**Draft Technology Committee Notes**

**May 3, 2018**

**1:30-3 p.m.**

Present: Alex Harrell, Jose Hernandez, Cecilia Hui, Shagun Kaur, Heidi King, Leah Mieso (notes), Cheryl Owiesny, Mary Pape (co-chair), Lorrie Ranck, Dennis Shannakian, Marisa Spatafore (co-chair)

**Introductions/Approval of Minutes**

Three corrections or clarifications were noted and made.

**Overview of new website/feedback**

Harrell reviewed the new website. He said the web team rolled over 10,000-15,000 pages to the new site. Overall, the transition went well. Continuous improvements will be made.

Hui asked if, on the Library slider featured on the homepage, the “Study in Style” header could be changed to “Library.” Spatafore pointed out that, generally speaking, it’s important to see pages and titles through the viewpoint of students. She suggested that Harrell use a photo that shows the building name for more visibility.

King mentioned that the search tool is much better. Spatafore agreed and, as at previous meetings, credited Harrell with finding the tool. Hui asked if the search could be fine-tuned because some of the Library pages are not immediately relevant. Harrell said yes and noted that the more frequently terms are searched, the more they are refined. He pointed out the various features of the search tool.

Owiesny asked about faculty and staff adding their events into the main events calendar. Harrell will conduct a training to show people how to add to the calendar. Departments and offices can choose whether they want one person or multiple people to manage their calendar entries.

Owiesny asked about the academic calendar dates for 2018-19. Harrell said those dates are given to the Communications Office by Admissions & Records. Spatafore noted there needs to be some clarity about the process of providing this.

King suggested including a link for academic calendar dates specifically for late- starting classes. Harrell is working on a page to include info for those classes.

Hernandez said students can see specific academic dates for their classes in MyPortal. He pointed out that there are many dates depending on the length of the course.

Owiesny asked about the “I” footnote information. There’s a missing footnote for one of her classes. She also brought up the inconsistency with the wording. King suggested staying with the term “footnotes” rather than “class notes” because that’s what most faculty members know it as. Harrell made a note to change the text for consistency.

Hernandez said students were giving him feedback saying that the new class search is the best thing on the website.

Spatafore highlighted the filtered program, degree, certificate and online search tool Harrell developed, which allows prospective students to fine-tune what they’re looking for. Pape mentioned that it is good to have the degrees and certificates linked from the home page. She also asked how a student can find out how to apply for certificates. Harrell responded that it’s on the graduation page. Kaur suggested that it be on the page for current students. The Communications Office made a note to look into the suggestion.

**Review of Technology Plan Progress**

**Goal 1:** Support ubiquitous, agile technology across the campus community

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| **Objective** | **Implementation Activities** |
| Promote the consolidation of technology functions to yield economies of scale and/or foster better communication | The Curriculum Committee will be investigating, during the summer, an improved curriculum system that will include SLOs. This is an important matter related to accreditation. |
| Assist with the transition of the course management system from Catalyst to Canvas  Updated to:  Assist with the next phase of Canvas trainings | The spring training schedule for Canvas was developed and released. |
| Create a map for technology support | This objective was noted as completed in December. The map is on the Tech Committee webpage, but it will also be placed on a more prominent page. |

**Goal 2:** Teaching, learning and student engagement

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| **Objective** | **Implementation Activities** |
| Collaborate with Academic Senate, other partners on the development of open educational resources | The zero-cost course materials designation has been implemented. The addition of the low-cost designation is in process. |
| Assist as affordable and feasible in the organized provision of tablets and similar devices in classrooms and programs | Ongoing use. Status update required from divisions using the devices. |
| Guide the continual growth of course management system functionality to foster meaningful student-instructor and student-to-student communication | A new presentation on online faculty-student interaction has been developed and is available on the website. |
| Collaborate with its accessibility expert and Disability Support Programs and Services (DSPS) to continually evaluate accessibility and Americans with Disabilities Act (ADA) compliance across the website, learning management system and student information systems | Pages on the new website can only be published if they meet the accessibility check.  A fully documented process is in place for assessing the website for accessibility. Data is provided through automated tools and recorded. The senior web coordinator implements any necessary changes. |
| Improve access to student and academic services via technology | Per the December assessment of the Tech Plan, “full deployment of tools including Starfish and EduNav” is updated evaluation criteria. Starfish is still in a pilot stage. |

**Goal 3:** Deeper research into student success and subsequent responses

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| **Objective** | **Implementation Activities** |
| Collect and analyze data to guide the enrichment of the student experience through technology | The Web Team has been continually assessing open and click rates for student email campaigns. The board of trustees was impressed with the number of students who enrolled after an email was sent out to those who applied but didn’t register. The click and open rates far surpassed the industry average for educational emails.  The inquiry tool developed by the college researcher is being used. The results are shared online and some of the surveys were about online classes and Canvas. |
| Research and work to implement device-independent technologies that improve student access and equity | Significantly, the new website is responsive.  Zoom has been integrated into Canvas because the conference tool wasn’t adequate on other devices. Students are advised not to submitting assignments or taking quizzes on the app. |

**Goal 4:** Professional development

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| **Objective** | **Implementation Activities** |
| Collect and analyze data to guide the enrichment of the student experience through technology | The Office of Communications gathered feedback about the new website in person in the office and at the launch, and through email and the online form. |
| Research and work to implement device-independent technologies that improve student access and equity | The technology trainer has developed a handout for both basic and advanced trainings. She held nine Omni trainings and created 12 of her own trainings. She now sends out calendar invites for the trainings. She sends out the presentation with the certificate of attendance to those who attend. She received requests for individual trainings, which she also put together. |

Due to time constraints, standing updates were not provided.