



**OEI Consortium Meeting Minutes
February 10, 2017 - F2F meeting
Marriott Courtyard Natomas, Sacramento**

Wendy welcomed everyone and called for a review and agreement of the agenda. The agenda was amended to have Barbara report in the afternoon. January minutes will be reviewed and voted on at the March meeting, as they had not been posted.

Attendees:

Alyssa Nguyen, Andrea Horigan, Amy Carbonaro, Anna Sterling, Autumn Bell, Barbara Illowsky, Bob Nash, Bonnie Peters, Brett Myhren, Brian Weston, Carol Hobson, Carol Lashman, Cheryl Aschenbach, Cheryl Chapman, Clinton Slaughter, Dan Barnett, Del Helms, Eric Ichon, Erin Larson, Francine Van Meter, Gwen Lewis Huddleston, Heidi Kolen, Jayme Johnson, Jessica Hurtado, Jim Julius, Jodie Steeley, Joe Moreau, Joe Ryan, John Sills, Jory Hadsell, Judy Baker, Kate Jordahl, Kim Young, Le Baron Woodyard, Lindsey Bertomen, Logan Murray, Martha Rubin, Meghan Chen, Melissa Colon, Michelle Pilati, Monica Matousek, Nicole Woolley, Peter Chege, Renata Funke, Rosemary Yoshikawa, Sasha Anderson, Steve Bruemmer, Steve Klein, Tim Botengan, Treva Thomas, Wendy Bass, and Xochitl Hirtado.

New Rubric Resource - Anna Stirling and Autumn Bell

Autumn thanked Anna and her team for working together.

- The faculty member attends a virtual “Welcome meetings” for the course review process. The process includes a new **self -check** for the faculty member before they submit their course.

Wendy added it is best for instructors to familiarize themselves with the expectations of the review. They can put comments and directions as to “where to find” something if it is not obvious. This creates a dialogue for the reviewer and the instructor.

- Anna introduced (and shared on her computer) another new resource for faculty to use when submitting their courses. URL <http://bit.ly/OEICDR>
- Here, faculty have the opportunity to click on buttons relating to specific sections of the Rubric taking them to a page with a detailed list of the elements for quality course design in that section.
- Each page also contains tabs labeled: Understanding the Requirement, Reviewing Your Course, Resources to Help with Alignment, and Examples. The last 2 are in the building stages, but the goal is to have videos and “how to” from other faculty members to assist with each specific section. Section A-12 has a video under the Example tab, as does Section B8-participation.

- These resources are made by faculty members, if you would like to submit something, go to the OEI-CDR home - select OEI-CDR Downloads & Forms -- a Be a Contributor Form pops up, fill it out, attach your file and will be sent to @one.

It was asked if the site could be uploaded to commons and downloaded locally, Anna suggested using the link...

Suggestions can also be sent using the Contributor form.

The GOAL is to have more faculty participate and add more courses!

Ally Update - Jayme Johnson

Ally is unfolding. There are 5 of the 8 colleges who have integrated the administrative reporting. It has been an interesting adventure, learning about the different ways colleges are managing and sometimes sharing Canvas instances.

- There was discussion about Live Events, which enable advanced analytics capabilities as well as critical functionality for Ally.
- It is not possible to segregate live accounts between specific colleges who are sharing a Canvas instance. This means data about accessibility (which might be sensitive to some) can be viewed by Canvas administrators at the other colleges, and it may be considered an intrusion.
- The timeline for requesting Live Events involves a development request to Instructure, which ends up in the regular Sprint cycle for Canvas development. With no forecast of pending availability, Live Event requests can happen at any time.
- The final step for implementing faculty feedback and alternate formats requires Live Events being activated, so pilot colleges are unable to proceed until Instructure completes the activation.

Regarding the scope of courses Ally can scan and report on, it is possible to set the scope and limit what the account has access to. It is easier to allow all courses to be scanned, but we can work with Fronteer to set the limits.

The GOOD news is that OEI has implemented a sandbox that is available for testing. The bug with Alt. text being mistakenly identified as a red failure has been fixed. The alternate formats for students and faculty are available.

The Ally team will be in San Diego for an Accessibility conference and will meet with Jayme there.

Looking Forward - the product will be out of Beta testing in April, and they will be adding 24/7 help desk support. The OEI will then be evaluating the non-beta version and addressing questions of a potential purchase.

There was a question as to Ally being bought by Blackboard. Blackboard funded Ally, with a distinct agreement to not incorporate Ally into Blackboard or interfere with the growth of Ally. BB will not interfere with or re-prioritize service for any of Ally's customers. Ironically, the pricing became more realistic, (\$0.53) per FTE. With our system FTE, we are hopeful we can negotiate an attractive deal.

Going Live with Course Exchange - Treva Thomas, Lake Tahoe

Lake Tahoe survived going "LIVE." Treva explained that all campuses are different, but said she wished she had known to review the checklist earlier, so they could have prepared better by coordinating with all the parties involved. As things come up, we work with it. Some things you don't know about until they are happening, others you can prepare for.

