West LA COLLEGE | **Meeting Agenda**

DISTANCE EDUCATION COMMITTEE
A Committee of the Academic Senate at West Los Angeles College
Minutes
WED. – October 21, 2020
3:00 – 4:30 p.m. | Zoom

Present: Ana Figueroa (chairing), Linda Alexander, Nancy Brambilla, Ryan Edwards, DeAnna Gossett, Eric Ichon, Sandra Ruiz, Alice Taylor

Guest: Antony Cuomo

- **Approval of Minutes** from September 16, 2020 meeting-Approved, with a minor edit

- **Peer Online Course Review (POCR) FIG Update**- D. Gossett and A. Figueroa:
D. Gossett is chairing for now; she and A. Figueroa have set up a Canvas site set up, with information including a timeline and flowchart and forms for setting up reviews. The plan is to have five courses reviewed this fall: submitted for review in November and edited by the faculty authors in time to be submitted to the OEI course design academy in December. If accepted, the courses go into the exchange.

Right now, we are in the point where the instructors align their courses with the rubric, including accessibility. Some courses for review are ahead of schedule. One challenge is that some instructors whose courses are being reviewed haven't taken the POCR class.

This process is part of the application to become a local POCR campus. Once approved, we will be able complete our reviews independently of OIE. Peer review of online courses is a requirement for West to stay in the OEI consortium, which has key benefits.

For a second round in spring, we anticipate a 10-week process (once the reviewers and reviewees are matched).

- **ePortfolio**- A. Cuomo:
As part of West's efforts to use SLO assessment and Guided Pathways to ensure learning, we are considering high-impact assessment practices, such as ePortfolios, in which the student demonstrates ability through a collection of evidence that they meet course or program outcomes. Dental Hygiene uses ePortfolios; students document their work meeting program SLOs. They use ePortfolios as they interview for jobs. Joy Ogami and Anthony Cuomo did a pilot using ePortfolios to assess course SLOs. ePortfolios can also be used for credit for prior learning. 4/5 employers think ePortfolios are useful. We want more instructional programs with internships or capstone projects, and ePortfolios supports those.
A. Cuomo responded to some questions about ePortfolios:

- Students set up ePortfolios themselves, often in response to course or assignments. It takes time for faculty to set up these assignments. A. Cuomo is thinking about making templates for assignments to make it easier for instructors to implement the use of ePortfolios in their classes.
- ePortfolios integrate with Canvas, which requires a bit of setup. Students must give access. WICs (website) works with ePortfolios, so students had to learn how to use WICs—this requires instructors or DE staff to provide IT support. Canvas has its own efolio (Portfolium) which is another option.
- Regardless of the platform used, ePortfolio platforms provide links that students can share, including on LinkedIn. They can edit their ePortfolios.

A. Cuomo asked what resources we can share; how to get faculty buy-in. E. Ichon suggested publicizing ePortfolios in WestWeek and in All Thing Digital (Cyrus Helf's and Scot Kecken's DE blog.

The committee discussed how to decide which platform to use. It might be too early to try to narrow down the platform, because some will be discontinued. Student access should continue after graduation. E. Ichon suggested that Canvas' Portfolim tool seems likely to continue to be supported. A. Cuomo suggests the DE committee might review the options; E. Ichon suggested the Tech committee to ensure input by on-campus faculty.

A.Cuomo reported that as the Virtual Career Center picks up steam, he will approach them about ePortfolios.

S. Ruiz noted notes that language programs at other colleges are using efolios. D. Gossett reported using project-based work in Real Estate and Business English. An efolio for these projects would be helpful for students interviewing for jobs. The District Online Resources page should include efolios. CTE programs are well-placed to require capstone project and in courses, an efolio could replace the final. Instructors could ask students to address Program Student Learning Objectives in course using efolios.

- Curriculum/DE Liaison- D. Gossett Tabled until the next meeting.

- Recommendation Regarding DE Reporting Structure and Membership- A. Figueroa & E. Ichon

A. Figueroa explained that we report to the Academic Senate (AS), and all AS committees are reviewing their charges. Our charge:

Develop recommended policies related to distance learning, including but not limited to, methods associated with online and hybrid course delivery.

Develop agendas and submit approved minutes of each meeting to the Senate.

Report periodically to the Academic Senate on:

Student success (retention and course completion) rates for online and hybrid courses based on data provided by the college researcher.

Support services that are offered to distance learning faculty and distance learning students, and any additional support services that are recommended to by the committee.

Currently the committee has equal representation from AFT and Academic Senate, but it's not clear whether that has been codified.
The Collective Bargaining Agreement has Distance Education Committees reporting to Educational Planning Committees, but West does not have a committee by that name. Perhaps it would be our Academic Senate's Educational Policies and Standards Committee?

- **Recommendation to Academic Senate: West L.A. College Hire an Accessibility Support Specialist. - A. Figueroa.**

Assuring accessibility in online course is a huge undertaking. A. Figueroa and D. Gossett are gathering information, but it is clear that West needs a specialist. The faculty need one. A. Taylor offered the example of not being able to find out what it means for a PDF to be tagged, getting incorrect answers on campus. She suggested demonstrating to the Academic Senate how a screen reader garbles an untagged PDF. R. Edwards suggested consulting with IT or with M. Long-Coffee about accessibility. D. Gossett hoped we can get data on how many of our courses are accessible. Some publisher's websites are not accessible, and that puts a strain on the instructors. E. Ichon pointed out that Ally is already integrated into Canvas and is easy to use. Currently the District is only requiring us to ensure the accessibility of software that is integrated with Canvas. We must get approval for the products' Voluntary Product Accessibility Template (VPAT) prior to integrating software with Canvas to avoid potential lawsuits. When a VPAT is not approved, there is a form that the faculty member can complete identifying alternatives for the areas of the VPAT that did not fully meet accessibility requirements. A work group will draft a noticed motion or identify other options for our November meeting.

- **For the November 18 meeting (3-4:30)**
Determine if we need a December or January meeting.

Discus equity issues with online proctoring and Zoom. The State Chancellor's Office has made recommendations that we should consider for local policies. Privacy is an issue, as is requiring equipment, particularly while students can't come to campus to use computers and webcams.

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AFT Representative
Alice Taylor,
AFT Representative
Jan Vanderpool
AFT Representative
Linda Alexander
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MEETING DATES
9/16/20 from 1:00pm - 2:30pm
10/21/20 from 3:00pm - 4:30pm
11/18/20 from 3:00pm - 4:30pm