DE Committee Meeting Minutes (December 14, 2020)

 District DE Coordinator update

**AP 4105:** Inger, Adoria and Didem met to discuss the recommendations for AP 4105 online instructor preparation and decided to forward these recommendations from last year without making any changes.

Voted by the committee members: Jennifer Fowler, Judy Wong, Cora Leighton, Elissa Jaw, Melissa McElvane, Brielle Plump, Srujana Tumu, and Vicky Ferguson.

**Combined classes:** We will continue combining sections in the Spring semester. In order to inform faculty about not to violate FERPA in combined sections, we will put an agreement on the help desk ticket request and ask faculty to agree to comply with the agreement before they request their sections to be combined. We will provide more training and webinars for combined sections about combo classes in the spring semester.

Honorlock meeting with Student Leads: Brielle and Didem met with the student leads to discuss their concerns and questions about Honorlock. Malhi will give update on this:

Malhi: There were a lot of concerns basically about privacy, freedom given to proctoring services, ability to perform well in the test and IT tracking students. Students were skeptical; it’s looking into students’ lives beyond testing. Transparency is needed. Some students mentioned “even if I am not cheating there will be some movement in my house because I live with others.” Recommendation: open communication from both ends.

Vicky & Melissa & Irina: DSPS students’ concerns, facial recognition issue with students. These are the things we should be mindful of. Not every student has the best lighting situation. When students' faces are not recognized, they might create stress for students. Union has just passed a resolution recommending not using any proctoring services including Honorlock. How is it going to impact the administrators’ decision?

LTI Survey Results Update (Brielle Plump): 144 faculty members took the survey. 40% was full time, 60% adjunct. Majority of them use 1-2 LTIs. They said, they were not sure how to set up, unsure how to communicate with their students about uncertainty around which ones are free and available. We need to communicate these resources more. Name Coach has the highest rate. Honorlock 20 out of 144 have been used and majority of them gave them 3 out of 5 stars. 45 % said they will definitely not use Honorlock 30 % said they will probably not use Honorlock again.

Suggestion from DASSCC meeting, a question might be included whether the faculty preferred to use Honorlock and why/why not?

Discussion around Honorlock student privacy

 Guests:

Guests: Math and Science Faculty: Chemistry department chair, Biology department chair from Merritt, and Chemistry instructor from Laney.

William Trego: At the end of Spring 2020 semester, I experiences tremendous amount of cheating. Students were using the website “Check”, the tutors in this website get back to you in 30 minutes, and another Physics instructor reported that 25 percent of her students got help from this website. Likewise, 25-35 of my students used this service as well. When I googled my exam questions, I started finding them. Even though a formal investigation was started to learn who have used this service, because of their fake name, there was no conclusion on this. We needed a system to prevent cheating, so I contacted DAAS and VC Brown to ask for a proctoring service. I informed students about Honorlock starting the first day. I used it in two section this semester, almost got zero pushback from students. One DSPS student has concerns because she needed to use screen reader because it wasn’t compatible with Chrome. So, I senses anxiety for that student so I found another way for that student. The bottom line is, Honorlock doesn’t tell you that a student has cheated, it flags certain occurrences during the exam, and it is left to you to go to these time marks in the video to decide whether or not something is going on. The violation I have seen is that exam browsing is closing and I checked if the student was closed the browser on purpose and the other one was the background voices.

Maria Suarez: Students need to know and memorize. There are some issues about technology and some issues on the students’ side, but in general instructors are thankful for this. Sometimes there are students that talk in another language, people entering the room, but the instructor contacts students ask for clarification. Once they realize they are recorded, they don’t cheat again.

Abraham R: To echo what others said, it is up to the faculty to decide if the students have cheated. The basic concern I got from students is that when they look down and write things, the program freezes the screen. By the time they look up and continue with the next question, they have to wait until the program unfreezes, so students complain about losing time. For some classes open book test works, but some classes they need to memorize things so it doesn’t work. I think Honorlock will not stop students from cheating, but it makes it harder for them. So, it is a good idea. I would like to suggest we have a policy across the district, those student who enroll in classes with Honorlock, they cannot opt out Honorlock except for specific cases. Some students did not want to use Honorlock and after some back and forth communication, they dropped out.

Ben I would recommend not using Honorlock as a way to prevent students from using Chegg, since it doesn’t detect if students are using Chegg. Since Honorlock doesn’t use eye tracking, it cannot detect if students are looking at secondary devices; moreover, it’s not difficult for students to figure out how to open a Chegg window behind the test window. What Honorlock does to prevent secondary device use involves the company putting up a fake “honeypot” site with test answers and sending an alert if the students access that particular site -- so if students post the question on Chegg, the alert will never go off, or if they search on google for answers to test questions and only click on sites that they recognize, the alert will never go off.

Meanwhile, systems that do use eye tracking cause problems for students with disabilities, since it results in students with facial ticks or ADHD getting unnecessarily flagged.

It would be useful to have a warning listed in the course catalog that the class uses Honorlock or Proctorio.

Maria: In the last meeting, we discussed having the notification about Honorlock in the prompt so that students will be notified before they register.

Malhi: Transparency is necessary. Another concern brought up by students is that what if there is only one class and that class uses Honorlock. It’s really hard to satisfy everybody and find a way that is perfect but having a presentation at the beginning of the semester to inform students to inform students to allow them to feel comfortable.