The goal is to have the first 8 colleges work out the bugs so it will be smooth for the next 16. We have 6 more to come on. Jodie and I will be available to work with anyone.

There was a question about who to work with:

The IT department is key. Have meetings with them, include them, and work with your implementation team.

John and the Tech Center work behind the scenes to make this all happen. Jodie and Treva felt confident about the testing from the TechCenter.

Financial Aid needs to be included, as well as A & R.

What would she do differently?

Meet with the team earlier and more often and use the checklist.

Make sure to have everyone on board and know the expectations/roles. They did not manage that well.

The checklist was sent in October, but was in a shared document so it was lost. She did not realize its importance.

IT person/team is KEY, they need to be connected to the BIG picture. IT needs to be set before everything else can move forward.

Reporting?

There is not enough feedback yet to accurately report. It is reported that LTCC had the first student.

Surprises?

Messaging - setting the link to the Exchange

They did not put a link to Web advisor- it was a link to a page in Passport to explain what OEI is. The reasoning was not to direct students right to the Exchange - they wanted it to be exciting for the students to apply. They wanted them to be thoughtful about their choice.

On confirmation page - if you are looking for more classes - LINK

Advice?

Everything takes time- but once you do it, it's done. For example: messaging, once it is set, it is there.

Make sure to use the sections crossover. 30-student cap 25/5

Label sections - view by section (OEI/LTCC)

How does the college let everyone know the courses are available?

- Meet with the counselors. Have a Q & A.
- Make sure they are informed and know about the requirements for registering

(Treva will meet with counselors before the spring session to make sure they are on board)

- Meet with A&R- work with them
- Send announcements

Student Services - Bonnie Peters

Please meet with your Student Services people, encourage questions from them and include them.

- Bonnie met with the Chancellor's Student Services group (Financial Aid and A&R) the group is composed of mix of new members and some who have been there from the beginning of OEI, whom are excited to see how OEI has progressed. They focused on the Course Exchange. She shared the student side slides and the reciprocity Agreement- They are excited and supportive
- CCC Apply - making headway. Jory, Bonnie and Joe and the DETAC committee are working together. They are hoping to submit new language or modify existing ED code to address the college residency issue.
- Financial Aid identifying OEI students: the TechCenter is working on that

Student view of registering for the Course Exchange - Autumn Bell

Autumn showed a video of what the student will see "Need more Classes?"

**This will be posted in Basecamp once finalized, in about 2 weeks

- Need more classes-video
- A student may enroll at their HOME college
- Get started, checks criteria for eligibility (7 categories)
- Assessment / Ed plan (colleges can customize)
- Accepts and continues
- Courses listed - ADD (student must check status)

*This may take up to 3 days. We are working on getting the transfer data automatically, this is subject to the residency check

- Confirmation yes - CCCApply (partially pre populated form)
- Submit and close
- Click DONE applying
- Once application confirmed, ADD this course
- Fee payment shows
- Teaching college provides transcripts when course is completed

Comments and Questions

- The script should be more student friendly- Talk directly to them.
- The print is too small, eyes look for BIG print crucial information is in the small print, make it obvious.
- Add FAQ
- Must the student use their EDU email?
- Does the student get a notification regarding the status update?
- At what point does the student hear about OEI? From the home or teaching college?
- Is there a link to report the students that use CCCApply?
- Explain the Course Exchange in the video
- What if a student does not have an Ed plan? Just taking courses? *Bonnie says the college is required to provide counseling
- Is there a bare minimum?

- How do students get back to the page to continue registering if not book marked? You cannot just navigate to the registration page to check status
- Add directions to navigate
- Add a link back to CE
- Messaging for Add/Drop page
- Number the screens the student sees so they know how far to go (1 of 7)

John suggested watching the Sprint Demos held every 3 weeks. The schedule are listed in Basecamp

The Consortium members broke into smaller groups.

Exchange/ Go Live Timeline - Kate Jordahl

Kate made a DRAFT timeline based on speaking with colleges, determining what has been done, and guesstimates as to when things will be completed. .
The Goal is to have colleges use the checklist, do what you can independently, and then move ahead with IT.

There was much discussion as to the many issues involved.

- A realistic timeline for the next 16 is after the first 8 have launched.
- Improvements are being made to make transition smooth
- Requests made as to how the launch team can move forward cohesively - It was mentioned that someone with power /influence needs to take the lead - the VPI should be a part of the implementation
- Call a meeting to assign roles/ expectations. Be proactive not reactive
- Work on predictable tasks, label dependencies
- Set resources
- Review registration dates - go full power even if students take courses available at the teaching college not your home college
- Media Kit- needed (being worked on)
- Have IT team meet with John Sills to devise timeline (The Tech Center has added staff, more back end tech has been completed, they are working with CAI)
- The video should be available in 2 weeks (end February). It will be given to SPOCs
- Circulate an updated SPOC list

Next Steps/ Action

1. Kate will set appointments with colleges
2. Each college should work with their team
3. The new video will be sent
4. View TechEdge video and links to show overview
5. TechCenter will meet with college IT departments
6. ALL videos will be posted on Basecamp (Logan will post)
7. Bring more faculty into the course review process, add more courses to the Exchange
8. Create a "GO LIVE" checklist in Smartsheets to share with SPOCs (Kate)

LUNCH

A toast was made to OEI, the Tech Team and SPOCs to celebrate achievements made thus far.

