



CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

ONLINE EDUCATION INITIATIVE (OEI) CONSORTIUM

MEETING MINUTES

APPROVED FEBRUARY 23, 2018

Friday, January 19, 2018, 09:30 AM – 11:30 AM

Virtual Meeting

ATTENDEES

Jose Aguinaga, Judy Baker, Dan Barnett, Wendy Bass, Autumn Bell, Lindsey Bertomen, Tim Botengan, Amy Carbonaro, Cheryl Chapman, Meghan Chen, Melissa Colon, Anita Crawley, April Cubbage, Heidi Gentry-Kolen, Jory Hadsell, Andrea Hanstein, Marilyn Harvey, Del Helms, Carol Hobson, Andrea Horigan, Jessica Hurtado-Soto, Eric Ichon, Barbara Illowsky, Perry Jehlicka, Kate Jordahl, Jim Julius, Steve Klein, Carol Lashman, Jaye Luke, Gwendolyn Lewis-Huddleston, Carrie Monlux, Brett Myhren, Tim Nguyen, Micah Orloff, Bonnie Peters, Celine Pinet, Justin Schultz, John Sills, Jodie Steeley, Treva Thomas, Sandra Weatherilt, Brian Weston, Beraki Woldehaimanot, LeBaron Woodyard

I. APPROVAL OF AGENDA (*Michelle Pilati & Wendy Bass*)

The agenda for the January 19, 2018, OEI Consortium meeting was approved by consensus; no changes or edits were proposed by the committee.

II. APPROVAL OF MINUTES (*Michelle Pilati & Wendy Bass*)

The minutes from the November 28, 2017, OEI Consortium meeting was approved by consensus; no changes or edits were proposed by the committee.

<https://public.3.basecamp.com/p/pFCKE4q7HkmZZ4i3HuFsbD19>

III. ONLINE EDUCATION INITIATIVE UPDATE (*Jory Hadsell*)

115th College / State Budget

The State Budget proposal was released this week. It contains funding for a fully Online College from the Governor for \$120M, with \$20M on-going to support an institution, a new college, that would be created initially as a local education agency under the State Chancellor's office, then once up and running transition to some other governing structure. Current discussion is that the new Online College is something that is different and complementary to OEI. It is looking at serving the 2.5 million Californians currently unserved by our system; typically those in the workforce, the Chancellor's office refers to them as stranded workers, that have a job but could benefit from a little bit of learning to get them to the next level in their careers or they may not be in a career but need some sub-associate degree level training to get them started in one.

At recent meeting with Chancellor Oakley and others, the Chancellor was very clear in his support for the work that OEI is doing and supporting the 114 existing community colleges and what is now being called the traditional online education model. Jory said that he believes that the expectation is that new online

college is something that would be complementary to the work we are doing. As we are moving forward with technology, infrastructure pieces, course quality improvements, etc., they can be utilized to some degree by the new college and that innovations that come from the new college can also flow back to the 114 traditional colleges, with OEI as the conduit for a lot of it.

LeBaron Woodward from the Chancellor's Office, said that Jory is correct and that the Chancellor reaffirmed that OEI and the new online college are very different; though OEI does need to expand in regards to courses, exchange, programs, etc. The new online college is targeting a very different audience than OEI and the traditional colleges. He said that approximately 860K students took at least one distance education course last year. He also shared that the new online college has a way to go, they are still six-months away from having any funding everything is proposed and probably further away from having any structure.

John Sills shared a link to the Governor's Budget Summary report (OEI is on page 49) and said that the document offers insight into the goals of the OEI for the Governor.

<http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

In the current Budget Plan there is no new funding for OEI and no reduction to OEI funding either. Our current plan is to be more aggressive in pursuit of our of growth and scalability goals and will plan to have more in depth discussion at the next F2F.

Disaster Preparedness (fires/floods)

There have been several colleges in and out of the Consortium that have been impacted by natural disasters this year. Most recently the fires in Santa Rosa and Ventura, which have led to the topic of Disaster Preparedness and how colleges should deal with various situations, such as what to do if their college were to burn down and all they had left were their online resources. Pat James will lead a future workshop, that is currently being developed, regarding the role of online colleges and how they can be prepared in case of a natural disaster.

