



DRAFT MINUTES – PENDING APPROVAL

ONLINE EDUCATION INITIATIVE - CONSORTIUM MEETING MINUTES

Friday, February 23, 2018, 10:00AM – 3:00PM

Embassy Suites Riverfront Promenade, Sacramento, CA

LIST OF ATTENDEES

Jose Aguinaga, Judy Baker, Dan Barnett, Wendy Bass, Autumn Bell, Lindsey Bertomen, Gregory Bormann, Tim Botengan, Will Breitbach, Naomi Caietti, Amy Carbonaro, Cheryl Chapman, Meghan Chen, Melissa Colon, April Cabbage, Heidi Gentry-Kolen, Jory Hadsell, Marilyn Harvey, Del Helms, Carol Hobson, Andrea Horigan, Laura Hudock, Eric Ichon, Perry Jehlicka, Kate Jordahl, Jim Julius, Jon Knolle, Kristy Lisle, Rachel Mayo, Carrie Monlux, Joseph Moreau, Logan Murray, Bob Nash, Tim Nguyen, Micah Orloff, Bonnie Peters, Michelle Pilati, Celine Pinet, Justin Schultz, John Sills, Jodie Steeley, Treva Thomas, Francine Van Meter, Brian Weston, Beraki Woldehaimanot, LeBaron Woodyard

I. APPROVAL OF AGENDA

Meeting agenda approved by consensus; no revisions.

II. APPROVAL OF MINUTES

Minutes from January 19, 2018 meeting approved by consensus; none opposed; no revisions.

III. ONLINE EDUCATION INITIATIVE UPDATE (*Jory Hadsell*)

Planning for 2018-2019

As part of the planning process for 2018-2019, Kate Jordahl and Andrea Hanstein are current working on a cost savings value analysis for each of the colleges. This will help determine which services OEI will continue to fund for the coming year. As the pilot comes to an end on June 30, 2018, OEI is assessing multiple cost variables. The goal and expectation; however, to is continue funding core ecosystem components at or near 100% (this includes *Quest/SmarterMeasure, Cranium Café, NetTutor, and Proctorio*).

The process of expanding the consortium will require that funding be spread out. If 100% funding for colleges in the consortium is no longer a possibility, one option to explore is perhaps a funding of “baseline usage” then put the remainder of the cost on the shoulders of the college. The funding for OEI is not really about the number of colleges being added to the consortium – OEI is looking at the totality of how many schools join the consortium and then how to scale the services to meet the expanded needs of the students.

VeriCite & TurnItIn

VeriCite was recently acquired by TurnItIn. The existing contract remains in place but is subject to renewal on July 01, 2018. The VeriCite roadmap is currently unclear – sometime in 2018, VeriCite will be migrated into the TurnItIn cloud-based stack. There will eventually be changes to the user interface as well as an increase in the price. There is a goal of maintaining a separate plagiarism-only service that will continue to be fully integrated into Canvas. There are concerns, such as increase in future costs, accessibility validation, and keeping CCC submissions in our private repository. The CA Community College system is in a good position to influence the roadmap as the largest single system in the United States - the collaboration and leveraging with the CSU system is another positive. Plagiarism detection; however, was not something that the OEI intended to fund on an ongoing basis, so it is also possible that this cost will shift to the colleges for 2018-2019 – as such, colleges are advised to plan accordingly.

Existing Contract:

<http://foundationccc.org/CollegeBuys/For-Colleges/Our-Partners/Online-Education-Initiative>

Where Are We Now?

- 114 colleges have adopted CANVAS (full adoption); above original projection of 90 colleges
- Usage: NetTutor (74), Cranium Café (50), Proctorio (33), VeriCite (29), SmarterMeasure (50)
- OEI Pilot Courses - 3.9% success rate increase (pilot courses vs. statewide average)
- OEI Pilot Colleges - 2.9% success rate increase (pilot college online courses vs. statewide average)
- POCR (Peer Online Course Review) is now the Course Design Academy

