell including green highlighted messaging to instructors, along with yellow highlighting of sample text to students. They tried to bring in strong equity and diversity practices and messaging. There is a whole section for faculty including how to use a course shell, information about the textbook or about how to put in other OER textbook, PowerPoints, etc.

For every one of the course shells they are developing there is an open textbook which has been peer reviewed and approved in the Cool4Ed site, which is a joint project between the three academic senates. The C-ID is being included for courses that have it, but faculty can remove it and put in a general description if desired. There is a section on how to record a welcome video, a section with resources, accessibility support for faculty, how to caption videos, and there is a section for students on how to be successful in the course. All of this is content from the OEI aligned rubric. As an example, under student support services there is a highlighted section encouraging faculty to put in their own college DSPS services URL. All of this is a sample and faculty can remove or add to it as desired.

Ron Oxford is also co-leading a grant from the Chancellor's Office for technical assistance for zero textbook cost degrees. He asked to use emptied shells to put in Career/Technical courses for the zero textbook cost degrees that are being developed in West Hills Lemoore. That is exactly what these course shells are for; setting up a shell that faculty can use to fill with their own courses. The group will start with about thirty course shells for the thirty open textbooks already approved and used at CSUs. These will be shared in Canvas Commons and the Professional Learning Network (PLN) so anyone can use them to put their own course into. They are almost ready to push out the first course into Canvas Commons this week. By Labor Day they will be able to push out several more course shells.

There are no English courses included yet since there are no open English textbooks yet. Barbara would like to set up an English 100 shell and maybe English faculty would get together to fill it.

Cheryl was concerned that it appears the project is only endorsing OpenStax, but there are many other disciplines that have open textbooks on Cool4Ed. Barbara emphasized they started with OpenStax only because others were not yet accessible for ADA compliance, didn't have PowerPoints, or didn't have test banks. They started with the "low hanging fruit" but this is not an endorsement of OpenStax over other OER providers; it is just a starting point. They will be asking faculty using other textbooks to upload their courses into Canvas Commons and the PLN as well.

Action Item:

Messaging should make clear this project is not an endorsement of OpenStax as a sole provider of OER texts. They are starting with OpenStax as, at this point in time, OpenStax is ahead of other developers in ensuring accessibility and ancillary materials. However, the project remains open in communication and intent to other OER solutions. Barbara will incorporate that messaging into her slides and into the course shells.

Update and Discussion: Growth of OEI Consortium: Discussion

The current twenty-four Consortium colleges were selected from fifty-seven that originally applied. With all of those colleges now moving along at their own rate, the time has come to put out a request for more colleges interested in joining.

This week there was an article in the Student Success newsletter asking interested colleges to email Kate and she will send them an information packet. It will include information about building an implementation team, best practice for Course Exchange deployment, the Consortium agreement, the financial aid agreement, and a Go Live checklist individualized for each college. Kate provided an example of the checklist which is actually an interactive spreadsheet in Smart Sheets showing what needs to be done step by step in getting started for: financial aid; enrollment management; communications; the baseline work they need to do depending on their SIS, in Banner, Colleague, or Peoplesoft; user acceptance testing; and then ongoing for go live. The information includes dates or times as guidelines for how long the project team thinks some of the steps will take. The college can use the spreadsheet to fill in the name of who is responsible for each part and they can interact on the sheet and leave comments for each other. The plan is to give one of these to each of the colleges that want to join the Consortium.

Colleges must return the Consortium agreement and have an implementation meeting before joining the Consortium. The Executive Team of the OEI is still working on exactly what that would look like and all of what would be asked for. Expansion priorities are that the college has: implemented Canvas, is in good accreditation status, has technology that is ready including implementation of single sign on (SSO) for students, have courses that are Exchange ready or are preparing courses to be Exchange ready, and support interests of faculty and administration including instruction, financial aid, and IT staff.

The project will have six colleges live in the Course Exchange in fall 2017, and realistically there will be an additional four to eight colleges pilot colleges in the Exchange spring 2018. The remaining pilot colleges will join the Exchange in fall 2018. Then the new colleges beyond the pilot would begin implementation processes this fall with the goal of registration either in spring 2018 or fall 2018. It is important that the implementation team is put together of instruction, faculty, and technology. There are certain priorities, in terms of colleges being ready technologically, the team has found to be important that can otherwise be a real stopping point for colleges.

One of the most exciting parts of Kate's job is visiting the college and pulling everyone together into one room with a vision of how this will help students. She is working on stories about how this helps students, faculty, and schools because it really does help all three in very significant ways. It is important to share that with the colleges and as more colleges come on it will become even more helpful because there will be more students in the pipeline, more classes of quality in the pipeline, and it will become more effective with more colleges. The ability of students to cross is very dependent on having a critical mass of participating colleges. Students cannot enroll in the Course Exchange until they have enrolled in at least one class at their home college. As there is a larger group of colleges that cross those registration deadlines that synergy will happen. Kate thought that would start happening with another six to twelve colleges offering courses by spring.

