

MINUTES
San Bernardino Valley College
Online Program Committee Meeting
August 21, 2020 1:00 pm—2:30 pm
ConferZOOM

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Members present: Maha Al-Husseini, Michael Assumma, Jennifer Bjerke, Davena Burns-Peters, Colleen Calderon, Rania Hamdy, Leticia Hector, Lisa Henkle, Guy Hinrichs, Dina Humble, Adam Pave, Nori Sogomonian, Teri Strong, Michael Torrez, Margaret Worsley
 Guest: Kyle Stroud

Committee Charge: Advises the Vice President of Instruction regarding all issues related to online, hybrid, and/or ITV at the College. The committee functions as a visionary body, as a conduit for information between faculty/administration/students, and as a technology advisory body for issues related to distance education.

Agenda Item	Discussion	Action Items
Promise Program Guidebook	<p>Kyle Stroud guest spoke in lieu of Sharaf Williams, to the committee about a Promise Program Guidebook. Kyle works in the 1st Year Experience department. Transition to online wasn't planned for anyone, they have modified their requirements. 3, 4-hour sessions wouldn't work well online. Have come up with 3-hour, 1-day orientation, as well as a guidebook. Is incorporated into a Canvas shell. Scott Thayer sent us information on how students would log into Canvas, and where they would log in to Canvas. The committee will look at these resources and come back to this at the next meeting.</p> <p>Rania asked about a place where students can get help, either with a 24-hour help desk, a place for password resets, and other useful videos.</p> <p>Nori asked if the transfer Spanish degree could be added. There's no set deadline to get back to Kyle, as Canvas shell can be modified.</p>	Members of the DE Committee will reach out to Kyle and Sharaf with suggestions to include in the Promise Program Guidebook, is those suggestions pertain to an online learning environment.
Approval of Minutes: 5/15/20	<p>Minutes and Agendas are posted on DE Committee Minutes/Agendas Page</p> <p>Motion was made by Nori, 2nd by Michael T.</p>	
Welcome New Committee Members	Welcome to Jennifer Bjerke, Maria Notarangelo, Nori Sogomonian, Michael Assumma, and Guy Hinrichs!	
Action to Support Anti-Racism Anti-Hate Resolution	<p>Academic Senate Anti-Racism Anti-Hate Resolution was shared and talked about. The committee discussed how Equity components can be propelled through the DE Committee. Anti-Racism Anti-Hate (or comparable verbiage) will continue to be a standing item on the DEC agenda. The committee looked at Peralta's Online Equity Rubric. Discussion was had about this...</p>	

	<p>Colleen thinks we should make our own Online Equity Rubric. She suggested getting feedback from our students.</p> <p>Teri is concerned about switching focus to a “Part E” of the Rubric. How does this fit into our existing goals?</p> <p>Davena reminded the committee that these items are not mutually exclusive.</p> <p>Teri suggested training for an E section.</p> <p>Rania agreed that training would be important. She recommended continuing with sections A, B, C, D, and involve the professional development committee. She also suggested building section E, and can include it as we move forward. It will take a little more work.</p> <p>Colleen agrees that we need to move forward. She’s working with her department, as some are already intimidated by the general (CVC-OEI) rubric. Faculty don’t have to take on the whole rubric to make these changes. One of the simplest ways to integrate this is to listen to our students.</p> <p>In the chat, Michael Assumma suggested most faculty would like to see physical examples or even a template that has flexibility built into it.</p> <p>Jennifer Bjerke was thinking about adjuncts and creating something useful for them, for here at SBVC and at other schools they may work at.</p>	
<p>Discussion of DE Terminology</p>	<p>A decision for Fully-Online or Partially-Online format will be made by the District for the Spring semester by med-September. Three definitions that have been adopted across the system include:</p> <ul style="list-style-type: none"> • FO= Fully Online—no physical meetings. Can be asynchronous or synchronous • PO= Partially Online—formerly hybrid. Online component and physical component • OPA= Online with in-person Proctored Assessment—all instruction is online, but student may be required to show up some place (not necessarily campus) to perform activity or assessment • ASCCC Resolution <p>Remote instruction is not listed in the definitions. What is the definition? Mirroring the classroom experience. K-12 instruction is doing remote instruction during the COVID pandemic.</p> <p>Dina Humble likes that we are using these definitions, and appreciates the ASCCC work on this. With remote, it is being used (i.e. at Crafton). Clarity will help with communication. She looks forward to hearing the DE Committee’s recommendations about these definitions. She talked about what goes in the schedule, the choices that were made for Fall, and the choices that will have to be made going into Spring. 9/18/2020 is when the District will make an announcement, which is a good timeline for schedule changes.</p> <p>It was mentioned in the chat that there is an Equity component here.</p>	

<p>Recommendations for online instruction</p>	<p>The committee discussed Synchronous and Asynchronous online teaching platforms, and parameters necessary for student success. Davena stressed we need to make sure our existing online students are not neglected. Colleen said it could have “hours arranged” and “hours attendance.” Number of contact hours for interaction would make it closer to an in-person class. Rania asked about the way that these classes are coded. If it’s coded as a hybrid class, it is an online class. Colleen says that Dmitry is working on that. There is distinct verbiage in the schedule. Contact hours need to be specified. Dina recommended that if there is synchronous instruction, it is online instruction with a “hybrid mentality,” of we are going to meet. A robust discussion was had on definitions and suggestions for synchronous, asynchronous, and remote. Contact hours calculated. Dina explained a bit about funding. Weekly apportionment for 16-week courses. Short-term or hybrid courses get less apportionment. Positive attendance is even worse. We are trying to get funding for weekly, not daily. So synchronous/asynchronous would have to be reassessed. It was generally agreed upon to accept and recommend the ASCCC definitions of FO, PO, and OPA. Motion was made to recommend to the Academic Senate for Spring 2021 semester, in the scenario that we are not yet on campus due to the COVID-19 pandemic, to remain mostly asynchronous. If synchronous components are requested, they should follow the hybrid model where synchronous days and times are explicitly stated on the Schedule. All courses should heed to the Course Outline of Record, including the Curriculum Committee-approved DE Addendum. If a course will have synchronous components, that must be approved by the Dean. Motion was made by Margaret, 2nd by Colleen Approved by committee majority</p>	<p>DE Co-Faculty Leads will report out to the Academic Senate the recommendation of the DE Committee.</p>
<p>Remaining Agenda Items</p>	<p>Rest of agenda items tabled to next meeting.</p>	
<p>Announcements</p>	<p>None in the interest of time</p>	
<p>Adjourn</p>	<ul style="list-style-type: none"> • 3:11pm 	