ANTELOPE VALLEY COLLEGE
DISTANCE EDUCATION AND TECHNOLOGY COMMITTEE
AGENDA
April 14, 2015
3:30 p.m. to 4:30 p.m.
L 201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

2. OPENING COMMENTS FROM THE CHAIRS

3. OPEN COMMENTS FROM THE PUBLIC

4. APPROVAL OF MINUTES
    a. March 24, 2015 DETC Meeting (attachment)

5. DISCUSSION ITEMS
    a. Senate Taskforce to Redesign Distance Education Approval in AP&P – Dr. Scott Lee
    b. Online Teaching Conference, Summer 2015 – Dr. Charlotte Forte-Parnell

6. ACTION ITEMS
    a. OEI MOU

7. ANNOUNCEMENTS

8. ADJOURNMENT

ANTELOPE VALLEY COLLEGE
DISTANCE EDUCATION AND TECHNOLOGY COMMITTEE
MINUTES
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1. CALL TO ORDER AND ROLL CALL
   The Distance Education & Technology Committee (DETC) of April 14, 2015 was called to order at 3:40 p.m. by Dr. Nancy Bednar, Co-Chair.

2. OPENING COMMENTS FROM THE CHAIRS
   - On behalf of Dr. Charlotte Forte-Parnell, Dr. Bednar announced an upcoming Online Teaching Conference in San Diego to be held June 18 – 19, 2015. Anyone interested in attending should let Dr. Bednar know. Diane Flores-Kagan, Dr. Ken Lee and Deborah Sullivan-Ford expressed interest in attending.
   - Dr. Bednar reminded members the DETC is in need of a new faculty co-chair and asked members to considering serving.

3. OPEN COMMENTS FROM THE PUBLIC

4. APPROVAL OF MINUTES
   a. March 24, 2015 DETC Meeting (attachment)
   A motion was made and seconded to approve minutes of the March 24, 2015 Distance Education and Technology Committee meeting.
   Motion carried with one (1) correction.

5. DISCUSSION ITEMS
   a. Senate Task Force to Redesign Distance Education Approval in AP&P – Dr. Scott Lee
   Dr. Scott Lee addressed members to explain a new task force that was established to recreate the distance education form that is in addition to the course outline of record form. The task force consists of Dr. Scott Lee, John Toth, Ken Sawicki, Dr. Darcy Wiewall and Tooraj Gordi. The goal is to have the new form completed by the end of the Spring 2015 semester.

   AP&P will look at and recreate all online courses in Fall 2015.

   b. Online Teaching Conference, Summer 2015 – Dr. Charlotte Forte-Parnell

6. ACTION ITEMS
   a. OEI MOU (attachment)
   A motion was made and seconded to accept the Online Education Initiative (OEI) Memorandum of Understanding (MOU) – see attachment.
   Motion carried unanimously.

7. ANNOUNCEMENTS

Approved: September 8, 2015 Distance Education & Technology Committee Meeting

8. ADJOURNMENT
   The Distance Education and Technology Committee meeting of April 14, 2015 was adjourned at
   4:05 p.m. by Dr. Nancy Bednar, Co-Chair.

MEMBERS PRESENT		
Dr. Nancy Bednar	Dr. Scott Lee	Ken Sawicki
Diane Flores-Kagan	Dr. Tom O'Neil	John Toth
Ron Mummaw	Rick Shaw	Deborah Sullivan-Ford (proxy)
MEMBERS ABSENT		
Walter Briggs	Angela Shaheen	Jayme Star
Dr. Charlotte Forte-Parnell	Tristan Schnidermeit	
Candice Martin	Scott Tuss	
GUESTS/EX-OFFICIO		
Mike Wilmes	Greg Krynen	Geary Cook

Approved: September 8, 2015 Distance Education & Technology Committee Meeting

Funded by the California Community Colleges
Online Education Initiative

net tutor

Online Tutoring Service

AGENDA

- **NetTutor overview** presentation (15-20 minutes) hosted by Chris Bergeron, Director, Institutional Sales
- **Log into NetTutor as a student**, including sample interaction on WorldWideWhiteboard (5-10 minutes)
- **Rules-of-Engagement (ROE)** review and roundtable discussion, showing math and writing as samples (15-20 minutes) led by Dr. Emilia Garofalo, NetTutor Manager
- **FAQ** follow-up / any open questions (remaining time)

About Our Company

LSI is an e-Learning solutions provider founded in 1996.