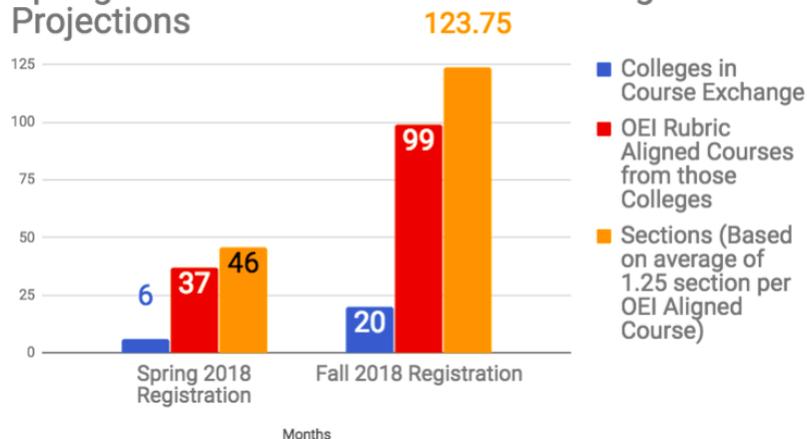
What Have We Accomplished?

- 8 colleges are currently LIVE on the Course Exchange (Fresno, Lake Tahoe, Butte, Ventura, Coastline, Foothill, Mt. San Antonio, Cabrillo)
- Several additional colleges are nearing production status (Columbia, Rio Hondo, Shasta)
- Course Exchange Version 2.0 went LIVE in January 2018
- Course Exchange Version 2.1 is scheduled to go LIVE on February 28, 2018

Course Exchange Registration Projections

Projections are based on existing Course Exchange ready course inventory (as of February 23, 2018).

Spring 2018 and Fall 2018 Semester Registration Projections



The target set by the CA Community College Chancellor's Office (CCCCO) is to have 300 course sections from the existing consortium colleges offered in the Course Exchange during the Fall 2018 term. A second goal is to have at least three (3) fully online pathways by June 2019.

Strategies for Moving Forward

The following strategies were noted and discussed as part of the planning for moving forward:

- Speed up Course Exchange implementation of the current pilot colleges
- Continue with the 2018 Consortium Cohort expansion and onboarding of new colleges
- Discuss potential course offerings and timing, particularly summer term
- CSU Transfer Pattern - there are specific areas completely lacking Course Exchange courses
- Get more faculty involved and increase the number of peer reviewers
- Develop online pathways via the Course Exchange
- Increase visibility to students with public facing search and marketing
- Consider expanding the courses beyond the C-ID limitation (still a limit due to technology)
- Discuss technical obstacles (CCC Apply, registration windows, course list, hidden sections)
- Develop enrollment management plans that leverage intra-college collaboration

Marketing Update

OEI is currently working with a marketing firm to engage with Single Points of Contact (SPOCs) and marketing teams at the colleges to fully actualize a true MEDIA KIT to provide to the colleges. There are resources that OEI will be putting out now to focus on immediate needs - the marketing firm will work on geo-fencing, social media, etc. It was emphasized that we want students to take the classes they need for degree completion and/or transfer, not just any classes to fill up their schedule or meet the Financial Aid package requirements. It was also noted that we need some student perspective as part of this discussion.

SPOC "Brown Bag" Meetings

Rather than having a formal SPOC meeting kept on the schedule by the OEI, several SPOCs were supportive of scheduling monthly "brown-bag" meetings, led by the SPOCs themselves. This would provide SPOCs with an opportunity to discuss best practices and troubleshoot obstacles.

IV. CCC TECHNOLOGY CENTER UPDATE (*John Sills*)

Course Exchange

Course Exchange provides a seamless pathway for California Community College students to register for online classes at the teaching college where courses are offered. Course Exchange uses a streamlined online registration process developed between colleges that are members of the OEI Consortium.

- 8 colleges are currently LIVE on the Course Exchange (Fresno, Lake Tahoe, Butte, Ventura, Coastline, Foothill, Mt. San Antonio, Cabrillo)
- Several additional colleges are nearing production status (Columbia, Rio Hondo, Shasta)
- Course Exchange Version 2.1 released into pilot on Jan 31; release to production on Feb 28 (admin reports, filter on enrollments screen, removed matriculation checks, bug fixes)
- Remaining 2017-2018 Course Exchange roadmap items currently being confirmed.
 - o Due to legislation (AB637), currently working on how to remove the CCCApply obstacle.
 - o Others areas include removing CID match, allowing for cohort creation, pathways, etc.

