

## Los Medanos College—Distance Education Committee—Agenda

Date	Time	Zoom
9/20/21	12:30 pm – 2:00 pm	<a href="https://4cd.zoom.us/my/scott4cd">https://4cd.zoom.us/my/scott4cd</a>

**Members:** Scott Hubbard, Chair; Janith Norman; Penny Wilkins; Nicole Almassey; Rachel Anicetti; Rikki Hall; Natalie Hannum; Nicole Westbrook; Sharlice Wright; Veronica Turrigiano; Matt Stricker; Aprill Nogarr

*Outcomes: A—Action; D—Discussion; I—Information*

#	Topic/Activity	Lead	Outcome	Time
1	<i>Call to Order</i>	S. Hubbard		1 minute
2	<i>Announcements and Public Comments</i>	S. Hubbard	I, D, A	1 minute
3	<i>Approve Agenda</i>	S. Hubbard	I, D, A	1 minute
4	<b>DDEC Report</b> <ul style="list-style-type: none"> <li>• Canvas combine sections issues (see <a href="#">Kat email</a>)</li> <li>• There's a PlayPosit pilot that we could collaborate with CCC on</li> <li>• DDEC strategic planning meeting at the DO on October 15 from 9 am to 1 pm</li> <li>• Districtwide workgroups (<a href="#">online sign-up document link</a>)</li> </ul>	S. Hubbard/A. Nogarr	I, D, A	30 minutes
5	<b>Equity Rubric Update</b> <ul style="list-style-type: none"> <li>• Get feedback and update on where it's at</li> <li>• Next steps</li> <li>• Districtwide adoption discussion at DDEC</li> <li>• How it works with POMP and the Exchange courses</li> </ul>	S. Hubbard/J. Norman	I, D, A	20 Minutes
6	<b>Updated Strategic Plan</b> <ul style="list-style-type: none"> <li>• The committee will receive an update about the DE strategic plan.</li> <li>• Give feedback and next steps</li> </ul>	A. Nogarr	I, D, A	20 Minutes
7	<b>Committee Goals, Actions, and Plans for this Academic Year</b> <ul style="list-style-type: none"> <li>• Committee will discuss and develop what we want to work on for the year</li> </ul>	S. Hubbard	I, D, A	10 Minutes
8	<i>Adjournment</i>	S. Hubbard	I, D, A	1 Minute

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Topic: Scott Hubbard's Personal Meeting Room

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**Members:** Scott Hubbard, Chair; Janith Norman; Penny Wilkins; Nicole Almassey; Rachel Anicetti; Rikki Hall; Natalie Hannum; Nicole Westbrook; Sharlice Wright; Veronica Turrigiano; Matt Stricker; Aprill Nogarr  
 All present except: Rachel, Nicole W.

#	Topic/Activity	Lead	Outcome	Time
1	<i>Call to Order</i>	S. Hubbard		1 minute
2	<i>Announcements and Public Comments</i>	S. Hubbard	I, D, A	1 minute
	<b>Minutes:</b> <ul style="list-style-type: none"> <li>Welcome Janith as the DE Coordinator for this academic year.</li> <li>Welcome Nicole as tech trainer this semester while Courtney is on leave.</li> <li>Tech ticket for faculty requests will be moved to an easier spot as a tile on InSite</li> <li>Scott will send out a FindTime poll for future meeting days/times</li> <li>Rikki mentioned that she and Rachel can tag-team or switch to go to meetings, depending on the day and time.</li> <li>Sharlice said the same thing for her and Nicole W. as the counseling reps.</li> </ul>			
3	<i>Approve Agenda</i>	S. Hubbard	I, D, A	1 minute
	<b>Minutes:</b> <ul style="list-style-type: none"> <li>Janith N. motioned, Nicole A. seconded, to approve agenda. All approved</li> </ul>			
4	<b>DDEC Report</b> <ul style="list-style-type: none"> <li>Canvas combine sections issues (see <a href="#">Kat email</a>)</li> <li>There's a PlayPosit pilot that we could collaborate with CCC on</li> <li>DDEC strategic planning meeting at the DO on October 15 from 9 am to 1 pm</li> <li>Districtwide workgroups (<a href="#">online sign-up document link</a>)</li> </ul>	S. Hubbard/A. Nogarr	I, D, A	30 minutes
	<b>Minutes:</b> <b>Combine sections:</b> <ul style="list-style-type: none"> <li>Penny mentioned most other colleges don't allow it (FERPA)</li> <li>Nicole will try to see how many combined sections there are</li> <li>We'll then look to send out a survey and help those who won't be able to use it going forward</li> </ul> <b>Playposit:</b> <ul style="list-style-type: none"> <li>Scott and Janith will reach out to Maritez at next DDEC meeting</li> <li>Aprill shared that it's free for the foreseeable future from the state chancellor's office TechConnect. Canvas Studio is only guaranteed from our District until summer 2022.</li> </ul>			
5	<b>Equity Rubric Update</b>	S. Hubbard/J. Norman	I, D, A	20 Minutes

