

Planning Agenda 1: Items 1-8

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Survey of DE Students' Needs and Interests

1. Overall, how satisfied are you with your online course(s)?

Very Satisfied Partially Satisfied Unsatisfied Very Unsatisfied

2. If you answered unsatisfied or very unsatisfied above, please explain why.

[textbox]

3. What did you like BEST about taking this course online?

[textbox]

4. What did you like LEAST about taking this course online?

[textbox]

5. Had you taken an online course BEFORE this semester?

Yes

No

6. Would you take another online course?

Yes

No

7. Would you prefer to have taken this course in a traditional format on campus if it had been available at a time that was convenient for you?

Yes

No

8. Which of the following best describes your primary motivation for taking this course online as opposed to on-campus?

I have work or family commitments that would not allow me to attend an on-campus course

I live too far from Solano College to attend an on-campus course

I have a mental or physical disability that limits my ability to attend an on-campus course

I was unable to find an on-campus section that would fit my class schedule

All of the on-campus sections were full

Other

9. Have you used the Help Desk (aka Tech Support)?

Yes

No

10. If you have taken a face to face course at Solano College, how would you compare an online course to an on-campus course in the difficulty level of the coursework? Did you find the online course to be:

Far More difficult Somewhat more difficult about the same Less difficult

far less difficult

11. How would you compare an online course to an on-campus course in terms of the time you spent working on the course? Did you find the online course to be:

Far more work Somewhat more work Same amount of work Less work
 Far less work

12. My Internet skills are adequate for this class.

Strongly agree agree undecided disagree strongly disagree

13. The process for sending/receiving assignments is working smoothly.

Strongly agree agree undecided disagree strongly disagree

14. The class web site is well organized and easy to navigate.

Strongly agree agree undecided disagree strongly disagree

15. How much time do you typically spend on your online course each week? Include time spent working online, doing readings, reviewing discussions, writing papers, and any other course-related work.

0-3 hours 4-7 hours 8 or more hours (More options? more specific?)

16. How useful are discussion boards or threaded discussions in your online course?

Very important somewhat important slightly important not important (Separate these)
/no opinion

17. How important is the instructor's participation in online class discussions?

Very important somewhat important slightly important not important/no opinion

18. Was multimedia used within your course, if so what types? Select all that apply.

No multimedia was used

Audio files/podcasts (ex: .mp3 or .wav you can download)

Audio narration (ex: visuals with sound)

Computer Games (ex: crossword puzzles, scored games)

Streaming Video

Interactive web tools like movable pictures, Flashcards, drag and drop labels, or point and click diagrams with sound

Textbook companion CD with interactive tools

eTextbook with interactive tools

Other, please specify

19. Please list any comments you have about multimedia used in your course, such as: likes, dislikes, problems using, helpful, etc.

[textbox]

20. Would you attend an in person (face to face) workshop on how to get started or troubleshoot an online course?

Yes

No

21. If there were a tutor embedded in your courses (meaning present/AVAILABLE in your online class), would you use this service?

Yes

No

22. If you need technical help or more training for online course(s), what courses and type of help do you need?

Course	Help with....?

23. Do you need help learning how to write a better paper (e.g., getting started and brainstorming ideas, organizing your paper, using examples and sources, formatting your paper, revising your paper and proofreading for grammar, spelling, and punctuation errors)?

yes

no

24. Do you need help learning strategies for taking multiple choice quizzes and tests?

yes

no

25. Do you need help learning how to study for an essay exam?

yes

no

26. Do you need help learning how to take an essay exam?

yes

no

27. Do you need help learning library research skills that you need to write your research paper?

- Yes
- No

28. Do you need help learning more about what plagiarism is and how to avoid it by correctly using and documenting sources?

- Yes
- No

29. Do you need help learning more about reading for better understanding.

- Yes
- No

30. Do you need help learning more about strategies for succeeding in an online course.

- Yes
- No

31. Do you need help learning how to cope with test-taking anxiety?

yes

no

32. Do you need help developing an educational plan, including things like academic goals and plan for reaching those goals, how to get a degree or certificate, how to transfer to a four-year college, or how to arrange a schedule that works with your personal and academic life?

yes

no

33. Do you need help learning more about financial and personal matters, such as where and how to buy cheaper textbooks and course materials, managing money and applying for financial aid?

yes

no

34. Are you interested in learning more about job and career opportunities, including on and/or off-campus jobs, work-study positions, course credit for occupational education and work experience, or strategies for applying for and interviewing for jobs?

- Yes
- no

35. If the college were to offer workshops on any of the study skills or other topics designed to help you succeed academically (such as those topics mentioned in questions above), I would most likely participate in workshops that are ...

- In person
- Live webcast
- Webcast that I can view later

36. What services or support do you need to succeed that Solano Community College has not provided to you as an online student?

[textbox]

The following questions will help us with our research, but will not be used to identify you personally.

37. What is your gender?

Male

Female

38. What is your age group?

17-22 23-30 31-40 41-50 51+

39. What is your ethnicity? (optional)

African American

Asian American

Latino/Latina

Filipino/Filipina

Native American

Multi-ethnicity

White

decline to state

40. Please list any additional comments you would like to share about your online course experience.
[textbox]

Summary of DE Student Survey

The College conducted a survey of the students in all of our online classes in December 2012. We received 129 total responses. Key findings include:

- 112 respondents indicated they were satisfied or very satisfied with their online class; 17 indicated they were dissatisfied or very dissatisfied. The comments from the dissatisfied students focused mainly on non-responsive instructors. These comments were a key guide in making the changes to our Distance Education program that are outlined in this report.
- 50 respondents felt the difficulty of the online course was “about the same” as a face-to-face class; 19 said online was less difficult; 60 said online was more difficult.
- 28 students said they spend less than three hours per week on their online course; 55 students said they spent 4-7 hours per week; 37 said they spend more than 8 hours per week. (The college recommends 9-12 hours per week for a 3-unit class.

We will be conducting annual student surveys of our online students from this point forward. The next survey is scheduled for November 2014.

Summer 2014 Student Orientation Summary

Logging in and getting started in your online class

- <https://solano.instructure.com>
- Use MySolano username & MySolano password for MySolano and Canvas– MySolano Login button does not work with IE 8 or older – use Enter key
- Reset password at <https://my.solano.edu/cp/home/displaylogin>, click on **Find User Name/Reset Password** (5 to 10 minute process time for MySolano, and Canvas updates 3x/weekday)
- Browser's cache

An introduction to the Canvas course website

- Course Navigation
- Breadcrumb Navigation – backward navigation
- Global Navigation – navigate across all your Canvas courses

Communicating with your instructor

- Course Inbox – message your instructor
- Course Help Corner – Ask Your Instructor a Question

Viewing media & lengthy discussions

- Video clips not viewable with some browsers – click on gray shield in the address bar to disable protection
- Lengthy course discussions – 2 for 2nd page located under reply and bottom of page

Managing your time and taking tests online

- Quiz overview video - <http://vimeo.com/75056434>
- Respondus LockDown Browser – use IE 9 or higher and antivirus software must allow

Student support services for online students

Distance Education Office: Monday-Friday, 8:00 a.m. - 4:30 p.m.

Fairfield campus, Room 146

(707)864-7133 or de@solano.edu

SCC Online Student Orientation - <https://solano.instructure.com/courses/1198940/>

- Course Help Corner – Search the Canvas Guides
- Course Help Corner – Report a Problem
- Course Help Corner – Chat with Canvas Support

Questions & answers



ACADEMIC SENATE

Adopted Minutes

April 15, 2013

Board Room 626

3:00 pm – 5:00 pm

1. Call to Order

Vice President Cittadino called the meeting to order at 3:05 pm.

2. Roll Call:

Abla Christiansen, Nick Cittadino, Kevin Brewer, Dale Crandall-Bear *ex-officio*, Joe Conrad – *ex officio*, Erin Duane, Tracy Fields, Amy Obegi, Scott Parrish, Teri Pearson-Bloom, Melissa Reeve, Ken Williams
Connie Adams, Admin Assistant
Absent/Excused: LaNae Jaimez, Katherine Luce

3. Approval of Agenda – April 15, 2013

Motion to approve – Senator Pearson-Bloom; Seconded – Senator Reeve

Discussion: Vice President Cittadino noted that item 8.5 will be moved to the April 29 agenda.

Senator Reeve reported that her constituents requested that she address changes to the SLO reporting process.

Motion to approve as amended – Senator Williams; Seconded – Senator Pearson-Bloom; passed - unanimous

4. Approval of Minutes – March 18, 2013

Deferred

5. Comments from the Public

6. President's Report

In the absence of Acting President Jaimez, Vice President Cittadino presented her report:

Accreditation: Annette Dambrosio has been hired as the new Accreditation Coordinator; she will be working closely with the Academic Senate; it is imperative for the Senate to take an active role in Accreditation; she suggested a Senate subcommittee be set up and she will share ideas for it.

Program Review: There is a push to get SCC's new Program Review in place and well underway so that SCC is meeting the expectations of ACCJC.

Senate Representatives: Senators were asked to please make an effort to have their schools choose Senate representatives for next year. The 2013-2014 Academic Senate Roster was emailed and distributed at the meeting. As it stands: the School of CTE/Business has no reps and needs two (to be staggered); Liberal Arts needs two (to be staggered); Human Performance & Development needs one; Math/Sciences needs one; the new School of Social/Behavioral Sciences will need representative(s). However, the Senate needs to decide and vote on representative changes and additions due to the current reorganization.

President's Cabinet: S/P Laguerre is considering changing the Cabinet make-up. Acting President Jaimez requested the Senate discuss whether or not the Senate President should remain as a member.

Comments/Discussion:

Senators overall felt the Academic Senate President should not be excluded from committees that discuss academic issues but the Cabinet may overlap with the 10+1 Committee; it depends on what it entails and how much influence; the Committee should be eliminated, rather than the Senate President's membership; the Cabinet may be dealing more with administrative issues; no one knew if it is a voting position; maybe remove the President and replace with the Vice President. The Senators agreed that, before making a decision, a detailed description, flow, and membership of both the President's Cabinet and the 10+1 Committees are needed.

Distinguished Faculty Awards: Senator Williams reported that no distinguished faculty nominations have been submitted and urged everyone to remind their colleagues.

Enrollment Management Meeting Items - Senator Reeve reported on the following items:

FTE: The College won't meet the FTE benchmark for this year, even with the large spring and summer schedules; the President's Cabinet will decide whether or not to borrow from summer but the target can't be met either way; Dean Peter Cammish and Vice President Yulian Ligioso recommended not borrowing from summer and to apply it to next year; when numbers aren't met, colleges are placed on stability status which gives them the opportunity to stabilize while continuing to receive their funding for three years; applying the whole summer to next year would offer a better chance to meet the goal next then but a problem with that is that Vallejo won't meet the target this year for its own funding so that is being reviewed.

