ANTELOPE VALLEY COLLEGE

Distance Education and Technology Committee Agenda	Tuesday, May 22, 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
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
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 Greg Bormann	
IV. Open Comments from the Public		
V. Approval of Minutes	All	A. April 25, 2018 DETC Meeting
VI. Discussion Items	Perry Jehlicka Perry Jehlicka	A. Online Course Definitions Update B. Course Review Panel – Responsibilities (attachment)
VII. Action Items		
VIII. Adjournment		
NEXT MEETING: 9/11/18		

ANTELOPE VALLEY COLLEGE

Distance Education and Technology Committee Minutes	Tuesday, May 22, 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
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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, Systems Administrator
Darnell White, IMC Representative

	Items	Person	Action
I.	Call to Order	Perry Jehlicka	
II.	Approval of Agenda	Perry Jehlicka	*A motion was made and seconded to add item VI. C. Quest and Smarter-measures to the agenda.* *Motion carried unanimously.*
III.	Opening Comments from Co-chairs	Perry Jehlicka	• Perry thanked members for the work this year on The DETC goals were met; it was a good year. Perry is looking forward to continuing DETC work in fall. • AVC is #4 in OEI for NetTutor use.
		Greg Bormann	• Dean Bormann reported the online definitions proposed by AP&P were approved by the Academic Senate. Moving forward there is discussion regarding splitting classes – blended vs. online only.
IV.	Open Comments from the Public		None
V.	Approval of Minutes	All	A. May 8, 2018 DETC Meeting (attachment) *A motion was made and seconded to approve minutes of the May 8, 2018 DETC meeting.* *Motion carried unanimously.*
VI.	Discussion Items	Perry Jehlicka	A. Online Course Definitions Update The AP&P online course definitions were approved at last week's Academic Senate meeting. Dr. Wiewall's concern is where instruction is taking place – online or on campus. **Approved Distance Education Course Categories**

Approved: Distance Education & Technology Committee Meeting of September 11, 2018

| | | Currently there are two categories of DE courses for AVC used by the AP&P Committee. These are the categories and their definitions (From the 2017-2018 AP&P Standards & Practices Handbook):
1. **Hybrid Course:** a course designed to utilize some classroom-based instruction integrated with other modes of electronic instructional delivery: e.g. Internet, e-mail, video, discussion boards, multi media, etc. Hybrid courses meet both on-campus and online.
2. **Online Course:** a course designed to utilize methods of instruction entirely online. (No on-campus meetings required.)

The following categories are recommended for adoption:
1. **Online Course:** a course designed for all instruction to take place online with no requirement for students to meet on campus at any time during the term.
2. **Hybrid Course:** a course designed for the all of instruction to take place online. Students will be required to meet on campus at least once for one of the following non-instructional purposes: orientation, exam, quiz, or other non-instructional activity.
3. **Blended Course:** a course designed for instruction to take place both in the classroom and online, where no less than 51% of instruction occurs online. Students will be required to meet on campus and online during the term.
4. **Remote Classroom Course:** a course designed for instruction to take place in the classroom allowing students to remotely attend the course. Students will be required to meet at designated sites.

OEI will not discuss the definitions, leaving it up to the districts. DETC can discuss again in fall if necessary.

B. Course Review Panel – Responsibilities (attachment)
Perry will leave the draft on the G drive to edit and review over summer. Finalize at first meeting in fall.

C. Quest & SmarterMeasure
Broad consensus is students need online orientation. OEI developed the Quest for Online Success (Quest Program), and SmarterMeasure Learning Readiness Indicator – a suite of readiness assessments that measure student readiness for online or self-regulated learning, competency based education, basic math skills, writing skills and faculty readiness to teach online courses. Community Colleges can use the programs for all prospective and currently enrolled online students. Student Success rates are higher with the programs. OEI recommends courses begin with the tutorials as a first assignment. |