Canvas College Adaptor (GLUE)

The Canvas College Adaptor integration project enables Canvas classes to be created automatically based on term and section data provided by the SIS. Student enrollments are also able to be automatically and routinely synchronized between the SIS and Canvas so that students are automatically added or deactivated in the class based on their enrollment status in the SIS.

- Pilot deployment scheduled for Q1 of 2018 with the objective of testing with colleges that have or will have GLUE to evaluate release stability and gain feedback.
- Production deployment scheduled for Q2 of 2018 with the pilot colleges already selected.

Data Warehouse

Data Warehouse is a structured source of master data that can be used to generate data-marts, reports and analytics to support institutional and instructional effectiveness. Efforts in collaboration with CCCC Data Governance.

- Data Warehouse Version 1.0 (Prototype, Non Public) - February 2018
 - o Colleges involved include Butte, Shasta, Foothill, and Lake Tahoe
 - o Basic report structure using CCC Report Center; only CCCApply data and soon Canvas data
- Data Warehouse Version 1.1 (Production, Limited Release) - June 2018
 - o Expand roles/personas, expand colleges, possible addition of Multiple Measures
 - o Include basic reporting dashboard and research reporting/analytics tool options
- Data Warehouse Version 1.2 - Post June 2018
 - o Add data models for eTranscript and expand colleges
 - o Admin interface and working reporting/dashboard interface

CCC Proxy Integration with Canvas

Canvas SSO/CCCID/Proxy effort allows colleges to support Single Sign-On (SSO) for users accessing Canvas with a systemwide federated ID (CCCID). A student that does not have a CCCID is prompted to create a CCCID via an identity proxy when the student reaches a service where their CCCID does not exist. Currently, Course Exchanges colleges are configured, and additional colleges are being scheduled for configuration support by the CCTC Enabling Services group. This is required of colleges adopting Canvas.

- Current Work: release of Version 1.8 – includes redirect of user back to original destination, control timeout of session, bug fixes, and various enhancements

California Virtual Campus (CVC) Catalog

The California Virtual Campus (CVC) Catalog provides information about online courses and degree programs in California higher education in a searchable database at cvc.edu. College staff may update their course/program information through an administrative dashboard on the website.

- 169 accredited higher education institutions (CCC, CSU, UC, private)
- 23,445 online courses (10% increase from previous year)
- 1,376 degree programs (5% increase from previous year)
- 14,092 CCC Courses and 616 CCC degree programs
- Current work: admin level security fixes, Course Exchange page text changes

Common Course Management System

The Common Course Management System (CCMS) provides colleges a learning management system platform to support students in online, hybrid and face-to-face learning environments. Weekly planning meetings with Instructure team include discussions around user support, implementation, SSO, product development priorities, data integrations, and 3rd party integrations.

- 114 colleges have adopted Canvas
- 110 colleges are in production with students
- 92 colleges have turned off the legacy LMS and are migrated 100% to Canvas

V. CONSORTIUM AGREEMENT *(Jory Hadsell)*

The OEI is currently in the process of adding additional colleges to the Consortium – with that MOU, because of where we are in the renewal process, the colleges are likely looking at a Fall 2018 date for gathering signatures. It was emphasized that the current MOU's (for the pilot colleges) do not expire. Postponing until Fall 2018 gives OEI the chance to include any additional changes or revisions based on conversations with the CA Community College Chancellor's Office (CCCCO).

VI. CONSORTIUM EXPANSION UPDATE (*Kate Jordahl*)

As of the December 2017 deadline, 49 colleges submitted letters of interest. Several general Q&A as well as IT-specific webinars were held, and recording made available to the interested colleges. It was noted that there has been a tremendous amount of correspondence with the various college contacts (questions, clarifications, etc.). The college self-assessment packets (which includes an Academic Senate resolution, narrative responses, sign-off from the CTO, and signatures from college leadership) are due March 01, 2018. The OEI will then look at the colleges and see how they can add to both the Consortium and the Course Exchange. The equity group brought forth some tools that this new cohort will be charged with discussing, and then bring back to the larger group.