Our partners value and trust LSI because we listen to their needs, offer innovative service, and—most importantly—care about their students.

Our goal is to enhance the student learning experience.

Why offer online tutoring?

- Some students prefer the anonymity of online tutoring
- Some subjects do not have tutoring offered on campus
- Tutoring center(s) are closed during late evenings, weekends, or holidays
- Students are unable to visit campus for tutoring (working, kids are in bed, live far from campus)
- Accreditation requires that students who are taking online courses be supported with comparable service
- Safety considerations (visiting tutoring center after dark)

Who uses NetTutor?

NetTutor Outcomes

- A [recent study](#) shows NetTutor access increased student retention by 17% (over the control course which did not have access) while NetTutor usage resulted in an *additional* increase of 13% in student retention.

- One [customer survey](#) measured enthusiastic student response, with results that consistently show a 97% approval rate. Virtually every student who visits a tutor once pledges to return.

- Administrator testimonials:
  - "The customized nature [of NetTutor] is its best feature." - Dr. Dawn Hodges, Vice President of Academic Affairs at Southern Crescent Technical College (Georgia)
  - "[The NetTutor platform is] very easy for students to immediately use; there's not a big learning curve." - Bailey Smith, Director of the Learning Assistance Center at Mt. San Antonio College (California)

Tutor Qualifications & Training

- Professional tutors who are Subject Matter Experts trained in Best Practices for engaging students online.

- Every tutor has a bachelor's degree; most also have a post-graduate degree.

- Every tutor has experience teaching or tutoring in the American education system.

- Tutors are trained in LSI's [Integrated Cognitive-Contextualize Learning (ICCL) theory](); training is also aligned with the methods developed by the Association for the Tutoring Profession (ATP) and the College Reading and Learning Association (CRLA).

- Tutors participate in ongoing professional development, including LSI's certification for ESOL tutoring

NetTutor Principles

- Use the Socratic Method, scaffolding, and other formal tutoring techniques to prompt critical thinking
  - Encourage the learning process
  - Motivate the learner
  - Strive for the "aha!" moment
- Personalize tutoring
  - Offer faculty and tutoring coordinators custom "Rules of Engagement"—defining how tutors engage students
  - Invite faculty to share course materials so tutoring aligns with course pedagogy
- Maintain compliance with government regulations

Rules of Engagement

Always
- be polite and provide help with all questions
- identify and address specific area of concern to student
- identify and address the student at his or her level within the subject
- use only provided textbook and/or course syllabus, if applicable

Discuss and Explain
- mathematics concepts and methods and answered problems from course textbook
- all examples from this textbook, if applicable
- the statement of any problem
- the suggestions given to the student and how they can be applied

Offer alternative examples to
- any problem that is not from the course textbook, if requested by client
- any problem without a correct answer given by the student or the textbook, if requested by client

Assist in arriving at
- correct answers for all problems whose matching answer is given in the textbook
- details of correct explanations of methods for solving problems

NetTutor Platform

Student-tutor interaction occurs on an intuitive platform, the WorldWideWhiteboard, designed by faculty for academic collaboration.

- web-based
- no downloads or installations
- desktop computers, laptops, and mobile devices

Ways to Get Help

Live tutoring

Student connects with a real, live tutor on-demand.

Question drop-off

Student asynchronously submits a question and returns later for tutor feedback. Question responses are available within one day.