		Dr. Ed Beyer gave a demonstration. Students login with AVC credentials. When students self-enroll, Quest appears on dashboard. Only enrolled students can access the assessments. Mary Rose reported her students find the assessments helpful. Once the process is established instruction will be sent to faculty. Dr. Beyer will send a link prior to the fall semester. Perry suggested instructors send a welcome email asking students review the tutorial two week prior to class. With the link, counselors can access the performance data. Members suggested putting the link on the AVC, DETC, Student Services and/or Canvas websites. Dr. Beyer will talk with Dr. DeNean Coleman-Carew and Dr. Suderman.
VII. Action Items		
VIII. Adjournment		The Distance Education & Technology Committee meeting of May 22, 2018 was adjourned at 3:59 p.m. by Perry Jehlicka, Co-chair.
NEXT MEETING: 9/11/18		

Section A - Content Presentation

The 13 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

A1   Unit Level Objectives
- You will want to look through the course to ensure that objectives are presented in each learning unit/module. Objectives will be located in each introductory page.

A2   Clarity of Unit Level Objectives

- You will want to look through the course for measurable language in each objective statement.

A3   Alignment of Unit Level Objectives

- You will want to look through your course for the connection between each content component and at least one of the unit objectives.

A4   Course Navigation

- Navigate the course and follow a logical progression through units/modules. The course should be organized in the order it is intended to be used. A course Front Page (home page) will include either a "Start" button or directions to begin by clicking the Modules link. Unused/unnecessary links should be disabled in the navigation menu options.

A5   Unit Level Chucking

- Look through the course for modules that are organized and accessible through the course menu. In the Modules section, you will be able to scroll down and observe content presented in a series of distinct modules. Recognizing there may be exceptions, consider using sub-headers when a module exceeds 7-10 items.

A6   Page Level Chucking

- Look through the course content pages to see if headings and subheadings are used consistently and appropriately. When adding headings and subheadings, it is critical to use the appropriate tool in the editor (e.g., the editor in Canvas, Microsoft Word, or Adobe) to ensure that headings are detectable using assistive software.

A7   Effective Use of the CMS Tools

- Look through the course for cases where students need to complete tasks (quizzes, assignments, discussions, etc.) or navigate to information (content, videos, etc.) and ensure that links are directly on the appropriate page(s).

A8   Student Centered Teaching

- Look through the course for a minimum of two or three modalities used throughout the course including the syllabus, modules, discussion, and assignments.

A9   Instructions

- Look through the course to ensure that instructions are provided for course activities that direct students appropriately.

A10   Individualized Learning

- Look through the course for individualized learning activities and resources in multiple areas. Additional information/resources can be grouped together in a "resources" module; provided within a discussion prompt or added to the end of modules. Links to learning opportunities can also be provided in feedback given in quizzes and assignments.

A11   Learner Feedback

- Look at the end of the course to ensure that there is a way for students to give anonymous feedback. Methods might be anonymous surveys via anonymous quizzes (inside of Canvas) or Survey Monkey (outside of Canvas) at the end of the course.

A12   Institutional Policies

- Look through the course to ensure your Institutional policies are provided in one or more of these locations: your syllabus (in a section labeled policies), as part of an orientation module (with a specific page dedicated to policies), and in specific activities where the policies need to be addressed (e.g., plagiarism policy accompanying a term paper).

A13   Student Services

- Look through the course to ensure you have a comprehensive list of campus services provided at the start of the course, for example in a "Start Here" or "Course Resources" folder/page.

Section B - Interaction

The 8 elements in this section address instructor initiated and student initiated communication. Key elements of quality course design covered in this section include regular effective contact, student-to-student collaboration, and communication activities that build a sense of community among online learners.

B1   Pre-Course Contact
- look through THE course for a valid form of initial contact that will assist students with a successful start of the course.

B2   Instructor Initiated Contact
- Look through the course to ensure that there are options to support regular effective instructor/student contact. Various communication tools, including web conferencing additions to the course will enhance the learning experience.

B3   Technology Support
- Look through the beginning of the course to ensure that the role of the instructor and technology assistance is clearly stated and easily found. Also, links are provided to access additional technology support services.

B4   Instructor Contact Info
- Look through your course to ensure that instructor contact information and response times are in Canvas, such as the home page, syllabus, and orientation unit.

B5   Student Initiated Interaction
- Look through the course to ensure that opportunities are clearly made available for student-initiated contact with other students, and there is evidence from the instructor to encourage student-to-student contact. This should be in the introductory unit/module of your course and clearly labelled, or addressed in the syllabus.