William: At some point we need to get students come to campus for proctoring. It is hard to get exams online when classes are fully online.

Ben: We should work with the students to come up with an honor code. It is important for students and faculty together to figure out a way to approach each other with mutual respect.

Chris: Question for Math and Science faculty: Do you anticipate continuing doing these online after pandemic?

William: I don't foresee us offering chemistry ever in 100% DE setting, we have learned over the past semester and six weeks that we cannot replicate the laboratory experiments in a remote setting. We've used the simulators that the district purchased for us. And so I think you know the best that we would ever be able to do is in terms of offering our classes online would be up some sort of hybrid.

Irina: Please encourage faculty to work with DSPS for students who have disabilities.

Question to the Math & Science Faculty: Have you heard any problems about face detection or recognition from your students? Maria, William and Abraham said nothing about this issue has been reported to them.

Plans for the Spring semester

Kevin: Meeting the goals mentioned in the DE plan: having worked with you all to create the distance education plan and then to assess how well the district did in meeting the goals of that plan. It's only logical that we think about the next steps, right, because that plan is from 2017 to summer 2020. Because of the pandemic, we weren't able to achieve all the goals that we had set out for ourselves. We bought ourselves one extra year.

Question: Do we create a new plan that goes from summer maybe three years. And so for this group to consider does it want to begin the process of writing a plan which probably would need to happen earlier in the spring semester so that it could be. If you all agree that that's something you want to move forward with, what should go in the plan. We have a lot of sources of data. The DE plan assessment that came out this semester that you all have already seen. That basically says, these are the things we achieved. These are the things that we had challenges with and these are the new issues that arose during that three year period that we recognize are important, that fall under the same umbrellas as the goals and projects we set aside for ourselves and so

We have that as a starting point.

We also have some surveys out right now for both faculty and students in the entire district. So that's going to give us data that's unique. The plan was created before the pandemic, obviously. And so this is going to be our first chance at getting feedback from students about what would support their needs. When we're talking about everybody in online courses, not just people who wanted to be in them but anybody who wants to pursue their higher education career at the for all the colleges, pretty much has to do via online, even if they're not sure there'll be as successful. And then last but not least, I know, Laney has created its own plan this year. I know that Alameda Berkeley and Merritt are preparing to create their own plans as well. And so thinking about how the district plan can. At least recognize those incorporate aspects of those. If you remember from the district plan from 2017 one of the action items under Goal number 4 was make sure we make a clear delineation of who's responsible for what colleges, the district neither both. And so I lay that all before you as a holiday buffet. So you can now have a wonderful conversation with lots of ingredients and different things to chew on.

 **Student Priorities & Updates**

BCC students that want to like be part of the task force that we're trying to make. The DE Task Force I think will consist of, like, a few students that could give more accurate feedback and after talking about Honorlock, I think we should definitely integrate more STEM majors and like people that have more like a wide scope. Right? And we want to get more information, because we found out that on and off was already in use and many schools like I was just talking to someone before there's people around like even at Laney Merritt College developer meetup that already use on Honorlock and they have a lot of insight about this. So, I feel like next semester when we're going to make a task force, it's going to be awesome to have all this representation. And that's something we're working on right now because we're going to jump right into it and like spring semester.

**o College DE Committee updates**

**BCC:** We approved our DE goals. We're pretty happy with them where they're at. And then we also spent a long time discussing online cheating. We started to think about the idea of developing some sort of system involving student’s services. But right now, like just personally, I've set up a draft letter that our Dean of Student Services. We want to like, I want to make that system clear and then also we really want to have students involved in the whole process of trying to

Address academic acts of academic dishonesty or unfair academic advantage.

And so that's where we like Malhi and I talked about it last week. Cora and I've talked about it multiple times. Ben and I talked about it, like right before coming into this meeting. One thing that I've noticed and just listening to Bill talk to is that, you know, a student gets caught cheating and they just disappear. Right? Stopping that like addressing those sorts of issues could be something that administration could help with because we don't think that faculty should have access to, like, who the cheaters are. So it's a bigger project, we learned that BCC has done some work before. So we're hoping to kick start that process and get more stuff working in the spring.

**COA:** We're really just wrapping up this semester, our online CTE grant, of course, ends at the end of this month. So, we're just wrapping up the last few of our 19 brand new fully online CTE courses with everything from aviation maintenance, all the way to OSHA training for safety and compliance. So we're wrapping that up and then looking forward to spring, figuring out what our trainings going to look like for faculty to teach online to not only be in compliance with AP 4105, but figuring out our foray into poker local poker Peer Online Course Review. So we'll be picking that up in the spring.

**Laney:** Talking and going along with POCR, we're starting in the next two weeks this POCR mentorship boot camp where we're working each there's a team of six of us and we're working one on one with one instructor to align to four modules and that's going to take place because it's also under the CTE grant and we need to use those funds by December 31 so we have to put in 15 hours to do that in the next two weeks and then. Again meeting with the committee and finalizing goals and plans for the next year.

We talked about our survey, our faculty survey went out and we were editing our student’s survey going through some old survey data. That we have we have used before in and decided we needed to be revamped and all of that. So that will likely roll over to the top of the year.

**Merritt:** We had a visit by Sean... he's from CVC-OEI and we got our little POCR team together and he talked about the process and how to go through it all. And the question came up is “Do we get paid for doing this? We also talked about that wonderful orientation module that Brielle is working on. Thanks, Brielle. And that's about it. That took up most of our time.