Spring 2014 Schedule: Planning for spring 2014 needs to be completed before summer to ensure a printed schedule can be provided for students.

Class Size: The class size issue is coming up everywhere, most recently at the Enrollment Management meeting; it can be an Academic Senate issue; class size has to be reevaluated at this campus as only 25% of classes have caps of 35 or higher which is the break-even point; how to do it is in question; it is also a bargaining issue; many classrooms don't fit larger classes.

Peer Review: Tom Warren, faculty member, will attend the April 29 Senate meeting to address this topic that is currently under negotiation and someone from the faculty union may be present as well.

7. Superintendent/President's Report

No report

8. Information/Discussion Items

8.1 K-12 Admissions Criteria – enrollment recommendations/declined
Senators felt that information on who is accepted or declined won't be necessary.

8.2 Fairfield Early College – Interview Committee faculty representation
VP Cittadino reported that a committee has been set up to interview high school students and they asked if the Senate wants faculty on the committee. Senator Reeve opined it seems premature because a Fairfield early college hasn't been established; Vacaville middle college will begin in the fall but there is no MOU for Vallejo or Fairfield so the faculty association has filed a cease and desist order to halt progress; the union is looking at MOUs as part of the middle college negotiations. Senators agreed to table this item until more is known.

8.3 Senate Reps – School Reorg and Bylaws Revision
Due to new schools and other changes in the latest College reorganization, changes to Senate representation will also be needed. The Senate Bylaws and the most recent reorganization chart were distributed. Proportional representation was discussed in the Senate before the last reorg that resulted in four schools that had more evenly distributed programs. The sizes of the newly organized six schools are more varied, especially Health Sciences that includes just Nursing (five full-time faculty) and EMT (one full-time faculty).

Senators' comments included: it can be difficult to find reps even from larger schools; due to creation of more subcommittees that will need members, membership on the Senate should increase, rather than decrease; the last revision of two reps per school was based on senate, rather than house (proportional) representation and it worked; have one rep from Health Sciences, allow ½ vote for that school, or combine it back with CTE/Business or HP&D since it is a smaller school; absorb Health Sciences into another school and have two reps for each of the other five schools (10 reps); library has moved to student services; Aeronautics and Fire Tech, not included in a school, are at the Vacaville Center so they could be included in Health Sciences or include reps for both centers as center faculty often feel isolated. Senators will take this item back to their constituents for further discussion.

8.4 Policy Sub-Committee Criteria

On May 4, the Senate voted to set up a Policy Sub-committee or task force to handle policy issues such as reciprocity as well as a COE Task Force. Decisions need to be made on who should be on them, if the VP or President would preside over them, and other details. Dr. Conrad pointed out that a task force has an ad hoc designation and does not have to follow the Brown Act regulations that a subcommittee has to follow. Senators agreed the Senate President should appoint members to the task forces.

8.4.1 Reciprocity Task Force

8.4.2 COE Task Force

8.5 DE Course Review Proposal – Dale Crandall-Bear

Two documents were distributed: Course Review Process for Online & Hybrid Courses Taught in Canvas LMS and Course Information. Coordinator Crandall-Bear explained that, in order to verify courses are meeting Chancellor's Office and Accreditation guidelines, the course shells will need to be reviewed. The DE Committee understands that having their class reviewed can be a sensitive item for faculty members and faculty feedback is requested. The proposal has also been presented to the faculty association (SCFA), good conversation ensued and, although most of those members are not in DE at all, they seemed to understand the significance. Chair Crandall-Bear will present both documents to Shared Governance and the deans, so that everyone will be included in the discussions. He asked Senators to take the information to their constituents. Due to received and considered feedback in the process, the checklist is in the third draft and the policy proposal is in the second draft. The goal is to vote by the end of this semester

- ✓ Only faculty would be involved in looking at courses, it is not an evaluation or review of instructors or course content, but to ensure course shell components meet Title 5 and Accreditation compliance. It does not include e-companion shells, but they could be reviewed on a volunteer basis.
- ✓ The proposal is set up as a requirement so that everyone will be following the same process or it will have no meaning.
- ✓ All courses will be reviewed when they are transferred from eCollege to Canvas or when submitted as new courses to be placed in Canvas.
- ✓ Instructors have two years to make the transition.
- ✓ Deans will not schedule Canvas classes that aren't reviewed.
- ✓ The DE committee will only coordinate the review; courses would be reviewed in their departments, in small groups, by the course instructor choosing who they want to review their course.
- ✓ The number of review faculty was left open for now to make this as easy as possible for course instructors. Collaboration is recommended but not required.
- ✓ Online course training will be required for all instructors before their current or new courses are placed in Canvas.

Coordinator Crandall-Bear reiterated that a new policy will only affect courses transitioning to Canvas, not eCollege courses. New courses going into Canvas will follow a similar process. Part of Chair Crandall-Bear's responsibility is to fast-track transitions, they are easy and can be completed in a half hour, and he will forward them immediately to deans. The transition timeline is two years, so instructors who need more time can stay in eCollege longer. For a course to be in Canvas in spring 2015 it will need to be ready by spring 2014 and reminder emails will be sent. Because the Curriculum Committee approves new courses, Dr. Conrad recommended "new course" be changed to "new course shell" in the proposal.

Senator Pearson-Bloom suggested changing adjunct office hours to "optional" because they cannot be required. Another suggestion was made to specify "at least two" faculty to review a shell. Today's feedback will be brought to the DE Committee and more can be submitted. The goal is to place the policy on the April 29 agenda as an action item or by May 6 if more discussion is needed. Coordinator Crandall-Bear noted that he wants to hear about objections. He plans to have the form available electronically in a PDF form with checkboxes. The DE Committee will ensure the list is constantly updated and immediately transmitted to deans. Faculty is needed to follow and debug this process. Online course trainings 1 and 2 are now online and 3 and 4 will be appearing soon. The four trainings will have to be completed by all online faculty for Canvas courses. Each of the four trainings only takes about an hour to complete.

8.6 Faculty Marshalls for Graduation (4)

Senator Parrish, Senator Reeve, and Dr. Conrad volunteered to join VP Cittadino and Acting President Jaimez as Faculty Marshalls at the May 23 graduation.

9. Reports

9.1 Subcommittees (3 minutes each)

9.1.1 Basic Skills – Melissa Reeve

Coordinator Reeve distributed a document to supplement her report.

1. The Basic Skills Committee has approved the following spring proposals: Library reserves for Basic Skills courses; Drop-in Lab (30% of cost); Alternate English Intake Assessment Pilot; Supplemental Tutoring for FYE Math Courses; Team to Evergreen Institute in summer 2014. The Committee is considering how to handle proposals that call for hiring/reassign time, due to the need for job descriptions; faculty association review, and a dean to oversee. In order to follow the correct process, proposals requesting position assignments may be referred to the strategic

proposal process and Basic Skills could combine some of their funding with the general fund for related Basic Skills proposals.

2. No one has applied for the Math Coordinator position that remains vacant. Interim Dean Rhodes suggested the Committee reconsider the position and possibly offer stipends for faculty to work on particular math activities.
3. Scorecard data will be one of the ways funding will be determined. Coordinator Reeve presented a sampling of regional schools to compare how the College fares on percentages for students tracked for six years. She noted the data raises as many questions as it answers. Many variables can be reviewed. Although it doesn't tell the whole story and demographics vary per school, it is worth checking out.

9.1.2 Curriculum – Joseph Conrad

After tomorrow's meeting, the Committee will have two more large agendas.

1. Chair Conrad reiterated from an earlier discussion that there was a new class size modification procedure approved in the latest version of the contract and Art will be the first modification brought to the Committee with a plan to change class size from 40 to 35. The Curriculum Committee can do whatever they want but changes will also have to be approved by a workload committee made up of administration and the faculty union.
2. A contentious issue was brought to the Committee concerning the English department's desire to increase unit values from three to four in English 001 and 002. The Committee more readily approved the increase in English 002 because the C-ID descriptor requires four units, while the descriptor allows a three or four-unit option for English 001 and that increase hasn't been approved yet. Senator Reeve pointed out the C-ID descriptor stipulates the same amount of student workload.

9.1.3 Distance Ed – Dale Crandall-Bear

No further report. (see Item 8.6)

9.1.4 Program Review – Amy Obegi

Chair Obegi reported that coordinators were invited to attend the April 8 meeting, some didn't, and more representatives are needed. Several items related to the new PR schedule were discussed, including ways to link to the Curriculum Review schedule. The timeline for the PR process in general has been hastened for now in order to be completed in time for the October 2013 Accreditation report. The cycle is linked to some planning, people were trained this spring, and CTE has to complete the review quickly.

At the 10+1 meeting, S/P Laguerre expressed concern that, if only completed by CTE, it won't show Accreditation that we're doing what we said we'd do. Chair Obegi stated she will discuss with VP Diane White how to hasten the process, potentially giving faculty Flex Cal time or a stipend to work on PR during the summer, and she will send out the results from that discussion. VP White spoke with Distance Ed and would like them to complete Program Review as well. CTE agreed to go on the fast track and it will benefit Chair Obegi, by going through this process, to train other people and have examples for faculty in other departments. There will need to be some incentive for other programs to fast track. After more discussion regarding additional department reviews, agreement was reached on what was most important to the College and Accreditation: show linking to future planning and actions; with the new rationale process now being piloted, have a couple well-done program reviews, rather than many hastily completed; take reviews already completed through the old process and link them to planning, which is the real issue for Accreditation; there is a rationale for doing DE now as it needs to be done anyway due to Chancellor's Office and Title 5 mandates. Technically CTE is to be reviewed every two years, due to Perkins funding, so a shortened version could be built onto Program Review.

9.1.4 10+1 Committee – Kevin Brewer

(Refer to 2nd paragraph in 9.1.4)

9.2 Treasurer's Report

No report

10. Action Items

10.1 DE Online Faculty Training Certification Proposal

Motion to approve – Senator Reeves; Seconded – Senator Brewer; passed – unanimous

10.2 Flex Cal Task Force

Motion to create a Flex Cal Task Force with two faculty members appointed by the Senate President and two administrators; Seconded – Senator Reeves; passed – unanimous.