Paper/essay review

Student asynchronously submits a file and returns later for tutor feedback. Tutors will ask questions and suggest areas for improvement. Paper reviews are available within two days.

NetTutor Subjects

English*
Writing, Vocabulary, Grammar, Reading

Math Tutoring Subjects*†
Basic Math Skills, College Algebra, Intermediate Algebra, Algebra 1, Algebra 2, Geometry, Trigonometry, Pre-Calculus, Single Variable Calculus, Multi Variable Calculus, Applied Calculus, Differential Equations, Advanced Math Topics, Beginning Statistics, Intermediate Statistics, Advanced Statistics, Mathematics for Teachers, Matemáticas en Español

Accounting, Economics, Finance, & Business Tutoring Subjects*†
Accounting; Principles of Financial; Intermediate Accounting I, II, III; Advanced Accounting; Governmental Accounting; Principles of Managerial; Accounting; Cost Accounting I, II; Audit I, II; Internal Audit; Taxation; Tax I (Personal); Tax II (Business/Corporate); Law; Business Law; Law and the Accountant; Economics; Principles of Microeconomics; Principles of Macroeconomics; Finance; Principles of Finance; Management; Principles of Management; Marketing; Principles of Marketing; Information Systems; Principles of Information Systems

NetTutor Subjects

Sciences Tutoring Subjects

Physics*†, Classical Mechanics, Classical Electromagnetism, Optics, Nuclear, Physics, Quantum Mechanics†, Acoustics, General Relativity, Biology*†, General Biology*, Biochemistry, Molecular & Cell Biology†, Microbiology†, Human Anatomy & Physiology†, Genetics, Zoology, Botany, Ecology, Evolution, Chemistry, General Chemistry I and II, Organic Chemistry I and II, Biochemistry†, Inorganic Chemistry†, Physical Chemistry†, Analytical Chemistry†, Earth Science, Geology

World Languages*

Spanish†, French, German, Italian†, Portuguese†

General Humanities & Social Sciences*†

US Government, US History, Anthropology, Environmental Studies, General Humanities, Government/Not for Profit, Communications, Introduction to Sociology, Introduction to Psychology, Introduction to Philosophy, World History, Ethics, Introduction to Literature, Introduction to Criminal Justice, Criminology, Ethics in CJ, Criminal Law, Criminal Investigation

NetTutor Subjects

Nursing Tutoring Subjects*†

Human Anatomy and Physiology I and II, Introduction to Pharmacology, Medical Terminology, Pathophysiology, Principles and Concepts of Nutrition, Maternal/Fetal Nursing, Newborn and Neonatal Intensive Care, Psychiatric Nursing, Hospice Care, General Medical/Surgical Nursing, Dosage and Calculations, Oncology, Fundamentals of Nursing, Medical-Surgical Nursing, Critical Care Nursing

Information Technology & Computer Science Tutoring Subjects

C, C#, C++, Computer Animation, Computer Basics, Computer Generated Music, Computer Graphics, Computer Modeling Database, Desktop Publishing, HTML, Information Systems, Internet Java, JavaScript, Linux, Microsoft Access, Microsoft Excel, Microsoft PowerPoint, Microsoft Project, Microsoft Word, Microsoft Excel, MS FrontPage, MS Office, MS Outlook, Networking, Oracle Database, Perl Programming, SQL, TCP/IP Unix, Visual Basic, Web Design, Website Development, Windows NT, Windows XP, Windows Vista, Windows 7, Mac OSX

NetTutor Integration

NetTutor can be integrated with any learning management system (LMS) thereby allowing single sign-on (SSO) access.

- Canvas, Blackboard, Moodle, Sakai

Students can connect <u>from their specific course to its correlating subject</u> or <u>from a common course to all subjects</u>.