Accessibility Support Discussion *(Barbara Illowsky)*

Introduced Dr. Marilyn Harvey as the new Dean of Academic Affairs at OEI.

OEI has been trying since September 2017 to work with Blackboard to get a contract for Ally and it has been a challenge. We have realized that we will not be able to reach a contract with them for OEI to support the colleges, it's just too formidable in our budget and there were challenges in extending the Ally pilot. Now looking at two separate paths:

1. Foundation of California Community Colleges has been working with Blackboard to get an agreement for any college that would like to contract with Ally, so they will have a pre-negotiated rate. Also possibly collaborating with the CSU, to help lower the price.
2. An Accessibility workgroup of the Advisory Committee is meeting this afternoon to look at what is needed and what other accessibility software and support is available. One option being considered is UDOIT, it is currently being used at Santa Rosa and all three colleges in Coastline district have just started using it. An update by Santa Rosa will be presented at the next DE Coordinators meeting later today.

IV. QUEST ANALYTICS *(Bonnie Peters)*

In the last few months, we have been working to gather more data in terms of student engagement with the Quest Program. We've been working with Ally, piloting with Ventura and Cabrillo, to see if we can find the data we're looking for and have also done lots of student satisfaction surveys to gather the data. We believe we now have some solid data regarding what students think of Quest and whether or not they feel it's helping them. We are now looking at engagement data to assist instructors and colleges to help identify if Quest is making an impact to student success.

Anita Crawley presented a brief introductory presentation to the Quest Analytics Project. She noted that Quest is available to all schools and that the main objectives of the project are to: (a) to understand student's readiness for online success as determined by the Quest program; (b) measure, analyze, and improve (as needed) efficacy of the Quest program; and (c) measure the impact of engagement in the Quest program on student success.

Next Mike Agostino from Intellify Learning, an education intelligence solutions provider specializing in data analytics, continued the presentation and talked about the work they have been doing and gave short demo. Intellify's goal is to provide educational intelligence across a wide spectrum for success, retention and executive needs.

With the Quest Analytics project, they followed a 3-step data flow process:

1. Collect data that is available from three sources (Canvas LMS, the Smarter Measure tool, and the Online Student Readiness Tutorial (OSRT)). The events are collected and stored within Intellify;
2. The data is then processed into output tables that are neatly organized and aligned; and then
3. By using one of two export tools, CSV or Tableau, deliver data via worktables that provide visualization.

Current project milestones achieved during the past 6 months (August 2017-January 2018):

- Developed custom integration piece for OSRT to collect data.
- By October 2017 began working with the two pilot schools (Ventura and Cabrillo), testing the custom OSRT piece.
- November 1, 2017, had data collection "go live", set up and provisioned to collect data from the three data sources for each of the pilot schools (Ventura and Cabrillo).

Next milestone focusing on is building the education intelligence visualizations, the means to view and share the data that has been collected. Phase 1 will focus on Program Summary and Tutorial Summary dashboards.

V. UPDATE PROFESSIONAL DEVELOPMENT *(Autumn Bell)*

Reported that currently there are 93 Course Exchange ready courses for Spring/Fall (94 with Victorville); and 17 potential courses that have been reviewed and are working on either course design with the instructional designers or the accessibility piece before being approved.

Faculty can enter Course Review at any time. There are rolling submissions, so courses can be submitted whenever they are ready, no longer have to wait for a particular review cycle. Also, no longer required to do self-check rubric; no when submitting a course they are given access to a self-paced course on the rubric. With the Course Design Academy concept participants can do regular course review and align

their course to the rubric. By taking 1 required self-paced course and 4 credits of self-selected additional Professional Development (either four 1-week courses or one 4-week course), participants also have the opportunity along with their aligned course to earn a Certificate of Course Design Mastery.

Discussion about ideas on how to get messages out to campuses and the faculty rather than the typical way of sending the information to the SPOCs and requesting them to relay the information. Some suggestions were:

Send emails directly to Deans and faculty.

For talking points to help encourage faculty to submit courses to the Course Exchange, refer them to the "What can the Academy do for me" section of the new @ONE website. This feedback comes from faculty that have participated in Course Review.