Discussion comments included: if a chair is needed, the Senate President could appoint one; create a list/history of what has/hasn't been approved; design a form; have a timeline and continuity of how applied; deans on task force can provide

information; the contract states what has to be in by when; deans currently have to approve, but they would be happy to have items approved by an Academic Senate subcommittee

Passed – unanimous

11. Action Reminders

12. Announcements

Senator Obegi announced that the ECE and Human Development Departments are merging; Human Development used to be part of Home Economics which no longer exists; the new department will be called Child Development and Family Studies; if referring students to these courses, they will be listed in the fall under CDFS; a document describing the old and new classes for majors is available as well as posters. Senator Pearson-Bloom added that Speech is now listed as COMM; new links will be added but for now the old links are still in place.

Senator Williams announced that an Earth Day event will take place on Wednesday, April 17, from 11 am to 2 pm. He asked everyone to tell their constituents and students that the Horticulture Club will be sponsoring a recycled art contest.

Senator Christiansen invited faculty to the Puente event on Thursday, April 18, from 5:30 – 8:00 pm. Free dinner will be provided at this Flex event.

The ICON/Jimmy Doolittle presentation will be held on April 17 at 3:30 p.m.

13. Adjournment

Motion to adjourn – Senator Reeve; Seconded – Senator Duane; passed – unanimous

Next meeting: Monday, April 29th, 3 – 5 pm.

Distance Education Committee

Approved by the Academic Senate on April 15, 2013

Faculty Training & Certification Process For the Distance Education Program

1. All Faculty planning to teach Online & Hybrid courses at Solano Community College are required to complete a Training & Certification process before being assigned an online class. (This training process is optional for faculty using an eCompanion shell with a face-to-face class.)
2. The Training/Certification process consists of a sequence of four workshops which can be completed either online or in face-to-face Flex workshops. Completion of the four workshops leads to initial certification.
3. Active Certification is maintained by completion two hours of Distance Education professional development or a related flex activity per academic year.
4. A list of Certified Online faculty will be maintained by the Distance Education Committee and transmitted to the Deans at the beginning of each scheduling cycle (3x per year).
5. Class assignments for Online & Hybrid courses may only be given to faculty who have completed the Training/Certification workshops and appear on the list of Certified faculty.
6. This Training/Certification process will be implemented in conjunction with the transition of the Distance Education Program to the Canvas LMS, beginning in Fall 2013.
7. Faculty who have previous experience teaching online courses in Canvas at another college will receive credit for Workshops #1 and Workshop #2 at the discretion of the Distance Education Coordinator.

Canvas Workshops & Training Courses

Two versions of each workshop will be offered:

1. Face-to-Face (Flex Workshops)
2. Online (in a Canvas Course Shell)

Workshop 1:

Getting Started in Online Teaching [Canvas 1]

- 1.1 What is Canvas?
- 1.2 Overview of the Canvas Workspace
 - Moving from eCollege Workspace to Canvas Workspace
- 1.3 Personalizing Canvas
- 1.4 Setting Up a Course Shell (Course Organization)
- 1.5 Creating and Organizing Content
- 1.6 Getting Help

Workshop 2:

Building an Effective Online Course [Canvas 2]

- 2.1 Using Communication Tools
- 2.2 Creating & Managing Assignments
- 2.3 The Learning Outcomes Tool
- 2.4 Working with the Gradebook / Giving Feedback / Speed Grader
- 2.5 Integrating Publisher Materials

Workshop 3:

Creating Interactive, Engaging Online Learning Environments [Canvas 3]

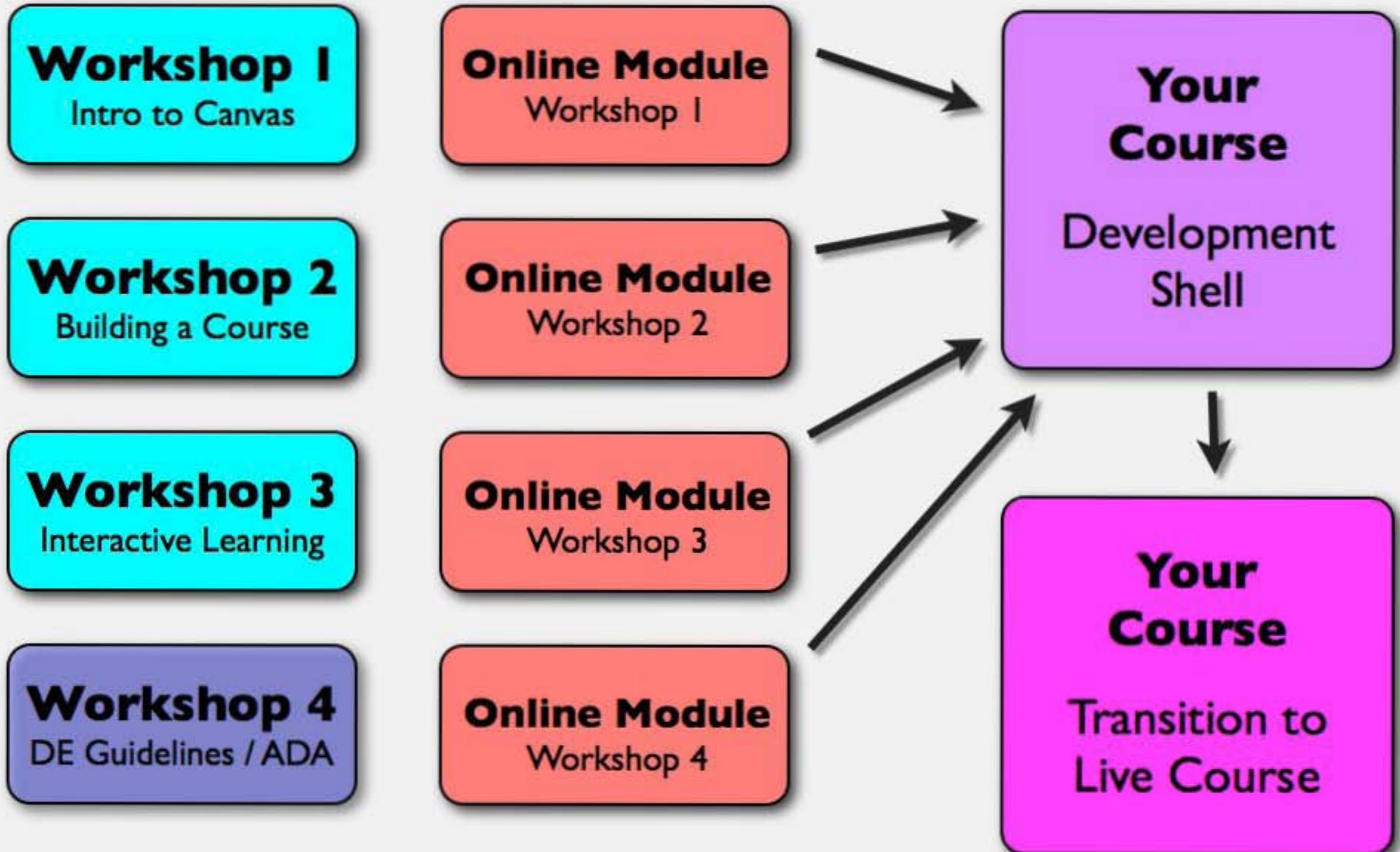
- 3.1. Strategies for Engaging & Retaining Students in Online Courses
- 3.2 Creating an Interactive Learning Environment
- 3.3 Groups and Collaborations
- 3.4 Mobile Apps

Workshop 4:

DE Guidelines / ADA-508 / Student Support Services

- 4.1 Overview of DE Guidelines (ACCJC & Chancellor's Office)
- 4.2 ADA Guidelines; 508 Compliance & Best Practices
- 4.3 Student Support Services for Online Education

The Training Process





ACADEMIC SENATE

Adopted Minutes

April 29, 2013

Board Room 626

3:00 pm – 5:00 pm

1. Call to Order

Acting President Jaimez called the meeting to order at 3:07 pm.

2. Roll Call:

LaNae Jaimez, Acting President

Nick Cittadino, Kevin Brewer, Dale Crandall-Bear *ex-officio*, Joe Conrad – *ex officio*, Erin Duane, Tracy Fields, Katherine Luce, Teri Pearson-Bloom, Melissa Reeve, Ken Williams

Connie Adams, Admin Assistant

Absent/Excused: Abla Christiansen, Amy Obegi, Scott Parrish

Guests: Jowel Laguerre, Annette Dambrosio, Tom Warren, Diane White; Lue Cobene

3. Approval of Agenda – April 29, 2013

Motion to approve – Senator Cittadino; Seconded – Senator Pearson-Bloom;

Discussion: Acting President Jaimez asked to have 8.3 follow 8.1 to accommodate both Accreditation items in succession. Passed as amended - unanimous

4. Approval of Minutes – March 18 and April 15, 2013

Motion to group both sets for approval – Senator Cittadino; Seconded – Senator Brewer

Discussion: The inaccurate “middle college” phrase under 8.1 in the April 15 minutes was removed.

Passed as amended – unanimous

5. Comments from the Public

6. President’s Report

Middle College Update: The Vacaville Unified School District will begin their middle college this fall. Fairfield is in process of developing a planning agreement that may be presented to the Senate on August 8 or shortly thereafter.

Priority Registration: Barbara Fountain, Director of Admissions, will address the priority registration issue with the Senate on May 6. It involves state mandates to allow priority to new high school graduates. Acting President Jaimez asked for data to show how that will impact students.

Task Force on Committees: Director Fountain will also discuss the Task Force on Committees as related to removal of the Academic Senate President as a member, as well as others, from the President’s Cabinet. The rationale for the change, not officially made, is a move for more efficiency with meetings. It is a voting member position on the President’s Cabinet.

Commencement Faculty Marshalls: Acting President Jaimez thanked Dr. Conrad, Senator Parrish, Senator Reeve, and Vice President Cittadino for volunteering to serve as Faculty Marshalls at graduation.

SLOs: Last Friday Acting President Jaimez met Interim VP White to clarify the expectations for student outcomes, including what is meant by a sampling of faculty to assess their courses and policing of the quality of SLOs. Extensive discussion ensued and questions on what the process would be to decide who will be doing the sampling and where information will be kept. Senator Reeve raised concern about the possible punitive intention, partly due to the fact that notices were sent out that some faculty hadn’t done the work, even though she had submitted assessments for their courses. More specific criteria are needed and Acting President Jaimez opined it should be up to the departments to decide. Interim VP White stated there was no punitive intention, noting the district has the responsibility, as Accreditation Liaison Officer, she has responsibility to report out what she has and hasn’t found and there should be more than a sampling or it becomes subjective evidence. She also stated: it needs to be broader and deeper; many campuses have SLO senate subcommittees that would make these decisions collectively; the senate, administration, and school coordinators play a role; if other questions come up, research and recommendations can be had; for due diligence

Dean Peter Cammish was asked for a report; if there are ever questions of what is coming out of Interim VP White's office, she would appreciate the professional courtesy of addressing those questions herself.

