



# DE COMMITTEE MINUTES

August 23, 2024 | 9:30 a.m. | Room 2410 and Zoom

## Meeting Minutes

### LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

### LPC Planning Priorities

❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.

❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

DE Committee Quorum: 4

#### Members Present (voting):

Scott Vigallon (TLC, co-chair)  
Barbara Zingg (faculty-at-large)  
Bobby August (STEM)  
Lyndale Garner (BSSL)  
Richard Dry (A&H)  
Thanh Thao Nguyen (adjunct faculty)

#### Members present (non-voting):

Angelo Bummer (A&H)  
Stuart McElderry (Dean)

#### Members Absent:

Nan Ho (VP, Academic Services)  
Barbara Chavez/Jeff Lawes (A&R)  
Vacant (PATH)  
Vacant (Library)  
Vacant (Counseling)  
Vacant (ASLPC)

#### Guests:

Wanda Butterly  
Daysi Valle

### 1. Call to Order

- a. The meeting began at 9:31 a.m.

### 2. Committee makeup and selection of faculty co-chair

- a. Like last year, the committee does not have representation from the PATH division, the Library, or Counseling. A student has yet to be assigned from the ASLPC.
- b. Nominations were sought for a faculty co-chair for the 2024-25 and 2025-26 academic years, but none were forthcoming. There will be another attempt next month.

### 3. Review and approval of agenda

- a. Lyndale moved to approve the agenda, Barbara seconded. Agenda approved in a roll-call vote.

### 4. Approval of April minutes

- a. Barbara moved to approve both sets of minutes, Richard seconded. Minutes approved in a roll-call vote.

### 5. Public comments (3 minutes)

- a. None

### 6. Reports (Scott)

- a. Spanish instructor Catherine Suarez, on behalf of the Academic Senate, met with VP Nan Ho and the deans July 31 to give a presentation on cheating, plagiarism, and AI. Among the points made in the presentation were:
  - 1) Faculty are responsible for managing AI
  - 2) An AI statement should be in every syllabi
  - 3) The college or district should have AI course policies regarding AI
  - 4) An AI policy should be in every syllabus, and the statement should be in all assignments that relate to the policy
  - 5) Continually remind students of AI policies
  - 6) The legality and ethics of how AI is developed and used in education is still evolving.

Nan suggested updating a document given to faculty during the pandemic that would give faculty clear guidance on what to do if they suspect a student is using AI dishonestly.

### 7. Old business

- a. Course review
  - 1) Only three faculty members were identified as instructors needing a course review for fall 2024. They will be notified that they either have to complete the OCDP this semester or undergo a course review by a member of the committee. They can also apply for equivalency. We'll assign reviewers to these instructors' courses at our September meeting.

- b. New Quizzes training
  - 1) There was an attendance total of 35 at the 6 summer New Quizzes workshops. Eighteen faculty participated in the workshops titled Creating New Quizzes, Using Item Banks in New Quizzes, and Migrating from Classic to New Quizzes. These workshops were held two times each. They will also be conducted two times each this semester as part of the TLC workshop schedule. The fall Flex Day plan is to offer New Quizzes workshops for two hours each both in the morning and in the afternoon. Scott and Wanda will conduct these workshops. Scott was also asked to participate in an AI panel.

The committee was asked if it should conduct any other workshops and said no. The deadline to submit flex proposals is September 24.

- 2) For those who want to use New Quizzes in spring 2025, there will be an option to migrate all of their quizzes and the question banks that are attached to quizzes to New Quizzes when they copy or import a course. A global setting to make this happen needs to be enabled. The date for enabling the global setting needs to be agreed upon by Chabot. The obvious date will be the date that the spring 2025 courses are created. LPC and Chabot should create the courses on the same day.

For those who do not want to use New Quizzes until fall 2025, an Impact popup message can appear, telling the instructor not to check the box that says "Import existing quizzes as New Quizzes."