	<ul style="list-style-type: none"> <li>• Get feedback and update on where it's at</li> <li>• Next steps</li> <li>• Districtwide adoption discussion at DDEC</li> <li>• How it works with POMP and the Exchange courses</li> </ul>			
	<b>Minutes:</b> <ul style="list-style-type: none"> <li>• We discussed its history and how it got presented to Senate.</li> <li>• Janith mentioned she lost the soft copy, but Rikki mentioned it might be on a SharePoint</li> <li>• POMP courses don't yet have to align their courses to the LMC equity rubric.</li> <li>• Aprill and Janith will work on implementing that this semester</li> <li>• Scott and Janith will work with DDEC on how a District-wide effort will work. Janith mentioned that we should bring it back to Senate in Oct/Nov.</li> <li>• Committee shared the following ideas to implement the rubric in our courses: Include in new faculty orientation Share on a Monday meeting Add to new faculty handbook</li> </ul>			
<b>6</b>	<b>Updated Strategic Plan</b> <ul style="list-style-type: none"> <li>• The committee will receive an update about the DE strategic plan.</li> <li>• Give feedback and next steps</li> </ul>	A. Nogarr	I, D, A	20 Minutes
	<b>Minutes:</b> <ul style="list-style-type: none"> <li>• Aprill detailed the history and timeline of the work on our DE strategic plan.</li> <li>• Feedback from DDEC that got added was to add specific dates for deliverables.</li> <li>• The goals have been coded as to do, in progress, or completed.</li> <li>• Committee looked at the draft DE strategic plan that is going to SEM tomorrow.</li> <li>• Penny mentioned about how to get students to better trained as online students Could we incentivize students to do that? Points? 0.5 credit unit course? Badges?</li> <li>• Aprill mentioned that there are two online self-paced Canvas shells for students on the online resources page right now.</li> </ul>			
<b>7</b>	<b>Committee Goals, Actions, and Plans for this Academic Year</b> <ul style="list-style-type: none"> <li>• Committee will discuss and develop what we want to work on for the year</li> </ul>	S. Hubbard	I, D, A	10 Minutes
	<b>Minutes:</b> <ul style="list-style-type: none"> <li>• Penny mentioned to tie our strategic plans/goals to accreditation report</li> <li>• Nicole mentioned that DE needs should be voiced at SEM. Janith said she's attending it now as our DE Coordinator.</li> <li>• Scott mentioned that a goal we can have is to help the college decide what % of courses should be online vs. F2F (after Covid).</li> <li>• Penny and Sharlice mentioned that their departments are sending out surveys to students about that.</li> <li>• Penny mentioned that for Business courses, the students love online.</li> <li>• Sharlice mentioned that for students who like online, they don't want to go back to in-person for many of their courses. But, there are students who don't want online, too.</li> </ul>			

	• Aprill and Janith mentioned that working on our exchange courses should be a priority.			
8	Adjournment	S. Hubbard	I, D, A	1 Minute
	<b>Minutes:</b> Adjourned at 1:58 pm. Next meeting is October 4, time will be finalized by the FindTime poll that Scott will send out.			

*Outcomes: A—Action; D—Discussion; I—Information*

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## Online Equity Rubric

Version 3.0 – October 2020

	Incomplete	Aligned	Additional Exemplary Elements
<b>E1: Technology</b>	Course structure & activities do not yet mitigate digital divide & technology access issues.	Course structure & activities mitigate digital divide & technology access issues (a) by clarifying how required technologies support learning, and (b) by providing alternative pathways to complete course activities if students face barriers.	Technologies are used in ways that amplify student voices and foster an inclusive course community.
<b>E2: Student Resources and Support</b>	Course does not yet highlight how student services support wellness and success.	Course highlights the ways that student services support student wellness and success.	Students access relevant support services or resources, at the college or elsewhere, as a part of course-related activities.
<b>E3: Universal Design for Learning (UDL)</b>	Course content and activities are not yet aligned with UDL principles.	Course content and activities are aligned with core principles of UDL-- i.e., multiple means of representation, action & expression, and/or engagement.	Students identify UDL principles that support their learning and/or are invited to make suggestions about how to improve course activities with UDL.
<b>E4: Diversity and Inclusion</b>	Communications and activities do not yet demonstrate that diversity is valued.	Communications and activities demonstrate that students' diverse identities, backgrounds, and cultures are valued.	Students analyze how diversity improves learning in classrooms, workplaces, and communities.

	<b>Incomplete</b>	<b>Aligned</b>	<b>Additional Exemplary Elements</b>
<b>E5: Images and Representation</b>	Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation.	Images and representations in the course reflect broad diversity; exceptions are explained and discussed.	Students analyze how images and representations impact inequalities.
<b>E6: Human Bias</b>	Human biases are not yet addressed.	Human biases are identified in course content and activities.	Students analyze and discuss human biases as part of course activities.
<b>E7: Content Meaning</b>	Connections among course content, students' lives, and students' futures are not yet clear.	Communications and activities draw connections among course content, students' lives, and students' futures.	Students connect course content to their identities, backgrounds, and cultures, and/or the identities, backgrounds, and cultures of others.
<b>E8: Connection and Belonging</b>	Communications and activities do not yet foster care and connection among students, or with the instructor.	Communications and activities foster care and connection among students, and with the instructor.	Students connect with other class participants, college or community members, and/or professionals in the field.

The criteria above, E1 – E8, are designed to be used in conjunction with, and not separate from, the [California Virtual Campus - Online Education Initiative \(CVC-OEI\) Course Design Rubric](#).

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*For more info about the PCCD Online Equity Rubric, visit [Peralta Online Equity Initiative](#) or contact Didem Ekici [dekici@peralta.edu](mailto:dekici@peralta.edu) or Inger Stark [istark@peralta.edu](mailto:istark@peralta.edu)*