



Distance Education and Technology Committee Agenda

Tuesday, February 27, 2018
3:00 p.m. - 4:00 p.m.
L-201

Type of Meeting: Regular
Please Review/Bring: Agenda Packet

Committee Members:
 Perry Jehlicka, Co-Chair
 Dr. Bonnie Suderman, Co-Chair
 Greg Bormann, VPAA Co-Chair Designee
 Dr. Tom O'Neil, Administrative Member
 Walter Briggs, Counseling Faculty Representative
 Dr. Scott Lee, AP&P Representative
 Jimmie Bowen, Faculty Member
 Mary Rose Toll, Faculty Member
 Kathy Osburn, Faculty Member
 Ken Sawicki, ITS Alternative Media Specialist
 John Toth, AVFCT Member
 Sheri Langaman, Classified Union Representative
 Dr. Ed Beyer, Instructional Designer
 Rick Shaw, ITS Management Member
 Greg Krynen, ITS Technical Trainer
 Mike Wilmes, Blackboard Administrator
 Darnell White, IMC Representative

Guests:

Items	Person	Action
I. Call to Order	Perry Jehlicka	
II. Approval of Agenda	Perry Jehlicka	
III. Opening Comments from Co-chairs	Perry Jehlicka	
IV. Open Comments from the Public		
V. Approval of Minutes	All	A. February 13, 2018 DETC Meeting (to be provided)
B. Discussion Items	Perry Jehlicka Perry Jehlicka Dr. Ed Beyer Dr. Ed Beyer	A. Campus OEI Implementation Team B. Mentorship C. OEI Review D. Course Design Rubric (attachment)
C. Action Items		
D. Adjournment		
NEXT MEETING: 2/27/18		



Distance Education and Technology Committee Minutes

Tuesday, February 27, 2018
3:00 p.m. - 4:00 p.m.
L-201

Type of Meeting: Regular
Please Review/Bring: Agenda Packet

Committee Members:

Perry Jehlicka, Co-Chair
 Dr. Bonnie Suderman, Co-Chair
 Greg Bormann, VPAA Co-Chair Designee
 Dr. Tom O'Neil, Administrative Member - ABSENT
 Walter Briggs, Counseling Faculty Representative
 Dr. Scott Lee, AP&P Representative
 Jimmie Bowen, Faculty Member
 Rona Brynin – Faculty Member
 Mary Rose Toll, Faculty Member
 Kathy Osburn, Faculty Member
 Ken Sawicki, ITS Alternative Media Specialist
 John Toth, AVFCT Member
 Sheri Langaman, Classified Union Representative - Proxy
 Dr. Ed Beyer, Instructional Designer
 Rick Shaw, ITS Management Member
 Greg Krynen, ITS Technical Trainer
 Mike Wilmes, Blackboard Administrator
 Darnell White, IMC Representative – ABSENT

Guests:

Items	Person	Action
I. Call to Order	Perry Jehlicka	
II. Approval of Agenda	Perry Jehlicka	<i>A motion was made and seconded to approve the agenda as presented. Motion carried unanimously.</i>
III. Opening Comments from Co-chairs	Perry Jehlicka	Perry & Greg just returned from OEI meeting. There are 90 sections. The goal is to have 1,000 in one (1) year. Funding is ongoing. There will be resources available for faculty putting together a course. A marketing team was hired for OEI. There are 49 letters of interest from other Community Colleges for OEI.
IV. Open Comments from the Public		
V. Approval of Minutes	All	A. February 13, 2018 DETC Meeting (to be provided) <i>A motion was made and seconded to approve minutes with one (1) correction. Motion carried with two (2) abstentions.</i>
B. Discussion Items	Perry Jehlicka	A. Campus OEI Implementation Team Perry met with financial aid and admissions. Talked to

Approved: March 13, 2018 Distance Education & Technology Committee Meeting

	<p>Perry Jehlicka</p> <p>Dr. Ed Beyer</p> <p>Dr. Ed Beyer</p>	<p>Rick Shaw. OEI team came to our campus last year. Suggested holding meetings regularly with Marketing, IT, etc. Dr. Beyer noted there are backend technical problems that need addressing. Perry explained the application process is not being done well, but manually. Perry: live classes want to have a statewide marketing plan. Students are unaware of the ability to have an exchange class. Perry will find out what other campuses are doing and will report back at next meeting.</p> <p>B. Mentorship Perry will draft an email for faculty who will connect with Perry, Mary Rose or Ed Beyer for assistance.</p> <p>C. OEI Review Dr. Beyer gave a PowerPoint - see attachment.</p> <p>D. Course Design Rubric (attachment) Dr. Beyer reviewed the Course Design Rubric - see attachment.</p>
C. Action Items		
D. Adjournment		
NEXT MEETING: 3/13/18		



OEI Application

...or I need a bottle of wine!