B6   Student to Student Interaction
- Look through your course for interactive activities that require analysis or critical thinking can be used to reinforce course content concepts.

B7   Learning Community
● Look through the course for communication activities that require students to interact in a manner that encourages community building.

B8   Participation Levels
● Review all participation activities, such as assignments, discussions and quizzes, to make sure that clear instructions for how to participate and at what level or quantity of participation is required to successfully complete the activity. Providing a grading document, such as a rubric or checklist, will provide explicit guidelines for quality submissions and ensure that students know exactly what they will be graded on.

Section C - Assessment

The 8 elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing assessments, and evidence of timely and regular feedback**.**

C1   Authenticity
● Look through the course to ensure that your assessments align with learning outcomes.

C2   Validity
● Reviewers will check assessments (assignments, quizzes, discussions, etc) to see if they align with stated learning objectives at the beginning of the module/unit and/or syllabus.

C3   Variety
● Look through the course and check for summative assessments which are usually found in the end of modules or at the midterm, and final exam locations. Also look though to ensure that formative assessments are present throughout the course.

C4   Frequency
● Look through the course and the syllabus to ensure there are multiple assessments available to the students throughout your units/modules.

C5   Rubric/Scoring Guide
● Look at each assessment to ensure there is a clear, descriptive rubric or grading criteria that aligns with the respective outcome. In Canvas, the criteria will be found in assignments, discussions and quizzes. Additionally, grading criteria will be available for students to view before, during, and after the assignment is submitted.

C6   Assessment Instruction

- Look at the beginning of all of the assessments to ensure that you have explicit instructions for the students.

C7   Feedback
- Look through your course policies on feedback and the instructor's response time. Policies may be in the syllabus, welcome letter, orientation unit, etc. Make sure you have provided a clear plan for providing meaningful, timely feedback.

C8   Self-Assessment
- Look through the course to ensure that you have self-assessment opportunities in meaningful places. Self-assessments can be included in the Orientation module, at mid-term or in other meaningful places throughout your course.

Section D - Accessibility

Content Pages

D1   Heading Styles
- Look at each page in the course. In order to test whether your section titles have structural tags, you can either look at the HTML to make sure that each title has a heading tags such as <h1>, <h2>, <h3>, etc. otherwise you can use the Web Accessibility Evaluation Tool (WAVE) to test the web page

D2   Lists
- Look through the course for each time a numbered or bulleted list is used, and ensure that the canvas tool for numbered or bulleted lists was used. Be sure to check Pages, Quiz Questions, Discussion prompts, Assignment instructions, etc.

D3   Links
- Look through the course for each page that has links. Read the link texts on each page and confirm that each one is unique and meaningful for all students taking the course.

D4   Tables
- Look through the course for each page that has a data table. In order to test whether a table is correctly structured, you can either look at the HTML to make sure that the table has a description, and row and column headers have appropriate descriptions. Otherwise you can use the Web Accessibility Evaluation Tool (WAVE) to test the tables on a page.

D5   Color Contrast
- Look through the course for each page that has graphics or uses a non-standard text color on a background to make sure there is sufficient contrast. In order to test individual text or graphic elements for sufficient contrast with the background.

D6   Color and Meaning

- Go through your course and:

  Review to the calendar section.

  Confirm if they used color coding for calendar events.

  If color coding was used, create a text symbol for that event. For example, for any events that inform students of quizzes enter the letter Q for the event.

  Create a symbol legend that lets students know what the letter next to the events signify.

D7   Images
- Look through the course for each Page, Discussion, Quiz and Assignment that has an image. In order to test whether an image on a page is correctly labeled, use the Web Accessibility Evaluation Tool (WAVE). Go to the Web Accessibility Evaluation Tool (WAVE) Copy and Paste the URL of the Web page that you want to test. Look for images and any associated text errors (insufficient alt text, duplicate alt text, etc.) in the generated report.

Accessibility Files

D8   Heading Styles

D9   Lists

D10   Links

D11   Tables

D12   Color Contrast

D13   Color and Meaning

D14   Images

Multimedia