Expanding Courses - Barbara Illowsky

The Steering Committee approved the two items she brought to the last Steering Committee and then to the Consortium meeting: adding courses to the Exchange and the Proctoring Network.

Expanding Exchange Courses

- Barbara will meet with SPOCs to determine which Canvas courses (with C-ID#s) are needed/wanted to be added to the Exchange

Questions -

1. Are there new requirements? For now, the course must be taught in Canvas for one semester to work out any kinks or changes. Since the expansion is new, we will set new guidelines. Your college should ramp up to get ready to submit courses for review.
2. Is this only open to full launch colleges? Course expansion will be available for all Consortium Colleges
3. Is this only open to pilot colleges? Course expansion will be available for all Consortium Colleges
4. How do we meet the needs of the pilot colleges without flooding the market? Enrollment management techniques will be used.
5. What will criteria be for adding colleges? The Consortium will develop a new charter and process for adding new members
6. Can college still have students take courses at the teaching college without putting up course? Under discussion
7. Will you create a new job description for the SPOC or a Project Manager to handle the tasks for new colleges to help them be successful?
 - Define college/exchange ready
 - Bring “higher-ups” into the mix to promote and have faculty and staff engaged in the process.
 - Promote Rubric
 - Articulate we are an EXCHANGE of courses only
 - Collect data regarding student success and retention ** how are we getting this and who is doing the analysis?
 - Are we closing the achievement gap?
 - Work with Enrollment Management- do not commoditize students (feeling Steering Committee is interested in the money generated) We want to focus on student success

Comments:

We will scale up responsibly as we want to maintain a measure of Quality that meets the expectations of the colleges.

We must have a collegial approach, not competitive. We all want to have more money available. As the pie get bigger, we want more colleges, courses, greater student success leading to graduation. Serve the underserved. And track those who want to take classes, not need them.

We want to make sure the student knows about the Exchange now that they see Exchange offerings while in their registration system.

Will there be a Marketing & Communications person added to the team? The word “Exchange” implies a give to get, maybe look into a new “word” to get the word out about the opportunities that the exchange provide.

It is agreed that there needs to be a Master Agreement for new colleges joining the Exchange. We should create a roadmap for them to follow.

Proctoring Network

- Chrome books are ready
- A subgroup will be formed for delivery
- Updates will be provided as to who is joining the Network.

Vericite Update - Jayme Johnson, Jory Hadsell

LTI is getting much better. An anonymous evaluation of the tool was amazingly positive.

- A new roadmap is in the process regarding accessibility/SSD - color coding for accessibility
- Dragon Drops- comments you can link from a website, alternative to Flash based (508)
- Vericite to Canvas - you can use native integration into Canvas resources- grading & Vericite, Annotate videos
- Voice comments - they aren't automatic. If you know your audience doesn't need captioning, you do not have to include it. Jayme can help set this up.

Alyssa and the RP Group will collect the data for contract renewal (of Vericite)
Jory and Barbara have been talking to the Foundation to bring the colleges together to give insight to their experiences. Based on that evaluation, they will determine if they will renew the contract with Vericite.

TurnItIn did not participate RFP process.

Vericite has been responsive to the feedback received regarding changes. The college owns the data/ reviews, not Vericite.

The Consortium Breakout Groups; Communications, Evaluation, Enrollment and Charter / Master Agreement / Structure
Everyone was divided into groups for discussion. Below is a recap. These groups will be ongoing.

Communications - Notes sent from the group

(Present Judy Baker, Bob Nash, Kate Jordahl, Anna Stirling, Treva Thomas, Carol Lashman)

Concern that SPOC should be informed on reviews
Usefulness of overview flyer - place of printed and of pdf; discussion on audience
SPOC page NEEDED (update)
FTEs piece -local control - clear messaging needed
Growing the pie
Canvas community - promote (Consortium/Pilot community in Canvas de-emphasized and activity moved to basecamp - - Open discuss goes to CCC Canvas Community) Use this CCC Canvas Community vs. larger Canvas Community to have our voice heard. (Changes in feature request pathway in Canvas Community)
Desire for words to explain OEI, Course Exchange etc.
Continued need for consistent Terminology and messaging

Evaluation

What are the questions to ask?

- Retention
- Actual experiences in the Exchange
- What are the student challenges during the registration process
- Were there support services provided
- How did they access the Exchange?

Enrollment

- No common (OEI) calendar, colleges not on the same page
- Administration is not supportive
- Faculty needs help from OEI to help them to understand
- Marketing strategy and statements are needed

We will keep workgroups, as we formalize this work. Meeting invites will be sent by Kate to continue the discussions.

Next meeting is a virtual meeting, March 17th at 10:30.