- Math 101 → NetTutor Math tutor
- Virtual Tutoring Lab → NetTutor (list of all subjects)

Customer Support

Bilingual Customer Support
- English and Spanish

Available for end-user technical issues:
- Web form on every NetTutor webpage
- Live telephone support
  M-F 9am-9pm EST / 6am–6pm PST

Client Services

- Host regularly-scheduled conference calls
- Share usage statistics
- Coordinate ROE and course materials
- Coordinate surveys
- Provide promotional materials to distribute to faculty and students

Where do I find these tools?

- Independent

- How does online tutoring impact grades, attendance, course completion,…?

- Consider help-seeking behaviors, personality traits, study habits, and organizational skills

- Be prepared to drill down into the data

NetTutor Demo

Let's take a look...

Review & roundtable discussion

NetTutor Recap

- Measurable impact on learning outcomes
- All core subjects and many specialty areas
- Personalized online tutoring
- Live tutoring, question drop-off, and paper/essay review
- 24/7/365 access to live tutor or asynchronous option
- Intuitive interface
- Integrates with LMS
- Entirely web-based

Questions?

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Online Education Initiative

nettutor

Online Tutoring Service

THANK YOU!

Online Education Initiative for the California Community Colleges
Memorandum of Understanding Between Foothill DeAnza Community College District and Selected Colleges Piloting OEI Resources

This document outlines the agreement between the Online Education Initiative ("OEI") project as hosted by the Foothill DeAnza Community College District and Antelope Valley College .The duration of the agreement will be from January 1, 2015 through June 30, 2016. The agreements outlined herein pertain to the three pilot groups and are defined accordingly. Signatures on this document pertain to agreements relevant to the appropriate pilot group as identified below:

The following agreement is between Foothill-De Anza Community College District representing the Online Education Initiative project and Antelope Valley College_as part of the [**Full Launch or Student Readiness Staging Group or Tutoring Staging Group**].

Project Goal: The goal of the OEI is to engage colleges in the implementation of online resources that will improve student success and completion in the California Community Colleges. All of the colleges involved in this effort will be asked to pilot processes and tools, and assist in the selection, development, and testing of the resources involved. There will be three groups of colleges working to develop and test the resources used by the project. The duration of this agreement will be from January 1, 2015 through June 30, 2016.

There are three groups of pilot colleges as described below. Each group consists of eight colleges that will focus on one of the following activities:

1. *Full Launch Colleges:*
    a. Develop and test the processes necessary to facilitate the Online Course Exchange across colleges and full implementation of the OEI. This includes but is not limited to: application/residency determination, course registration, matriculation, and the support services being piloted by the readiness and tutoring groups.
    b. Review and inform the choice of a CCC common course management system (CCMS) through the development and evaluation of the Request for Proposal (RFP) process and selection of the CCMS through participation in the CCMS Committee.
    c. Deploy and pilot the selected CCMS, associated processes and courses within the exchange.
    d. Implement the first courses within the CCMS in Fall 2015 and the first courses within the exchange in early 2016.

2. *Student Readiness Staging Group:*
    a. Pilot a diagnostic assessment to help students evaluate their readiness for online learning.
    b. Pilot dynamic tutorials designed to improve student readiness for online success.
    c. Participate in evaluation of diagnostic assessment and readiness tutorials.
    d. Participate in staging activities for entry into the course exchange.
    e. Begin readiness preparation work in November 2014 with participating colleges submitting candidate courses to the OEI for inclusion in courses in Spring 2015.
    f. Deploy diagnostic assessment and readiness tutorials from within the teaching colleges' own systems with their own students and CMS.

3. *Tutoring Staging Group:*
    a. Review and pilot method of delivering effective online tutoring services for students in online classes and integrating statewide support services with local tutoring services.
    b. Develop a plan to promote robust and effective use of online tutoring services.
    c. Participate in evaluation of the online tutoring pilot.
    d. Participate in staging activities for entry into the course exchange.
    e. Colleges begin tutoring solution preparation work in November 2014 with participating colleges submitting candidate courses to the OEI for inclusion in courses in Spring 2015.
    f. Deploy online tutoring solution within the teaching colleges' own systems with their own students and CMS.