Also, the @ONE YouTube site has Course Design Showcase videos where Michelle Pacansky-Brock has interviewed faculty that have been through Course Review, they talk about their experience and show an example of something they did in their course that is an exemplary practice that came about as a result of their experience with Course Review.

Working on a repository so information, talking points, videos, etc. are all in one place.

Face-to-face meetings at campuses, to meet with faculty and show them how the Course Review Academy works.

VI. COURSE EXCHANGE

Update on Implementation (*Justin Schultz*)

Shared a report that was developed to be shared on a weekly basis to give colleges an update on where they are on the implementation/deployment process for Course Exchange. The report will be sent out either Monday afternoon or Tuesday morning after the team has met to review and discuss all the updates, etc. (Note: The second column is the UAT (User Acceptance Testing) Handover Date: this is the date the FHDA team is actually given the data required to work directly with the colleges to complete UAT testing. This is not the date the colleges will be going live, that will probably be a couple weeks after the handover date.) This report is meant to give the SPOCs an understanding of where their college are in the process and if there are any delays.

Course Exchange 2.0 (*John Sills/Steve Klein*)

On January 31, 2017, an announcement went out to any registered Course Exchange user and posted on CCC Technology page that Course Exchange 2.0 was deployed for Production. Four of the pilot colleges went live on 1/5/18 and 1 more by 1/8/18; Ventura delayed due to fires in their area.

New and updated features in this release:

- Financial aid – new reporting screens; ability to flag of Course Exchange students; transmitting of BOG fee waiver between home college and teaching college; and combining of units.
- User accounts – College and district admins can add administrative users to Course Exchange.
- Student dashboard
- Feature flags – can add new features throughout the year and colleges can decide to toggle them on or off.
- Fixes – Enhanced error messaging and enrollment screens now provide additional details of enrollment status
- Deployment – information regarding deployment status

<https://www.ccctechnology.info/ccctc/topics/course-exchange-release-2-0-production>

Course Exchange Branding (*Andrea Hanstein*)

Right before the holiday break an issue was raised by the SPOCs from the exchange ready colleges, that students were not enrolling. After contacting the Marketing Directors at the six pilot colleges, it was discovered that four of the colleges were not aware that they were in the OEI or what that meant. There is a marketing meeting scheduled for the end of January with the SPOCs and the Marketing Directors from the six colleges to discuss the consistency in marketing the OEI, marketing materials for the colleges to use, while being respectful of how the OEI brand fits with the college's brand.

Consortium Expansion Update (*Kate Jordahl*)

Working on 2018 Consortium cohort with a focus on equity

Expansion Timeline:

- Letter of Interest deadline was December 15, 2017.
- Self-assessment webinar conducted on December 15, 2017 (available on video).
- 49 colleges submitted letters of interest and have received the College Self-Assessment packets.
- There are rolling review dates for the colleges working on the Self-Assessment packets with a deadline of March 1, 2018.
- IT Webinars for IT staff held on January 16, 2018 and another scheduled for January 24, 2018.
- Also working on something for the Financial Aid staff.
- Notification of selection planned for mid-Spring 2018 for Fall 2018 participation.
- Colleges selected to join must sign Master Consortium Agreement by July 1, 2018.

VII. ADDITIONAL QUESTIONS (*Wendy Bass*)

1) Carrie from Butte wanted to know how others are handling students in progress in the Course Exchange. Kate says currently there is no way to know/identify if they just decided to not continue registration and John Sills of the tech Center said that their terms of use don't allow them to share IDs of students who just browsed; Kate offered to meet offline with Carrie to discuss further.

2) Wendy noted that CalState could not admit all the students that they normally would've admitted, so there could possibly higher enrollment in CCs

VIII. CLOSING REMINDERS (*Wendy Bass*)

Upcoming Meeting Schedule

- Friday, February 23, 2018 – F2F Meeting (Sacramento) – 10:00AM-3:30PM
- Friday, March 16, 2018 – Online Meeting – 9:30AM-11:30AM
- Friday, April 20, 2018 – Online Meeting – 9:30AM-11:30AM
- Friday, May 11, 2018 – F2F Meeting (Sacramento) – 10:00AM-3:30PM

<https://public.3.basecamp.com/p/4A62exU9pYnVh1fQGZ7o923x>