Comments/Questions: The question was raised if everyone has to use the same method of assessment in the same class. Dr. Conrad pointed out courses have criteria for success, whatever tool is used should address that criteria, and individual instructors can choose their own tool. Clarification of expectations was requested including if a subset of faculty can assess a course. The report that Dean Cammish generated was about the lack of faculty assessing, not the courses assessed. Interim VP White responded that the ACCJC is interested in breadth and depth and those issues have to be taken up going forward. Last fall deans and coordinators discussed this but it fell behind. The ACCJC is looking for more robust assessment. Most Senators agreed that: it needs to be decided by faculty: it doesn't have to be done in every course; shared assessments aren't needed; clarity is needed going forward but work shouldn't be needed retroactively. Conversation last fall did not mention that the methods of assessing courses needed to be changed and the recent notification caused panic in Senator Reeve's department that the work done was not acceptable. Interim VP White replied that, if ACCJC just wanted to see a sampling, they wouldn't care about faculty evaluations in the sampling but they do. SLO was specifically cited in the College's "show cause". Given the simplified form, she doesn't see it as a huge hardship and asked everyone to be mindful of those things on the horizon. Administration needs to legitimately address issues as the College moves forward. Senator Reeve stated SLOs were cited after "show cause".

Program Review: Acting President Jaimez is waiting to hear from administration regarding plans and expectations on bringing Program Review up to par before the fall ACCJC visit and she will bring clarification to the May 6 Senate meeting.

Spring Plenary: Acting President Jaimez and VP Cittadino attended Spring Plenary. There were interesting DE and ECE items as well as a lot of debate and discussions on many topics to consume and think critically about before voting on resolutions. From a leadership perspective and to understand what the state Academic Senate is about, it is very worthwhile for interested senators to attend.

7. **Superintendent/President's Report**

SLOs: The Accreditation expectation is that every faculty will do SLO assessments based on Recommendation 7 and ACCJC expects, especially in self-evaluation of faculty members, reporting about what they have done. S/P Laguerre just returned from chairing an accreditation team at another institution and he reminded senators that being asked two and three times to improve the same items is a big concern. He reviewed many assessment reports and noted that it's all about making learning more relevant for the students. Learning improves for students in classes where assessments are done and the educational playing field needs to be made even for all students.

President's Cabinet – removal of Academic Senate President: S/P Laguerre explained: when he arrived here, Academic Affairs and Student Services were merged under an executive vice president; Professor Marc Pandone argued that the change necessitated having the Senate President on the Cabinet to present the interests of Academic Affairs, which was agreed to; the current vice president position is only for Academic Affairs and major discussions are now taking place with Student Services to decide if a chief officer position should be in place; something will change by fall 2014; the process is sometimes questioned by Accreditation visitors who were finding the same people on many committees which raised the concern of who is making decisions; the Task Force on Committees, working to make things easier by having less meetings and more efficiency, suggested the President's Cabinet revert back to having just a few members; the 10+1 Committee was created to give the Senate and its President direct input into decision making and, with the new process, items with changed formats will flow back through the Academic Senate prior to approval

S/P Laguerre noted that his experience has been similar here and at other colleges in the spring when there seems to be more challenges with discussions and arguments that can take people away from what needs to be done by losing sight of important things. He asked that Senators, as elected officials with more importance than they may think they have, ask him questions directly when they hear something to dispel rumors and get the facts. It is important to pay attention to things that may upset people and he is obligated and willing to respond by text, phone call or face-to-face. He asked everyone to not let emotions get in the way, especially leaders. Contact the deans, the Vice President, and the Superintendent/President as needed to ensure a better end of semester and to keep things in check.

8. **Information/Discussion Items**

8.1 Accreditation Subcommittee – Annette Dambrosio, Accreditation Coordinator
Coordinator Dambrosio worked as Coordinator last year and is recently back this year as Coordinator through 2016. She reported that College recommendations were reduced from nine to four, which was good, except for reissued warnings. The current recommendations are Equity, Distance Education, SLOs, and Code of Ethics (COE). COE will

be reported as completed. The Accreditation Team will start checking to see that the College has done what was needed. Student Services have worked hard to get equity at the centers and ACCJC will follow up on that as well as things that were to be done from the 2010 report. Everything needs to document evidence and it is an ongoing process to stay on top of it as things change. The College needs to get off warning and Coordinator Dambrosio eventually hopes to establish standing committees for all standards to keep moving forward even after the current Follow-Up Report. She requested input on how the Senate wants to be part of this process. She has looked at what is in place and is in the process of meeting with staff, faculty, and administration regarding who has been working on recommendations. Requests for others to join in the work, including over the summer, will be sent out. It would be helpful to have the Academic Senate President to serve on a steering committee, as was done in the past, and maybe include all signers of the report at a minimum, without having too many or redundant committees.

Comments/Questions: Acting President Jaimez expressed openness on how to make this work; other colleges often have an accreditation subcommittee; the Senate can consider adding a subcommittee and then decide, or let the committee decide, how it would operate. Coordinator Dambrosio suggested that all signers, to include the Senate President, serve on a Steering Committee. Dr. Conrad pointed out that Senate subcommittees don't require senators as members and other faculty help write the report. Senator Reeve suggested the Senate first look at each standard to see which committees already exist and maybe include reporting to the Accreditation Committee as part of their duties. That could refocus energy of some groups already working on those items and recorded activities could be fed into the self-study process.

8.2 Peer Review – Tom Warren

Acting President Jaimez introduced Professor Warren as the topic presenter and proponent and noted she has been seeking faculty to cover the other side for a balanced perspective. No one has responded to her request. Professor Warren distributed a handout of the AB1725 legislation and SCFA Contract language pertaining to peer review. AB1725, which became part of the Ed Code, mandates faculty peer review. That legislation established faculty in an extremely valuable and important role in evaluations. Professor Warren pointed out that this is a requirement, not a choice, and the SCC contract doesn't match the state mandate or the CTA contracts he obtained from 40+ other community colleges. He opined this would be the most significant reform in his 36 years here and the benefits would be numerous, offering opportunity for collaboration with peers. Professor Warren suggested the Academic Senate review contracts for ideas on how to design a policy.

Comments/Questions: Senator Pearson-Bloom suggested it might be most productive for Professor Warren to take his research to Sandra Rosenberg, chief negotiator for the union, since a contract change would involve union negotiation. Acting President Jaimez will look into the possibility of the Senate making a recommendation or resolution. Professor Warren noted that the Napa College Senate President stated she and their CTA representative were willing to come here and share their peer review experience. Peer Review is especially important for faculty working toward tenure. Although tenure is not part of senate business, the topic came up at Plenary, and Acting President Jaimez noted the Senate could have a position on that. Senator Pearson-Bloom opined it would be very timely for the Senate to have a position now and she volunteered to write a resolution to support peer review and bring it to the May 6 meeting.

8.3 Proposed Accreditation Timeline

An Accreditation Timeline document was distributed and noted as "draft only". Due to the September 2 holiday, the Senate agreed to schedule a regular meeting on September 9 at which time the draft will be discussed. The final draft will either be voted on at the September 19 meeting or a special meeting will be scheduled on September 23 for that vote, if needed.

Coordinator Dambrosio noted that something close to the published version would be voted on but approval would be somewhat conditional if changes are needed. The main task for Senate review is to ensure content truth.

In summary, the agreed Accreditation draft timeline involving the Senate includes: September 9 discussion; September 16 action; a special approval meeting on September 23 or 30, only if more discussion is needed.

8.4 Senate Reps – School Reorg and By-Law revision

This topic was discussed extensively at the last meeting and following another brief discussion, Senators agreed to: keep in place two representatives from each school, including the new School of Behavioral & Social Sciences, with the exception of one representative from the new small School of Health Sciences; the two centers would not have their own representatives at this time, although that could change if/when they become independent; ensure Fire Science and Aeronautics are represented by the School of CTE/Business. The Reorganization with the required Bylaws revision will be voted on at the May 6 meeting.

8.5 Fall Senate Flex meetings

On Thursday, August 8, the Senate meeting will be held from 9 am – 12 pm and the joint Senate/Ed Admin meeting will be held from 1 pm – 4 pm. The latter will include discussion on hiring priorities.

9. Action Items

9.1 DE Course Review Proposal

Motion to approve – Senator Reeve; Seconded – Senator Cittadino; passed – unanimous.

9.2 K-12 Admissions Policy

Acting President Jaimez requested a breakdown from Dean Cammish on how K-12 admission students are doing. She is waiting on a response but from information she could access, which does not include GPA data, it appears that they tend to do better overall than regular students. Some Senators expressed a need for more clarity and more specific information in areas of the written document. Suggestions were also made for applicants: to explain why they want to attend classes here; to be interviewed, take the English assessment and take advisory courses, if they have a 2.0 GPA. Acting President Jaimez will forward the request for revisions. Tabled for revisions.

10. Reports

10.1 Subcommittees

- 10.1.1 Basic Skills – Melissa Reeve
- 10.1.2 Curriculum – Joseph Conrad
- 10.1.3 Distance Ed – Dale Crandall-Bear
- 10.1.4 Program Review – Amy Obegi
- 10.1.5 10+1 Committee – Kevin Brewer

10.2 Treasurer

Reports were all deferred due to time constraints.

11. Action Reminders

12. Announcements

The final meeting of the semester will be held next Monday, May 6.

13. Adjournment

Motion to adjourn – Senator Pearson-Bloom; Seconded – Senator Reeve; passed – unanimous

The meeting adjourned at 5:02 pm.

Distance Education Committee

Approved by the Academic Senate on April 29, 2013

Course Shell Review Process for Online & Hybrid Courses Taught in Canvas LMS

Overview & Rationale:

The Distance Education Committee is developing this course shell review process to insure that our Distance Education Courses met the guidelines established by the Chancellor's Office and the Accreditation Commission. This course review will be done as a part of the transition to the new LMS, Canvas. This course review is only for full Online & Hybrid courses; eCompanion shells do not need to be reviewed.

It is important to note that this is a review of the course shell, not the instructor teaching the course. It is completely separate from, and has no bearing on, the instructor evaluation procedures outlined in the official bargaining agreement. Only faculty will be involved in this course design review.

This Course Shell Review process is distinct from a New Course Proposal process. If a course has never been offered at SCC in the online modality, it will need to go through the New Course Proposal process established by the Curriculum Committee.