## **8. New business**

- a. DE leadership transition

- 1) Scott is retiring October 31 and informed the committee of the tentative timeline that was emailed out August 12 to seek a Classified professional to be on the hiring committee for his replacement:
  - i. August 19-23: Committee meets to establish screening criteria
  - ii. September 6-10: Committee screens applications
  - iii. September 10: Determine applicants to be interviewed
  - iv. September 19: First-level interviews
- 2) Stuart, who is chairing the hiring committee for Scott's replacement, added that the committee met Wednesday to go over hiring committee. He noted that the position closes September 4, and second-level interviews are September 20. He noted that the plan is for the new hire to go to board on October 15, so they could begin October 16.
- 3) Scott listed some of the things he is doing to help ensure a smooth transition to his successor.
- 4) Scott mentioned that he would like to have a DE Committee celebration on October 25, the date of our October meeting. He would like current committee members to participate, along with former members, as his way of thanking everyone for their participation over the decades. The committee was asked about the time of the meeting and the celebration, and it decided to do a short meeting from 9:30-10, followed by the celebration.

b. Goals for 2024-25

- 1) The committee was presented with possible goals for the academic year:
  - i. Successfully carry on the business of the committee during the DE leadership transition
  - ii. Reestablish the POCR program
  - iii. Monitor web accessibility via the Pope Tech Dashboard
  - iv. Continue to coordinate the transition to New Quizzes
  - v. Decide which AI tools to be integrated into Canvas

Richard added a sixth goal: Establish a best practices or suggestions page for identifying

and responding to AI usage. Bobby added a seventh: Conduct course reviews.

- 2) The committee voted to adopt the above goals for the year via a roll-call vote (Lyndale motioned, Thao seconded).

c. POCR

- 1) With Angelo in as POCR lead, the committee discussed ways to resurrect the POCR program and get more faculty participating. Names of the POCR reviewers will be sent to Angelo, Angelo will promote the program through email to faculty, and Barbara's BIO 50 course will most likely be the first course to be reviewed under the new regime.

d. New features and tools in Canvas

- 1) Scott gave a presentation on the new features and tools. He will demonstrate these tools at a TLC workshop on August 28. Lucid, a new visual collaboration tool that was integrated by Canvas in the summer without warning, was removed August 21 due to accessibility and privacy concerns, along with the fact that it doesn't work as expected and is overly complicated to use.
- 2) Pronto is working on a feature whereby instructors can create an assignment using the Canvas Assignments tool, then grade student posts via the SpeedGrader in a similar manner that they can grade discussion posts.
- 3) The committee discussed the enabling of three Canvas features that are available to be enabled at any time: Smart Search (AI), Discussion Summaries (AI), and Enhanced Rubrics. Both LPC and Chabot have to agree on the enabling of any features or tools and when to enable them. The committee decided against activating those tools this semester because the tools are not mature yet.

e. Turnitin

- 1) During the 2023-24 academic year, 103,283 papers from students at LPC and Chabot were run through the AI detector in Turnitin, and 89% showed no AI detection. 3% were 1-20%; 2% were 21-40%; 2% were 41-60; 1% was 61-80%; 3% were 81-100%. Keep in mind the following:

- i. Turnitin could not separate the data by college because LPC and Chabot share the same Canvas and Turnitin systems.
        - ii. Turnitin does not purport to be 100% accurate. It claims to be 98% confident that what it detects has been generated by AI.
        - iii. The data includes reports in which instructors allow students to use AI in their assignments.
        - iv. The Turnitin representative who supplied the data indicated that our district's results are comparable with results from his other CCC and CSU client schools.
        - v. There are other caveats that are listed on the [Turnitin web page](#) on the Online Learning site.
- f. ACCJC pilot DE resources and rubric feedback
  - 1) The ACCJC is seeking feedback on three new tools that will be used in assessing DE classes for accreditation. The committee briefly looked at each tool:
    - i. [Pilot Quality Continuum Rubric for Distance Education](#)
    - ii. [Pilot Addendum to the Protocol for Distance Education Review](#)
    - iii. [Pilot DE Assessment Tool for Peer Reviewers](#)
  - 2) Feedback can be given by participation in a [survey](#) (with a deadline of November 15) or in a Zoom listening session [September 3](#) or [September 4](#).
  - 3) The ACCJC said it will pilot the rubric and resources this for colleges undergoing Team ISER Review and for institutions that had a core inquiry on DE as part of ACCJC's upcoming Focused Site Visits.
- g. Spring 2024 DE rates
  - 1) In spring 2024, the success rate of 74% equaled the all-time high at LPC for a spring or summer term, set in spring 2021. The retention rate of 86% also equaled the highest ever for a spring or summer term, set in spring 2023.
  - 2) Here are the spring 2024 success rates by modality: synchronous 78%, hybrid 75%, asynchronous 74%, combination synchronous-asynchronous 65%, HyFlex 45%. HyFlex courses had the highest retention rate at 92%, followed by hybrid at 90%, asynchronous and combination synchronous-asynchronous at 85%, and synchronous at 77%.

## 9. Information items

- a. On July 25, Instructure, the parent company of Canvas, was sold to KKR, a leading global investment firm. According to a press release, "KKR will support Instructure as it increases investment in technology and innovation across its leading, global learning platform, including its core Canvas product."
- b. Last year, the U.S. Department of Education's Program Integrity and Institutional Quality proposed a rule whereby attendance must be taken in all distance education courses. That proposal still stands, and if that language is released by November 1, 2024, it will go into effect on July 1, 2025. Attendance in DE courses typically means documenting the last instance of academic engagement for each student. For students who withdraw, their withdrawal date must be documented within 14 days of students' last date of attendance.
  - 1) Among other possible changes is one titled Collecting Additional Modality Data. This would require institutions submitting disaggregated data on every student utilizing financial aid, and the data includes grades, retention, persistence, etc. This would go into effect July 1, 2026.
  - 2) There's also a change that would, for colleges using clock hour financial aid, disallow asynchronous DE courses for students receiving federal financial aid. It's not clear if this applies to LPC.
- c. The 2023-24 DE board report was completed and submitted July 11. Once it is approved by the board September 10, it will be posted on the Online Learning web site. Until then, you can request it from Scott.
- d. At the May 10 district Technology Coordinating Committee, CTO Bruce Griffin reported that the Digital Accessibility Advisory Group was presented to the district's Senior Leadership Team. Before it can be established, the SLT wants more work done on the ITS side, figuring out how it fits in with the current governance structure (e.g. 10+1 issues with the Academic Senates). Resources are another issue that needs to be figured out. For example, where are resources going? To the colleges? To DSPS? To the District? Nobody from the SLT said no; they just want more information. Bruce said he had more work to do, but the plan is to begin the group in this fall.
- e. DE updates at the state level:
  - 1) As part of the state's RP Group's Legislative Education Modality Research Project, there is supposed to be a

survey launched in September to explore faculty and student experiences with DE.

- 2) The Biennial Board of Governors DE Report has been posted to the CCCC Distance Education web page for review. It compares DE pre- and post-pandemic. Findings include that students want more DE post-pandemic and are doing better in their classes.
- 3) The new DE modalities definitions have been reviewed by the CCC Curriculum Committee, and the committee is working toward formal recommendation. Work needs to be done on the MIS data element end, which will probably take a year. The definitions were not released.
- 4) The Student Attendance Accounting Manual, which equalizes funding for all DE classes, is still waiting for approval/adoption by the Department of Finance.
- 5) The State Chancellor's Office has created a Fraud Prevention Task Force to deal with financial aid fraud issues.

**10. Adjournment**

- a. The meeting was adjourned at 11:24 a.m.

**11. Next meeting**

- a. September 27, 9:30-11:30, Room 2410 and Zoom