Currently one of the big blocks is the application because students are timing out on that area. The hoped-for change in the legislation and the technological change to allow students to go forward without that application will be a huge change that will greatly improve the functionality of the Course Exchange. Eventually Kate hopes that all or most colleges will participate in the Course Exchange. She expects when there are twenty to thirty colleges offering courses in the next year and half to two years, it will be really lively and the value will be evident. That will create a natural growth to the process.

Regarding the bottleneck of courses getting through, there has been a significant effort to streamline the timeline and process. The last numbers Jory saw were ninety-six courses at some stage of approval, with around forty approved and the remainder in accessibility support or some other late stage of the process. It is now a six-week review cycle and faculty stay with the same people they start with through the whole review process. Second, beyond streamlining, is the plan to prioritize colleges looking to join the Exchange, all other things being equal, on the basis of the number of their courses that can be brought soonest to the Exchange. Other colleges will not be approved or denied on that basis but those that are more ready technologically and with more courses will be prioritized. Third, the project is working with the @ONE team on building out local course review. Those courses would not be fully approved locally but when they got to the Consortium they would be able to go through a significantly expedited review. There have been several colleges that have reached out and said, "We've adopted the OEI Course Rubric universally for all of our DE classes, when can we come in?" So the project team can now look at that and whether the other necessary pieces at those colleges are in alignment too.

One of the livestreaming sessions at CanInnovate that will be recorded, put in the Canvas community, and on the Canvas website is from American River College. Greg didn't know if they did it for every course, but they did create a local

process which was not imposed which faculty went through. There will be nine panelists there to speak about it.

Greg noted that in this meeting there have been conversations about the number of courses that are approved and ready for the Exchange and there is also support from the Chancellor's Office for courses that are predesigned with the OER course shell presentation. Given those elements, is there scope for a college to come in and say, "We are confident of this program, that these people are well trained, and have decided these individual courses are approved for Distance Education, can we just take one of those courses and put it on the schedule so there is a course that is ready to go?"

Jory thought that was an interesting comment, and noted there has been and will probably continue to be some pretty vigorous debate and discussion about that idea. There will probably be ongoing discussion of that question in this body. It is important to be careful not to just create course templates that anyone can just throw an adjunct in on Friday and start teaching on Monday. The project has been pretty deliberate about ensuring the instructional methodology of the instructor is part of the review process. There is some opening to discuss the best way to go forward. Certainly using the Commons to provide a starting point is something the project is interested in, but everyone wants to make sure to keep faculty primacy in design and delivery of courses. Greg agreed, but wanted to caution about people who would care and have power, who might take those ideas and go to places this group might not be comfortable with.

Kate noted discussion starting in the Consortium that may come to this body involving the fact that at this point there is a limit of five OEI seats within a section. What if a college wants to put more? When should they or not? Right now the number of seats in a section is limited, this is a pilot, and that needs to be kept in mind. Kate noted the importance of going forward as a respectful pilot that honors all of the stakeholders and creates something that everyone can enthusiastically be part of. At the same time, when faculty members can get reasonable help that allows their autonomy at the same time, they will come on. Last week at the Part Time Leadership Summit, Kate noted how many part time faculty members are hungry for support, help, and guidance. They are really enthusiastic about making their courses better. There are lots of exciting conversations taking place and they will make this better. As the Course Exchange grows to the point where students are going through it the story will grow. It is also important to get the story out about how smooth the process is now and how it has been streamlined from what it was originally. The process is now smooth and easy while still respecting faculty autonomy.

Faculty at Victor Valley decided not to transition to Canvas at this time, so they cannot participate in the Course Exchange at this point; they may come around later and decide to. Additionally, Saddleback just selected Canvas, and decided to pause with respect to Course Exchange for the time being. Monterey Peninsula is also on pause due to issues they need to resolve; they also have a

homegrown SIS which would have slowed them down in any case. Jory noted that each college has its own processes and local technology and political issues. The project has been flexible and continues to recognize this is a pilot that runs through spring.

At a future meeting there will be more information on grants. Jory explained the project is not planning to provide grants directly to faculty for course development, but is looking at a method of assisting colleges in developing their own local processes. The team will provide more information in September.

There will be about thirty courses offered in the Exchange in the fall and some of those have multiple sections so the actual number of classes will be in the forties. Jory clarified that when a college says they are interested, the project will help them form their own implementation team. The college will come up with their anticipated timeline and the project will also ask about other dimensions. The idea is that if all other things are equal, the college with the most elements that are ready to go, including number of courses, will likely be prioritized to work with first.

As the project shares how much has changed and how much support is there students and faculty will come forward; Fabiola encouraged continued emphasis on the fact that it is a lot of work but with a lot of support. There is also great benefit to the students and faculty.

This conversation will continue at the September meeting. The project team is meeting with the Consortium later today and Jory thought then he would have a better idea of whether there will be timelines or targets to discuss in September. He will revisit that conversation about potential target timelines later with Cheryl and Fabiola offline.

Next Meetings:

September 15th 2017 Face-to-face in Sacramento from 9:30am-3:00pm

October 13th 2017 Online from 9:30 – 11:30 am

Adjournment:

The meeting was adjourned at 10:49 am.