Components of the Process:

1. All full Online and Hybrid course shells to be offered in Canvas beginning in Fall 2013 must be reviewed prior to being taught. (Current Online/Hybrid courses will continue to be taught in eCollege until their review for Canvas is completed. All Online & Hybrid courses will be transitioned into Canvas by Spring 2015.)
2. The review of Online/Hybrid course shells going into Canvas will be coordinated by the Distance Education Committee. The DE Committee will prepare and maintain timely documentation on which course shells have been reviewed and approved.
3. The review of the Canvas course shells will be conducted by faculty chosen by the authoring instructor (minimum of 2 reviewers). The DE Committee representative for each School will coordinate the review of courses in their School and transmit the information to the DE Committee. Deans and Administrators will not be involved in the course shell review process in any way.
4. A Course Shell Review Checklist Form will be developed by the DE Committee to assist course authors and reviewers.
5. If a course shell is not approved after its initial review, the DE Committee representative will coordinate with the authoring faculty and reviewers to correct the problems and re-submit the course for review and approval.

Canvas Course Shell Review Checklist

COURSE INFORMATION

Instructor:

Course Number & Title:

Reviewed by:

Date of Review:

1. WELCOME & ORIENTATION

- Instructor welcomes the students to the course in some way.
- The course provides an orientation (online or face-to-face) for students to familiarize themselves with the learning environment.
- There is an early online activity requiring a student response prior to the No Show drop deadline.

- Response time for replying to messages is stated.

Instructor Notes:

Reviewer Comments:

2. SYLLABUS

- A current, updated syllabus is posted, containing the following:
 - Instructor name, telephone, e-mail, other contact information
 - Office Hours (on-campus and/or virtual office hours)
 - Complete list of course materials
 - Course description
 - Student Learning Outcomes
 - Drop Deadlines (in syllabus or calendar)
 - Course policies, including participation, late work
 - Plagiarism and academic integrity policies (here or elsewhere)

Instructor Notes:

Reviewer Comments:

3. COURSE NAVIGATION & ORGANIZATION

- Course is organized in logical manner with easy to follow navigation.
- Due dates updated for current semester
- All links are currently functioning.
- Material has been checked for spelling and grammar.

Instructor Notes:

Reviewer Comments:

4. SLOs & ASSESSMENTS

- Learning activities are varied and target multiple learning styles (textual, visual, auditory learners).
- Assessments correspond with the stated student learning outcomes for the course.
- Clear explanations of grading criteria (e.g. rubrics and examples recommended).
- Amount of student work is comparable with a traditional face-to-face course.

Instructor Notes:

Reviewer Comments:

5. INSTRUCTOR-INITIATED REGULAR EFFECTIVE CONTACT

- Frequency of instructor-initiated contact in this online course is comparable to a corresponding face-to-face class (minimum 1-2 times per week).
- Identify the tools used in this course for instructor-initiated contact: (should be 5-6 minimum)
 - Regular Announcements (text)
 - Regular Announcements (audio/video)
 - Discussion Boards (with appropriate instructor participation)
 - Web Conferencing (synchronous)

- Live Chat (synchronous)
- Email
- Blogs/Wikis
- Student Groups (with appropriate instructor participation)
- Student Collaborations (with appropriate instructor participation)

Other:

Electronic versions of class lectures (or other classroom presentations) (written, audio recorded or video recorded) authored by the instructor.

Timely, frequent and substantive feedback on student work provided by the instructor.

Expectations of students for regular logging onto class are clear.

A "Questions for the Instructor" discussion forum (or equivalent) is provided.

Instructor Notes: (If above items are not yet visible, please describe what you intend to do.)

Reviewer Comments:

6. ADA COMPLIANCE / STUDENT SUPPORT

Accessibility is built in to the course using:

- Simple, clean, uncluttered course design
- Font formatting, rather than color, for emphasis in text.
- Transcripts of audio clips
- Captions for video clips
- Alt tags on graphics (check html page)
- Descriptive URL links
- Tables accessible to screen readers
- Other:

Directions for accessing support services available for students are clearly posted.

A mechanism is in place for instructor to contact students who are falling behind.

Instructor Notes:

Reviewer Comments:

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COURSE SHELL APPROVAL

[Note: a course shell may be approved for a one-semester pilot offering even if not all of the components are present in the shell. For example, student groups, instructor feedback on assignments, and other instructor contact may not be visible in the development shell. Final approval can be done after the course has been taught once.]

Approved for Pilot (one semester)

Final approval

Not approved for Pilot

If not approved, please list below the items that need to be addressed before this online course can be offered as a pilot:



DISTANCE EDUCATION COMMITTEE

Adopted Minutes

August 25, 2014

Room 902

3:00 p.m. – 4:30 p.m.

ATTENDANCE	<p>The Distance Education Committee Meeting was called to order at 3:10 p.m. by Coordinator Dale Crandall-Bear.</p>
1. Introduction of New Committee Members for 2014	<p>Members present were Isabel Anderson (LA); Katie Berryhill (M&S); Dale Crandall-Bear (DE Coordinator/Chair); Mary Gumlia (COUN); Julia Kiss (Nurs); Laura Maghoney (AT&B); Scott Ota (IT); Lindsay Padilla (SBS); Svetlana Podkolzina (MS); Sandra Rotenberg (Lib); Robin Sytsma (HS); Lauren Taylor-Hill (SBS); and Carol Zadnik (DE Tech)</p> <p>Absent/Excused: Roger Clague (CTO); and Neil Glines (Dean of LA)</p> <p>Dale suggested we begin with introductions. Lindsay Padilla introduced herself as a new member of the Sociology Faculty. Lindsay mentioned she has been teaching online for the last four years prior to coming to Solano Community College and wants to continue to teach online utilizing Canvas.</p> <p>Sandy Rotenberg introduced herself as one of the Librarians, who has been teaching online for a long time. Mary Gumlia from Counseling announced that she has been teaching online since 2001. Robin Sytsma introduced herself as a Nutrition Instructor, who has taught online for the past ten years. Laura Maghoney introduced herself as teaching Economics and mentioned she has taught online for a long time. Svetlana Podkolzina introduced herself as a Math Instructor. Isabel Anderson introduced herself as a member of the English Department. Isabel mentioned past experiences using Moodle, but stated she likes using Canvas a lot. Julia introduced herself as a member of the Nursing Faculty who teaches in the Nursing Program. Julia mentioned using Canvas with her face-to-face classes, but looks forward to using Canvas to teach online in the future. Julia completed her Masters online and likes online learning.</p>

Katie Berryhill, who is also a new DE Committee Member, introduced herself as a new instructor to SCC. She began teaching Physics and Astronomy during the Summer 2014 semester. Katie completed her PhD and Masters online, and she has taught online for the last ten years. Katie has used Canvas for two weeks now, and she really likes the program. Katie mentioned she had previously used Educator and Sakai. She feels Canvas is a far superior system than those she used in the past.

Dale mentioned new hires over the past year include many faculty that are familiar with teaching online and half are familiar with Canvas.

Sandra mentioned that Erin Duane will be substituting in her place at some of the future DE Meetings.

Dale suggested the committee discuss meeting times next. He asked how many members would prefer 2:30 p.m. - 4:00 p.m., keep 3:00 p.m. - 4:30 p.m., or consider a later meeting time. It was determined that the majority of committee members could attend from 2:30 p.m. - 4:00 p.m. Svetlana opposed the time change due to a scheduling conflict. Dale also suggested we change the meeting room to 801 to accommodate the number of committee members.

2. Adoption of Minutes (04/28/14 & 05/12/14)

Adoption of April 28, 2014 Meeting Minutes:

Motion to approve – Robin; Seconded – Sandra; Passed – unanimously.

Adoption of May 12, 2014 Meeting Minutes:

Motion to approve – Sandra; Seconded – Isabel; Passed – unanimously.

3. DE/Accreditation Report (Annette Dambrosio)

Dale introduced Annette Dambrosio. He proceeded to discuss the Self-Study Report, which is done every six years. The last one was done in 2011, and the next one will be due in 2017. Annette is currently working on a Midterm Update Report. Dale shared the Midterm Report Planning Agenda 1 Draft with DE Committee Members. The DE Planning Agenda was created in the 2011 report and included eight points of action. Since written, some of the items on the Planning Agenda have been deleted or revised. Dale explained that part of the process is to update the Planning Agenda and determine what additions or changes need to be made. The final report will be presented as an update to Accreditation, and DE will need to develop a new Planning Agenda over the next three years.

Annette explained that part one of the report is to update agenda item recommendations. Part two is the 42 planning agenda items that were done in 2011 for all of Solano Community College. Annette mentioned things missing from the 42 agenda items include an update of what will

be done from now until the next self-study in terms of projection. Continued evaluation and evidence is another missing factor. Annette explained that one of the main points of Accreditation is to project forward with where things are headed in the future. Annette suggested extending on the points of interest that DE has already established or evaluate and change agenda items.

**4. DE Planning
Agenda for 2014-
2017**

Dale suggested the DE Committee go through the eight points of action in the Planning Agenda 1 Draft.

Item agenda number two on the Planning Agenda is a summary of new guidelines developed in 2011 that have been implemented over the last two years and include Course Shell Reviews and instructor training. Annette reiterated the importance of assessing the guidelines moving forward. Annette suggested a summary listed at the bottom for the 2016-2017 plan of assessment.

Item agenda number three addressed the creation of outcomes for the DE Program. DE has determined that Distance Education is not a program, because you cannot earn a degree in Distance Education. The DE Committee will propose the elimination of item number three. Annette suggested that DE might consider how Distance Education is promoted to make students more aware of DE's identity as a new item.

Item agenda number four addresses the college catalog. According to Accreditation there is more language needed in the catalog with regard to Distance Education. Katie said students should be aware when registering for an online class that they will have interactions with a faculty member, and this information should be reflected in the catalog. Mary suggested differentiating Distance Education from traditional instructional learning in the catalog. Dale will check the catalog for current language and distribute to committee members for review. This item will be addressed further over the next several DE meetings.

Dale addressed Sandra regarding item agenda number five and asked if this item could be eliminated. Sandra said she felt this agenda item was included to be sure DE was mentioned and online course content was included where it should be included. Discussions continued as to whether item number five was supposed to be referencing the Intellectual Property Rights Policy or is indeed about the Academic Freedom Statement.

Annette read the Self-Study Report verbiage on Page 190 that refers to the Academic Freedom Statement and mentioned the same page talks

about Distance Education and the catalog. Isabel read the description about DE and online learning under Non-Traditional Learning in the 2014-2015 Online Catalog on Page 47. It was determined that the catalog entry did not exist when agenda item five was written in the Self-Study Report. Annette suggested DE could modify and update the catalog description regarding Distance Education and online learning. Annette reiterated that it should be mentioned that language does now exist in the catalog. Dale confirmed that our new agenda plan will include an update from DE on the catalog entry. Annette emphasized that it is the plan that is currently needed; however, it is not vital that the plan be carried out immediately.