VII. PROFESSIONAL DEVELOPMENT UPDATE (*Autumn Bell*)

Course Review Update

Peer Online Course Review (POCR) is now called the OEI Course Design Academy. There are currently 99 rubric-aligned courses. Information sessions are scheduled for March 06 and March 20. A Course Design Showcase is being considered as an upcoming training event. SPOCs who do not have C-ID courses but would like to submit their courses to the Course Design Academy are still encouraged to submit – the experience will lead to development of a better course as well as further develop the ability to communicate with other faculty at the college regarding OEI and Course Exchange.

Course Design Academy: <http://onlinenetworkofeducators.org/course-design-academy/>

Digital Learning Day – February 22

There were 1,862 individual registrations with 1,294 individual attendees via Zoom. 31 colleges hosted viewing parties – scheduled both locally and via Zoom. Attendees enjoyed the ease of being able to walk into a viewing room and not have to individually login [drop-in / drop-out].

Online Teaching Conference 2018

OEI is looking into getting T-shirts for the Course Exchange ready instructors to wear on the first day of the conference (and serve as their ticket get into the vista lounge for the reception on the first evening).

VIII. ACADEMIC AFFAIRS UPDATE (*Marilyn Harvey*)

Listing of Course Exchange ready courses in comparison to CSU GE Breadth Pattern (Areas A – E)
<https://goo.gl/F9ri5k> (specific to OEI Consortium colleges)

Listing of online, non-Course Exchange courses in comparison to CSU GE Breadth Pattern (Areas A – E)
<https://goo.gl/XqNpfu> (specific to OEI Consortium colleges)

IX. WORKING LUNCH - TABLE DISCUSSION

Course Exchange: What are the gaps and/or opportunities for improvement?

- Governor's announcement of the 115th college and doubt about investing in the OEI
- Lack of clarity about the 115th college and its role within the CA Community College system
- How can the 115th college be a feeder to other 114 colleges
- Culture shift problems surrounding online learning
- Offering a fast track to finish degrees/pathways – clearly identify the sections in Course Exchange
- Expanding exchange to more classes (advanced classes, unique classes); identify gaps where students might be interested in pursuing a specific specialization or sequence of courses that are not available at the Home College, but various Teaching Colleges may have difficulties filling
- Explore the ability to enter the Course Exchange and search by area and C-ID and transfer attribute
- Gage the student experience via a test account to see what students are seeing when they log in

- Promotion; state-driven or OEI-driven marketing campaign – think beyond the box of regional promotion; statewide promotion that students might drive the push into the consortium
- Add greater automation to the enrollment and Financial Aid experience
- Revisit the Registration Alignment Discussion (variation of dates)
- Scheduling challenges - holding the seats and releasing the seats is still a totally manual process
- Guided Pathways – where does online fit in this discussion?
- There is a need for an “evaluator” role created in Canvas for accreditation and evaluation
- Need ongoing review of Course Exchange courses to ensure courses still meeting the requirements

X. PANEL DISCUSSION WITH CHIEF INSTRUCTIONAL OFFICERS

Panelists: Don Lopez (*Fresno City*), Kristy Lisle (*Foothill*), Brian Sanders (*Columbia*)

KRISTY LISLE: Only 7 months in California, coming from Chicago city colleges – obsessed with FTES and productivity and discussion around low enrolled courses and low productivity. Foothill offers upper level engineering classes that the college cannot afford to run right now – but it is about serving our students. How do the colleges come together and collaborate effectively ... it should be a win-win for everyone.

BRIAN SANDERS: From one of the smallest colleges in the state. Only 40 FT faculty across the college. Cannot afford certain programs, but there is a need for the students and to attract the students. Get OEI working to help students get to and through their programs.

DON LOPEZ: Why add seats when the classes can fill with the Home College students plus a waitlist exists for those courses. OEI needs to help facilitate the communication and collaboration between the colleges. Perhaps make all Course Exchange courses during a specific timeframe or registration window (e.g. all late start courses)?

KRISTY LISLE: Scheduling becomes a big issue – late start classes are rarely cancelled. When you start talking about our students going somewhere else it makes me nervous, but we can work it out. As the 4 years are getting pushed to complete faster - they don't have enough General Education and the CA Community Colleges can help with that – at Foothill alone, 6,000 students fall into that category. Perhaps we look at which classes they took and market to those students. Build these programs around what we need.