All colleges party to this agreement will receive the following from the OEI Project:

- Resources appropriate to their pilot group.
  - Group 1: Free access to the Common Course Management System for OEI prioritized courses throughout the pilot offering.
  - Group 2: Free access to the OEI developed readiness applications for pilot courses.
  - Group 3: Free access to OEI developed tutoring resources for pilot courses.
- Reviews by trained faculty reviewers whose purpose is to provide feedback and assistance including instructional design support along with accessibility assistance for at least three to five online courses as submitted by the college.
  - Courses that are submitted to be offered as part of the OEI, will be part of a formative review and design process that aligns them to the OEI Course Design Standards (based on national standards).
  - The process consists of the faculty member voluntarily completing an application for course submission, having the course reviewed by trained CCC faculty reviewers as organized via @ONE. Courses that closely meet the standards will be prioritized for first offering within the OEI.
  - Courses that need some adaptation to meet one or more areas of the standards, will receive instructional design support to complete a revision process and will be offered in the priority determined by a revision timeline
  - The review covers course design components and in no way should be considered an evaluation of the faculty member's online teaching performance.
  - The review results will be shared solely with the faculty member involved who may or may not choose to participate further.
- Professional development support as needed.
- Regular inclusion in decision-making processes with other pilot college staff and faculty and OEI Steering Committee members appropriate to pilot focus areas including overall project development as needed.

All colleges will agree to the following:

- Identification of courses consistent with OEI guidelines for course review and potential inclusion in pilot activities.
- Participation in the course review and update activities.
- Use of the *Open CCCApply* application by January 2015.
- Participation in the development of reciprocity agreements that will be needed to implement the project and ensure that all students receive the services necessary to facilitate success.
- Participation in virtual and in-person development team meetings for pilot group focus areas as needed.
- Participation in professional development activities as appropriate.
- Obtain the agreement to participate from the local Academic Senate.
- Provide data necessary to assess the effectiveness of the pilot efforts, in cooperation with the RP Group as the official evaluator for the OEI.
- Group 1 agrees to use the selected common course management system for the pilot of the initial courses in Summer of 2015 and/or Fall of 2015.
- Groups 2 and 3 agree to consider potential expansion of pilots in Fall of 2015 and Spring of 2016 by mutual agreement with the OEI, pending analysis of pilot data and capacity of the OEI to expand pilot readiness, tutoring, and CCMS solutions.

Course Review:

Courses that are submitted to be offered as part of the OEI will be part of a formative review and design process that aligns them to the OEI Course Design Standards (based on national standards). The process consists of the faculty member voluntarily completing an application for course submission and having the course reviewed by trained CCC faculty reviewers as organized via @ONE.

Courses that closely meet the standards will be prioritized for first offering within the OEI. Courses that need some adaptation to meet one or more areas of the standards will receive instructional design support to complete a revision process from the OEI and will be offered in the priority determined by a revision timeline. Faculty members who submit courses should also agree to participate in any review process if they wish to continue to be forwarded to the OEI for offering the course.

There will continue to be opportunities in the future to receive instructional design support through the review process for faculty who do not wish to continue with submission to the OEI, but who may wish to resubmit their courses at another time. The review covers course design components and in no way should be considered an evaluation of the faculty member's online teaching performance. The review results will be shared solely with the faculty member involved who may or may not choose to participate further.

Course Intellectual Property Rights: The OEI does not claim any rights to any courses that are offered through the pilots or thereafter. Receipt of instructional design assistance by a faculty member or college does not relinquish rights to the course that is submitted for offering in the pilot.

Signatures:

Dr. Bonnie C. Suderman 3/17/15
Vice President of Instruction   Date

_____
Academic Senate President   Date

_____
Vice President of Student Services   Date

_____ 3/17/15
Distance Education Coordinator   Date

_____
OEI Executive Director   Date

_____
FHDA Sponsor   Date