Dale and Annette agreed and concluded that agenda item number five is supposed to be about Intellectual Property Rights; however, Dale will check to see if the language about Intellectual Property Rights was negotiated into the contract. He will also verify language included that specifically relates to Distance Education.

Svetlana asked if our planning agenda could include having a link to CCC Confer embedded into solano.instructure.com. Sandra agreed with Svetlana that it would be of great service to instructors and students to have a link to cccconfer.org embedded in Canvas, because of all the options available with the use of this free service. Carol mentioned there was a new feature recently rolled out by Canvas that may accommodate the CCC Confer link. She will look into it and advise Dale of the option.

Regarding Planning Agenda item number six, the committee determined that development of department level policies shall be left to the departments.

Item agenda number seven relates to a DE Program Review. All of the programs need to address DE, and DE needs to be in every Program Review. Dale mentioned that he does not know what the timeline should be for all first time program reviews. Annette suggested that Dale contact Amy to get the program review schedule. Sandra said the program reviews may take five to six years to complete. Annette mentioned it will be feasible to do a one page update yearly on program reviews as well. Dale mentioned it might be a good idea to do a review this year for all the departments that have already completed their review. Annette said DE would put together a timeline and then decide to do more or less when accessing it later.

Item agenda number eight relates to data. Sandra asked if we are looking at any changes that moving to Canvas may have created. Dale

said that would show from data that was collected last term and this term. Dale said once we accumulate a couple of semesters in Canvas it will be possible for more comparison data.

Annette questioned the mention of grievances in Planning Agenda item number eight. Annette suggested DE might mention that there have not been specific grievances pertaining to DE. Sandra said she did not think there is any data on complaints and grievances against DE. Sandra said we should be disaggregating data on DE instruction, but ignore the complaints and grievances. Annette said it does have to be addressed. Sandra mentioned it can be listed as confidential and unavailable.

5. Survey of DE Students

The first agenda item on the Planning Agenda was a Student Opinion Survey, which was conducted in 2012. Dale suggested another survey be done during the current term in September or October. The DE Committee will evaluate the last survey and develop a new survey by reviewing the questions for elimination or change.

Sandra suggested questions be left in the survey that would offer good comparative data. Annette reiterated this idea would offer built-in assessment. Sandra also suggested the survey might include a question asking students if he/she would be willing to be contacted for more in-depth questions or to participate in a focus group.

Dale will distribute the Student Opinion Survey to DE Committee Members allowing them to better assess the survey questions that should be kept for the new survey. He asked DE Committee Members to look through the 2012 survey questionnaire and be prepared to address this topic at the next DE meeting.

6. "Shared Learning" Classes (Roger Clague)

Roger was not able to present information regarding "Shared Learning" due to an emergency. Dale explained Roger Clague, chief technology officer; Dr. Laguerre; and V.P. Diane White would like to create a format for courses struggling with enrollment that could be offered simultaneously in different locations. A class could be scheduled during the same hour at Fairfield, Vacaville, Vallejo, and Travis. The telepresence technology would be utilized for a class being taught by an instructor in Fairfield, but virtually broadcasted in real time to the other centers. Dale explained there is no delay with this technology, and it utilizes a high bandwidth as well as a high definition monitor connection.

Dale conveyed to committee members that Roger stated the IT Department could take care of the necessary technology. There would be one classroom built on each campus that students could attend.

Instructors would be required to move from one location to another each week allowing for some face-to-face time at each campus. The college would like to conduct a pilot course called “Shared Learning” during the Spring 2015 semester.

Dale said the challenge may lie in finding an instructor to teach the pilot class. Dale presented a page to committee members that will be sent out to all DE Faculty to see if someone is interested. A good candidate for the pilot course will be a class struggling with low enrollment. This technology is going to be used to see if enrollments can be increased in specific courses.

Isabel asked if a Hybrid course would fit the criteria. Dale said Hybrid could be considered a possibility. Isabel said that she has a Literature class that she is scheduled to teach in the spring in Vacaville that might be a good candidate. She was supposed to teach it during the Fall 2014 semester, but enrollment was too low. She received emails from students who would like to have taken the course had it been provided on other campuses or at alternate times.

Sandra mentioned she did something similar to “Shared Learning” for her Master’s Program. She conducted an online class where shared learning was combined using web cams and video lectures between instructors and students from home. Dale mentioned UC Davis has a room set up for shared learning that is very impressive. Isabel asked if the course lecture could be recorded, and Dale confirmed that as a possibility for online use. Students participating in a “Shared Learning” course would have to consent to a recorded session.

Dale encouraged committee members to respond to the email request if he/she has a course they would be interested in teaching as a “Shared Learning” pilot course.

7. Course Shell Reviews (Faculty)

Non-Faculty DE Members were excused from the remainder of the DE Meeting. Dale explained to DE Committee Members how the Course Shell Review process works. Each new instructor taught course is reviewed by two peers and the results are sent to Dale. Course shells that need further review are presented to the DE Committee.

Julia asked how you convert from a pilot status to a final status. Dale explained the pilot status meant the course could be taught for only one semester, because there are some thing missing. Since the initial decision it was decided to get everyone into Canvas and then go back to review all the pilots during the Spring 2015 semester.

Mary suggested that there be a standing committee of reviewers in the future to eliminate problems finding someone to do a peer review. Dale agreed that this may be a good time to explore the idea of having the DE Committee Members do Course Shell Reviews since the bulk of the shell reviews have already been done.

DE Committee Members proceeded to review course shells for the Spring 2015 semester. Dale asked for a motion to approve the following new courses:

Motion to approve – Sandra; Seconded – Laura; Passed – unanimously:

- ART 010 (FF) – Final
- CJ 052 (JO) – Final
- CJ 060 (SN) – Final
- COUN 083 (MG) – Final
- GEOL 005 (MF) – Final
- KINE 057 (KM) – Final
- MUSC 007 (MM) – Final
- NURS 064 (JK) – Pilot
- ASTR 010 (KB) – Final
- CJ 053 (SN) – Final
- COUN 055 (EM) – Pilot
- COUN 083 (EM) – Final
- HIST 018 (NP) – Pilot
- MUSC 005 (MM) – Final
- MUSC 013 (MM) – Final
- SOC 001 (LP) – Pilot

Dale asked for a motion to approve the following new pending completion of the Online Canvas Training :

Motion to approve – Katie; Seconded – Julia; Passed – unanimously:

- THEA 011 (CS) – Pilot
- HED 002 (SP) – Final

No action at this time on the following course, because no Course Shell Reviews were submitted.

- MATH 011 (TG)

DE Faculty Members denied course approval for the following course at this time due to lack of adequate instructor authored content and lack of evidence of instructor initiated contact. Dale will contact the instructor about these issues.

- OT 061 (AC)

Sandra asked if the DE Committee Members could have the stats on how many courses are being taught online. Dale indicated he would provide that information for the next meeting.

Dale will announce soon the deadline dates for Summer 2015 Course Shell Reviews.

Adjournment

The meeting was adjourned at 4:36 p.m. The next meeting is scheduled for September 8 in Room 801 from 2:30 p.m. – 4:00 p.m.

COLLECTIVE BARGAINING CONTRACT

Between

Solano County Community College District

And

The Solano College Chapter CCA/CTA/NEA



July 1, 2012

to

June 30, 2015

Governing Board Adopted: May 16, 2012

ARTICLE 16 FACULTY/MANAGEMENT RIGHTS

16.1 Consultation: Individual faculty members shall have the right of consultation with their immediate supervisors.

16.2 Analysis of Instructional Program: Faculty members shall be entitled to meet and consult in the analysis and/or evaluation of the instructional programs for their division before such programs are changed or implemented.

16.3 Capital Outlay: Association designated division faculty shall be consulted on matters of capital outlay, building improvement, or remodeling, and facilities planning and construction in instances in which such matters directly impact the faculty.

16.4 Right to an Interview:

16.401 All adjunct faculty who make application for a regular faculty position shall be granted an interview providing the following occurs: 1) Meets minimum qualifications and 2) submits all documents as requested/required in the job announcement.

16.402 An adjunct faculty member is one who has taught within the current or preceding semester (including summer session) at the time of application.

16.5 Supervision, Discipline, Evaluation: No faculty member shall supervise, discipline, or evaluate (except as stated in Section 4.302.B) any other member of the bargaining unit.

16.6 Both the Association and the District shall have the rights reserved to it by the California Education Code, Government Code, and any other applicable laws.

16.7 Rules Governing Ownership for Intellectual Property

16.701 General Policy Statement: The District and the Association have a mutual interest in establishing an environment that fosters and encourages the creativity of individual faculty members. In accordance with this mutual goal, the purpose of this Article is to identify the owners of the copyrights and patents to certain works and inventions that may be created by the faculty members.

16.702 Intellectual Property Agreement: All faculty, staff and other employees, as well as non-employees who participate or intend to participate in teaching and/or research or scholarship projects in the District are bound by this policy.

16.703 Explanation of Terms:

A. “Copyrightable Work” or “Works”: Copyrightable protection subsists in original works of authorship fixed in any tangible medium of expression from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device.

These works include:

1. literary works such as books, journal articles, poems, manuals, memoranda, tests, computer programs, instructional material, databases, bibliographies;
2. musical works, including any accompanying words;
3. dramatic works, including any accompanying music;
4. pantomimes and choreographic works (if fixed, as in notation or videotape);
5. pictorial, graphic and sculptural works;
6. motion pictures and other audiovisual works;
7. sound recordings;
8. architectural works; and
9. compilations, collective works and derivative works.

B. “Invention”: Inventions shall include any discovery, invention, process, composition of matter, article of manufacture, know-how, design, technological development or patentable biological material.

C. “Work-for-Hire”: Work-for-hire shall have the same meaning as provided under 17 U.S.C. § 101 of the Copyright Act except as provided in this agreement. A work-for-hire under the Copyright Act is a “work prepared by an employee within the scope of his or her employment” or a “work specially ordered or commissioned”. The District by law is the “author” of works created for hire, and hence the owner, of works for hire for copyright purposes. Work-for-hire under this agreement shall include institutional works and

work prepared with substantial support by the District. Work-for-hire under this agreement shall not include works which the District disclaims ownership regardless of whether the work constitutes a work-for-hire under copyright law. The District claims no ownership of popular non-fiction, novels, textbooks, poems, music composition, unpatentable software, or other works of artistic imagination which are not institutional works and did not make significant use of District resources or the services of District employees working within the scope of their employment.