Ed Beyer, PhD
27 Feb 2018


Basic Process Part 1 - Application

- Initial Application Submission
 - Complete Form
 - Create Master Shell
- Orientation Meeting
 - 1-hour tele or video conference
 - Review OEI and outline the process




Basic Process Part 2 - Review and Results

- Team Review of Course
 - Two week process
 - Single designer role/multiple reviewers
- Results Meeting
 - 1-hour tele or video conference
 - Assigned an Instructional Designer



Course Design Rubric Checklist Results

- Sections A-C (Content Presentation, Interaction, Assessment)
 - 29 areas reviewed for alignment
 - 12 labeled Incomplete
- Sections D-E (Accessibility Content and Support Material)
 - 50 areas reviewed for alignment
 - 17 labeled incomplete



Rubric Alignment Sections A-C Issues

- Sections A-C
 - Structural changes to course flow
 - Lack of rubrics throughout (except discussions)
 - Communication, Feedback, & Technology plans
 - Self-Assessment Opportunities
 - Links to Student Support Services



Rubric Alignment Sections D-E Issues

- Sections D-E
 - Non-compliant PDFs
 - Publisher's Student Data Files
 - Non-descriptive links (alt tags in link images)
 - Table Headers and Captions



So Why Go Through With It?

- Face-to-Face vs. Online Success Rates
 - Narrowed to approximately 6%
 - OEI Pilot Colleges performing at +2.9% above the statewide average
- OEI Pilot Sections Success Rate
 - Performing at +3.9% above statewide average



(Data: Research and Planning Group for California Community Colleges "The Online Education Initiative: Access and Quality of Online Education in California's Community Colleges" - 2017)

Thoughts and Take-Aways

- Lessons Learned
 - Leave your ego at the door
 - Easier to build from scratch
 - Keep an open mind
 - Abandon PDFs unless they are critical
 - Tables are not for layout



AVC Online Course Rubric			
<i>Section A – Content Presentation</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
1. Course Learning Outcomes are included and easy to access			
2. Objectives are included for each learning module			
3. Course design includes how-to directions (i.e. navigate the course, contact the professor, submit assignments, etc.)			
4. Course navigation is clear and intuitive			
5. Content is chunked into distinct learning units or modules			
6. Access to course content and resources is clear and streamlined			
7. Course includes a variety of modalities (text, audio, video, graphics)			
8. Institutional policies are included and easy to access			
9. Links to student services are included and easy to access			
<i>Section B – Interaction</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
1. Instructor contact information is included and easily available			
2. Instructor has a method or plan to initiate contact prior to or on the first day of class			
3. Instructor has a method or plan to initiate weekly announcements			
4. Clear guidelines for communication with instructor are included and easily available.			
5. Clear guidelines are provided that explain required levels of student participation			
6. Multiple communication methods are used to ensure regular and effective contact			
7. Students have a method to initiate interaction directly with the instructor			
8. Students have a method to initiate interaction directly with other students			
9. Course technology support links are included and easily accessed			
<i>Section C – Assessment</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
1. Assessments appear appropriate to the course content			
2. Multiple assessments are administered throughout the course			
3. Assessments contain clear instructions on how to complete the assessment			
4. Students have opportunities for self-assessment			
<i>Section D – Accessibility</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
1. Content pages and files consistently use heading styles			
2. Lists are created using the bullet or numbered list tool			
3. Underlines are used only to indicate active links			
4. Tables contain header cells and allow screen readers to read in correct order			
5. There is sufficient color contrast between the foreground and background			
6. Images contain alt text that is less than 120 characters			
7. Presentation slides each have a unique title			
8. Presentation graphics have alt text			
9. Videos are accurately closed captioned			
10. Live broadcasts provide means for displaying closed captions			
11. Multi-Media is not set to auto-play			
12. PDFs pass the Adobe Accessibility Check with no substantial errors			
13. Multimedia does not blink or strobe			