BRIAN SANDERS: For programs with small enrollments (e.g. Fire Science or GIS) it could be very helpful to reach beyond borders. I hear that Fresno and Foothill could use the GIS classes, but Columbia cannot advertise outside of its area. How will 115 community colleges do this collaboration without jumping all over each other.

VARIOUS: One of the reasons we have started this conversation is the need to get beyond the 5 seats rule for Course Exchange. The messages that gets out is that the enrollment is very low in the OEI so now people do not want to reserve additional seats - we are also using classes that can already be filled at the Home College. We have also not been reaching our target demographic due to the technology and when colleges have been able to go live – all the students we are getting in the seats are desperate for seats and might not be ready. Counselors need to be trained – counselors fill classes – if they do not know what options exist for students, they will not advertise those courses.

KRISTY LISLE: I want to see a lot more collaboration with student services at the colleges – do we really understand the pain points of our students? Student services remains a first point of contact when students come into the college. We recently added a text line for students and it just went off the charts by creating a sense of community online.

VARIOUS: One point of consternation is that there is no common scheduling - if we had a common schedule (perhaps 18 weeks with rolling starts) then we could standardize. Perhaps we could start with a common start date and end date. We also need to communicate schedules and course offerings more effectively. Students are typically more successful in an 8-week course than in a 16-week full semester course. The technical programming allowing for summer sessions in Course Exchange is currently in Quality Assurance testing – it is confirmed that we are going to be able to offer summer courses this year.

BRIAN SANDERS: Getting OEI working goes back to Guided Pathways - these must work together. There is money for guided pathways - but can't rely on this for long term funding. To encourage participation in Course Exchange, Columbia has established a four-tiered stipend system for faculty:

- Tier One - \$500 – Course approved via course review process
- Tier Two - \$500 – Course taught online at the college
- Tier Three - \$500 – Course offered in the Course Exchange
- Tier Four - \$500 – Course offered in Course Exchange with enrollments from other colleges

KRISTY LISLE: Guided Pathways is about looking at schedules - can a student get through a pathway in two years? Adding the Course Exchange as one of the options for completing a pathway marketing hook ... come into the Course Exchange and take a class at any time that meets your schedule.

VARIOUS: In terms of online pathways and students who really need an online pathway, how can we formalize and publicize this pathway? If a college has a pathway, and students need one class to finish, how do we connect and formalize this?

DON LOPEZ: We need scheduling that is more than one year out - we need to see potential classes. There is also consideration as to how we see that the classes will be scheduled (planning and communication).

KRISTY LISLE: We have power in the Course Exchange to work together. If we do start to do collaborative work with General Education and Guided Pathways, we can take this to the CSUs - working together can give us power.

VARIOUS: What is the hold up on additional courses getting C-ID designations? There was applause for adding non-CID classes to the Course Exchange, but this is an articulation nightmare. What can we do to move this forward? The statewide Academic Senate and CCC Chancellor's Office must address this.

VARIOUS: There is also a need to call out speech communication and lab classes.

BRIAN SANDERS: I honestly believe in hands-on laboratory experience. Chemistry done in your kitchen is not the same as a lab science. I do not want to prohibit it but instead solve via hybrid options (lecture online with an on-campus lab). There are some things that should not be online for science and math majors.

KRISTY LISLE: I encourage the faculty to teach online. I meet with faculty to discuss how to move more courses online. For example, with athletics, I have heard "how am I going to teach swimming online?" I want faculty to be open to giving things a shot - online enrollments is going up while on campus enrollment is going down. Be willing to look at alternative options and experiment.

VARIOUS: We can come up with collaborative examples – the discussion should not be that it cannot be done but instead how could it be done. Most students would come to campus but cannot do so. Students can still get a fully online degree because it does not require a lab.

VARIOUS: For the speech communication piece, the C-ID descriptor is very specific. For that course, it states that the student(s) shall present before a live audience.

XI. OEI HIGHLIGHTS – WHAT IS WORKING?

- OEI team was thanked for its patience during implementation of NetTutor
- Wanting to build a referral system based on student analytics
- OEI is sensitive of the students' crunch times and pushing out of portal messages
- OEI has also been responsive to faculty concerns
- OEI / @ONE professional development was noted as top notch
- SmarterMeasure – tool has tremendous potential
- SPOCs connecting and sharing insights (could happen more often)
- 24/7 Canvas Help Desk