- D. “Institutional Work”: *The District shall retain ownership of works created as institutional works.* Institutional works include works that are supported by a specific allocation of District funds or that are created at the direction of the District for a specific District purpose. Institutional works also include works whose authorship cannot be attributed to one or a discrete number of authors but rather result from simultaneous or sequential contributions over time by multiple faculty and students. For example, software tools developed and improved over time by multiple faculty and students where authorship is not appropriately attributed to a single or defined group of authors would constitute an institutional work. The mere fact that multiple individuals have contributed to the creation of a work shall not cause the work to constitute an institutional work.
- E. “Non-significant Use/Support”: Non-significant support consists of resources that are customarily available or provided in the course of the faculty member’s usual assignment. Examples of non-significant support include ordinary use of an office and telephone, desktop computers, District libraries and limited secretarial or administrative resources.
- F. “Substantial Use/Support”: Substantial use of District resources means financial support over and above the cost of the faculty member’s normal compensation, office space, office computer, local telephone use, minimal office supplies and copy services. Examples of substantial support include the cost of providing secretarial, technical, legal or creative services specifically for the creation of a work, as well as the cost or value of the use of expensive District equipment or facilities (such as film, television or recording studio).
- G. “Assignment”: No assignment, license or other agreement may be entered into or will be considered valid with respect to copyrighted works owned by the District except by an official specifically authorized to do so. An assignment is a transfer in copyright or

patent ownership. An assignment must be in writing and signed by the transferor.

- H. “License”: A license means permission to use a work. A “non-exclusive license” is one that gives permission to use a copyrightable work or a patent while that same copyrightable work or patent may also be used by the party who gave the permission and by others to whom permission is also given.

16.704 Copyright Ownership by Faculty Members: Faculty members will own the copyrights to works created by them, with non-significant support from the District, in connection with the courses they teach, or other duties they perform as faculty members while they are employed by the District.

16.705 Copyright Ownership by the District: District resources are to be used solely for District purposes and not for personal gain or personal commercial advantage, nor for any other non-District purposes. The District will own the copyright to any works created with substantial support from the District and any works created as institutional works.

Except as stated in this agreement, the District does not claim ownership to pedagogical, scholarly, or artistic works, regardless of their form of expression. The District claims no ownership of popular nonfiction, novels, textbooks, poems, musical compositions, unpatentable software, or other works of artistic imagination which are not institutional works and did not make substantial use of District resources or the services of District employees working within the scope of their employment. The District will own the copyright to any work created with substantial support from the District.

16.706 Rules Governing Ownership of Inventions Produced by Employees:

- A. Disclosure Requirement: The faculty member shall promptly disclose to the District, in writing, all inventions conceived and/or reduced to practice by the employee, either solely or jointly with others, resulting from substantial support from the District and/or institutional works. The faculty member, unless the District agrees otherwise, shall be obligated to maintain adequate and current written records of any such inventions.

- B. Ownership of Inventions: All inventions which result from institutional works are the sole and exclusive property of the District. Nothing in this article shall prevent an employee from seeking to attain ownership of an institutional work created with

substantial support from the District by offering to negotiate the transfer of ownership from the District to the employee. Inventions produced by employees with non-significant support from the District remain the sole and exclusive property of the employee. The District shall have a non-exclusive license to utilize (otherwise known as a “shop right”) any employee inventions created within the scope of employment but produced with non-significant support from the District.

C. Employee Obligations: The employee shall remain obligated at all times, upon request, to do all lawful acts, including, but not limited to, the execution of papers under penalty of perjury and the giving of testimony, that in the opinion of the District, may be necessary or desirable in obtaining, establishing, maintaining and enforcing the District’s rights in the inventions, including, but not limited to, obtaining, sustaining, reissuing, extending and enforcing United States and foreign propriety rights, including letter and design patents and copyrights, on all such District inventions, and for perfecting, affirming, maintaining and recording the District’s complete ownership and title thereto, and to otherwise cooperate in other proceedings and matters relating thereto.

16.707 Copyright and Patent Registration: Responsibility for registration of copyrights and patents shall lie with the owner of the copyrights and patents.

16.708 Assignments and Licenses: No assignment, license or other agreement may be entered into or will be considered valid with respect to copyrights and patents owned by the District except by an official specifically authorized to do so.

16.709 This article shall not apply to any intellectual property which would constitute “instructional material” under Education Code section 78900.

16.710 The District shall retain a license in any work(s) created and owned by the faculty member upon the faculty member’s separation of employment with the District.

16.8 Academic Freedom (Adopted 5/16/12)

16.801 It shall be the policy of the District to maintain and encourage full freedom for its faculty to teach, research and pursue knowledge as set forth in this Article and applicable provisions of law.

16.802 In the exercise of this freedom the faculty member may, as provided in

the U.S. and California Constitutions and other applicable laws, discuss his/her own subject or area of competence in the classroom, as well as any other relevant and controversial matters, so long as he/she distinguishes between personal opinions and factual information and does not interfere with completing the course content.

16.803 Faculty members shall be free to exercise academic freedom including freedom of investigation, freedom of discussion in the classroom, freedom to select texts and other instructional materials, freedom of assignment of instructional exercises, and freedom of evaluation of student efforts. The District shall not interfere with a faculty member's freedom of speech or use of materials in any teaching assignment, except as allowed by law.

16.804 Faculty shall be free from unlawful harassment or from unlawful interference or restrictions based on political views.

16.805 The District shall not unlawfully inquire into, nor predicate any adverse action upon a faculty member's personal, political or organizational activities or preferences.

16.806 Faculty shall be free from any and all forms of electronic or other listening or recording devices, including digital surveillance of distance education courses, except with his/her express and non-continuing consent except as provided by Article 4.501.

16.807 Personal Freedom

A. The personal life of a faculty member is not an appropriate concern of the District for the purposes of evaluation or disciplinary action unless it prevents the faculty member from performing his/her assigned duties or it calls for discipline under the provisions of the Education Code.

B. A faculty member shall be entitled to the full rights of citizenship and no religious or political activities, or lack thereof, of any unit member shall be used for purposes of disciplinary action.

16.9 Due Process/Progressive Discipline

16.901 General Provisions

A. The District may discipline a unit member only for just cause.

B. Discipline shall follow the procedures of progressive discipline

Academic Program Review: Schedule of Self-Studies

2013-2014	School of Career Technical Education & Business, School of Human Performance and Development
2014-2015	School of Social and Behavioral Sciences, School of Health Sciences (supplemental to BRN report) Counseling, and ½ of the School of Math & Sciences
2015-2016	½ of the School of Math & Sciences, and School of Liberal Arts
2016-2017	Any outstanding programs & comprehensive review of the Program Review process
2017-2018	School of Career Technical Education & Business
2018-2019	School of Health Sciences, Counseling
2019-2020	School of Social & Behavioral Sciences
2020-2021	School of Math & Sciences
2021-2022	School of Liberal Arts

Department	Ave Fill Rate @ Census F2F	Ave Fill Rate @ Census OL	EOS Retention F2F	EOS Retention Online	AVG Success Rate F2F	AVG Success Rate Online	Median GPA-F2F	Median GPA-OL	FTES F2F
Accounting	94.9%	92.1%	89.63%	81.91%	75.9%	50.3%	2.77	2.32	156
Astronomy	105.1%	94.6%	95.07%	87.32%	84.2%	73.5%	2.83	2.68	89
Banking and Finance		67.5%		81.48%		33.3%		1.50	
Biological Sciences	104.2%	94.2%	88.68%	80.74%	59.0%	41.8%	2.39	2.00	157
Business	75.1%	67.6%	86.51%	87.35%	47.9%	54.6%	2.00	2.27	190
Cinema	93.8%	102.4%	91.05%	94.69%	68.5%	79.5%	2.67	3.04	98
Computer & Info Science	107.0%	95.5%	88.78%	84.21%	53.5%	57.7%	2.22	2.50	531
Counseling	84.4%	92.6%	94.23%	90.41%	63.6%	68.7%	2.50	2.78	90
Criminal Justice	93.4%	121.0%	92.80%	87.57%	66.5%	72.7%	2.43	3.00	253
Drafting Technology	116.3%	56.0%	88.33%	73.03%	71.7%	49.4%	2.62	2.67	12
Economics	102.1%	90.4%	87.01%	70.13%	59.9%	42.9%	2.50	2.00	200
English	124.9%	82.0%	89.47%	80.80%	71.7%	58.5%	2.71	2.76	923
Fire Technology	85.0%	72.1%	89.22%	93.98%	74.0%	71.1%	2.82	3.00	20
Geography	98.8%	63.3%	92.83%	86.50%	66.2%	62.6%	2.68	2.54	24
Geology	99.0%	77.7%	91.10%	87.41%	73.8%	65.7%	2.75	2.50	63
Health Education	88.0%	77.4%	90.53%	83.04%	76.1%	53.8%	2.50	2.21	26
History	112.6%	97.7%	87.73%	81.30%	58.4%	61.9%	2.43	2.69	492
Human Development	96.9%	84.4%	88.92%	81.87%	67.9%	54.6%	2.60	2.55	211
Industrial Technology	50.0%	62.5%	100.00%	86.67%	66.7%	60.0%	2.50	3.00	1
Learning Resources		101.5%		89.56%		60.6%		2.57	
Management	54.3%	68.3%	97.37%	75.18%	68.4%	59.1%	2.52	2.50	4
Marketing		63.0%		77.78%		60.3%		2.38	
Mathematics	166.6%	132.7%	82.86%	67.50%	50.9%	27.4%	2.26	2.00	2,628
Music	88.3%	101.6%	89.72%	88.49%	70.8%	75.1%	2.67	3.00	188

Nursing	87.8%	100.0%	88.99%	92.77%	64.2%	80.4%	2.57	3.00	100
Nutrition	103.2%	83.1%	91.81%	85.37%	66.3%	67.6%	2.50	2.86	261
Physical Education	88.9%	85.1%	91.93%	79.33%	77.5%	57.8%	2.54	2.44	21
Physical Science		71.3%		93.86%		83.3%		2.88	
Physics		81.3%		88.46%		80.8%		3.24	
Political Science	94.6%	76.7%	91.90%	82.67%	69.1%	54.9%	2.63	2.70	227
Psychology	137.4%	78.0%	88.26%	71.79%	58.1%	60.3%	2.10	2.46	110
Real Estate		63.0%		83.33%		62.9%		2.50	
Social Science	103.8%	155.7%	93.33%	90.83%	79.0%	71.6%	2.67	3.00	56
Sociology	103.5%	94.9%	91.28%	84.54%	70.1%	64.5%	2.53	2.86	221
Television		62.5%		84.00%		64.0%		2.75	
Theatre Arts		82.1%		77.83%		60.4%		2.76	

TOTALS	91.99%	83.57%	81.91%	77.27%	60.64%	56.50%	2.29	2.41	7,350
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Department	Ave Fill Rate F2F	Ave Fill Rate OL	EOS Retention F2F	EOS Retention Online	AVG Success Rate F2F	AVG Success Rate Online	Median GPA-F2F	Median GPA-OL	FTES F2F
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FTES Online	% FTES OL	Unique Students F2F	Unique Students Online	Total Students	% f2f	% OL	Department
98	62%	837	634	1,471	56.90%	43.10%	Accounting
62	69%	885	600	1,485	59.60%	40.40%	Astronomy
3	100%		27	27	0.00%	100.00%	Banking and Finance
140	89%	1,300	1,094	2,394	54.30%	45.70%	Biological Sciences
150	79%	1,607	1,148	2,755	58.33%	41.67%	Business
62	63%	852	496	1,348	63.20%	36.80%	Cinema
348	65%	2,300	1,459	3,759	61.19%	38.81%	Computer & Info Science
125	139%	836	995	1,831	45.66%	54.34%	Counseling
153	61%	1,642	857	2,499	65.71%	34.29%	Criminal Justice
27	225%	60	115	175	34.29%	65.71%	Drafting Technology
98	49%	1,446	759	2,205	65.58%	34.42%	Economics
89	10%	6,000	708	6,708	89.45%	10.55%	English
33	167%	171	182	353	48.44%	51.56%	Fire Technology
50	214%	231	478	709	32.58%	67.42%	Geography
41	66%	617	389	1,006	61.33%	38.67%	Geology
213	812%	264	1,840	2,104	12.55%	87.45%	Health Education
146	30%	3,681	1,118	4,799	76.70%	23.30%	History
50	24%	1,973	468	2,441	80.83%	19.17%	Human Development
2	125%	12	15	27	44.44%	55.56%	Industrial Technology
176	100%		4,830	4,830	0.00%	100.00%	Learning Resources
27	721%	38	254	292	13.01%	86.99%	Management
13	100%		122	122	0.00%	100.00%	Marketing
232	9%	5,550	613	6,163	90.05%	9.95%	Mathematics
158	84%	1,758	1,410	3,168	55.49%	44.51%	Music

152	151%
110	42%
45	212%
27	100%
8	100%
65	29%
8	7%
47	100%
11	20%
59	27%
3	100%
22	100%

843	1,208	2,051	41.10%	58.90%	Nursing
2,535	1,089	3,624	69.95%	30.05%	Nutrition
196	383	579	33.85%	66.15%	Physical Education
	114	114	0.00%	100.00%	Physical Science
	77	77	0.00%	100.00%	Physics
2,152	634	2,786	77.24%	22.76%	Political Science
1,088	78	1,166	93.31%	6.69%	Psychology
	269	269	0.00%	100.00%	Real Estate
525	109	634	82.81%	17.19%	Social Science
2,094	560	2,654	78.90%	21.10%	Sociology
	25	25	0.00%	100.00%	Television
	206	206	0.00%	100.00%	Theatre Arts

3,051	29.3%
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41,493	25,363	66,856	62.06%	37.94%	TOTALS
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FTES Online	% FTES OL
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Unique Students F2F	Unique Students Online	Total Students	% f2f	% OL	Department
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Summer 2014 Student Orientation Summary

Logging in and getting started in your online class

- <https://solano.instructure.com>
- Use MySolano username & MySolano password for MySolano and Canvas– MySolano Login button does not work with IE 8 or older – use Enter key
- Reset password at <https://my.solano.edu/cp/home/displaylogin>, click on **Find User Name/Reset Password** (5 to 10 minute process time for MySolano, and Canvas updates 3x/weekday)
- Browser's cache

An introduction to the Canvas course website

- Course Navigation
- Breadcrumb Navigation – backward navigation
- Global Navigation – navigate across all your Canvas courses

Communicating with your instructor

- Course Inbox – message your instructor
- Course Help Corner – Ask Your Instructor a Question

Viewing media & lengthy discussions

- Video clips not viewable with some browsers – click on gray shield in the address bar to disable protection
- Lengthy course discussions – 2 for 2nd page located under reply and bottom of page

Managing your time and taking tests online

- Quiz overview video - <http://vimeo.com/75056434>
- Respondus LockDown Browser – use IE 9 or higher and antivirus software must allow

Student support services for online students

Distance Education Office: Monday-Friday, 8:00 a.m. - 4:30 p.m.

Fairfield campus, Room 146

(707)864-7133 or de@solano.edu

SCC Online Student Orientation - <https://solano.instructure.com/courses/1198940/>

- Course Help Corner – Search the Canvas Guides
- Course Help Corner – Report a Problem
- Course Help Corner – Chat with Canvas Support

Questions & answers

First Three Days of Semester Procedure

Important - New Procedures for Semester Start for Online Classes

Greetings Online Instructors,

My apologies in advance for this long email. This is important information; please read carefully.

We are implementing new procedures for the beginning of each semester in our online courses. These procedures are now mandated by the Accreditation Commission and the Chancellor's Office. These new procedures are designed to do three things:

1. Assure that we have **dropped no-shows** from our online classes prior to 1st census.
2. Improve **retention rates** in online classes by dropping non-responsive students as soon as possible and backfilling these slots with students who intend to complete the course.
3. Improve **student success rates** in our online classes by insuring that all of our online students are serious about completing the course, have received adequate orientation to the online system, and are ready to go at the start of the semester.

These procedures are designed to replicate what we do in our face-to-face classes (i.e., dropping no-shows at the first class meeting). These procedures have been developed by the Distance Education Committee and will be reviewed by the Academic Senate during Spring 2014 semester. We want to implement the procedures in the Spring semester as a pilot program, and then get your feedback and suggestions on how to improve the process.

Many of you already do most of these things and will only need to make minor adjustments. For others, this may require more substantial changes in how you begin your online course.

Here are the Procedures:

Step 1.

All online course shells will **open simultaneously at 8:00 am** on the first day of class (Monday, Jan. 13, 2014). Students will be loaded into your shells during the week before class starts, but will not have access to your course shell before 8:00 am on Jan 13. This applies to both eCollege and Canvas courses.

It is recommended that you communicate with your students before the first day of class with some sort of a welcoming email message. This email should provide details on the course textbooks and how to acquire them from the bookstore, a reminder to log in to class on the first day, and an invitation to respond to you with questions. You can attach your syllabus to the email so that students can review it before class starts. You can also include the orientation links in #2 below.

(Note: You can email your entire class roster through Banner, through the “email” tool in eCollege or through the “Inbox” tool in Canvas.)

You should clearly indicate to the students that they must log in to the class and complete the opening activity by the end of the third day of the semester or they will be dropped from the class (see #3 below).

(I have attached a copy of the email message I send to my students. Feel free to adapt it for your courses, or create your own.)

Step 2.

All online courses must have some sort of **student orientation** to the LMS system (eCollege or Canvas) as well as an orientation to the specific features of your course. It is recommended that you create an “Orientation” unit (“module” in Canvas) that precedes the first content unit in your course.

For the orientation to the online platform, you can use the following links to the student orientations and tutorials for the system you are using:

For eCollege, these resources are available under the “Special Courses” heading in the student’s course list:

[.NExT Student Orientation Tutorial](#) - eCourse.NexT

[ORIENT Tips for Success: Orientation for Online Students](#) - eCourse.NExT

For Canvas, similar resources are available under the “Online Courses” link in the left navigation column of the SCC homepage (solano.edu):

(Canvas Orientation Course, created by Carol Zadnik)

<https://solano.instructure.com/courses/1198940>

(Tips for Success, created by Mary Gumlia)

<https://solano.instructure.com/courses/1196839>

(Canvas Demo, created by Mary Gumlia)

<https://solano.instructure.com/courses/1188686>

You can orient your students to the specific features of your online course in any way you wish. At minimum, you should point them to your syllabus and announcements, indicate where the assignments can be accessed, and specify how students can contact you with questions. Some instructors have in-person orientations during the first week of the semester. If you plan to do this, contact Janice Eaves (Janice.Eaves@solano.edu) to reserve a classroom.

Step 3.

All online courses must have some sort of **opening activity** that requires a student response by 9:00 pm on the 3rd day of class (for Spring 2014, that is Wed. Jan 15). This activity does not need to be a graded exercise; it just needs to require an active response from the student. Examples include a syllabus quiz, a response to your welcoming email, a post to a Threaded Discussion where students introduce themselves, or anything else you want to do.

Step 4

All online instructors must drop non-responding students by noon of Day 4 (Thurs. Jan. 16). You should immediately replace dropped students with new students from your wait list (if you have one) using add codes. Once they enter the class, new students have the same three-day period to respond to the opening activity.

Again, these procedures are designed to replicate more closely what we do in our face-to-face classes. They will enable us to start the semester with active students who are prepared for success in our online courses.

Please respond to this email (using “reply all”) if you have comments or suggestions regarding these procedures. We want everyone to share ideas and tips as we go forward. Carol and I are available to help you implement these procedures if you need assistance.

Thanks,

Dale

Main Welcome email – online courses (Summer 2014)

Accessing the Course Website

Our online course is located at www.solano.instructure.com. To log in, use the same username and password that you use for Solano College. The course website is now open for you to explore and get oriented. Our class officially begins on Monday, June 16

You must log in to the course and respond to the opening activity by 9:00 pm. on Wednesday, June 18 or you will be dropped from the class. There is a wait list of students eager to take this class and instructors need to drop inactive students to make room for waiting students.

If you have trouble logging in to the online course, or have other technical difficulties, send an email to distance.education@solano.edu. State your full name and the name of the course.

Preparing for Online Learning

If you are new to online classes, or to Canvas, you can view the student online tutorial located on the Solano College website (www.solano.edu). Scroll down the navigation bar at the left of the main homepage and click on the "Online Classes" link, then click on the "Canvas Orientation" and "Tips for Success" links in the left navigation bar.

Student Orientations

We will have a series of face-to-face student orientations during the first week of class. Please post the following announcement to your students:

Student Orientations: How to Succeed in Your Online Class

Solano College will host three orientations for online students in the Summer 2014 session:

June 18, 2014
Vacaville Center
Room 208
10:30 a.m. – 11:30 a.m.

June 18, 2014
Fairfield Campus
Room 103
3:30 p.m. – 4:30 p.m.

June 19, 2014
Vallejo Center
Room 125
11:30 a.m. – 12:30 p.m.

Topics Include:

- Logging in and getting started in your online class
- An introduction to the Canvas course website
- Communicating with your instructor
- Managing your time and taking tests online
- Student support services for online students
- Plus plenty of time for questions and answers