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**Districtwide Distance Education Steering Committee (DDESC)**

**- DRAFT - Meeting Notes**

**Monday, October 7, 2019**

**12:00-1:30**

**Via Zoom**

Attendees: Hank Beaver, Maureen Curry, Russ English, Rob Ewell, Michelle Gray, Ingrid Greenberg, Aileen Gum, Kats Gustafson, Denise Maduli-Williams, Rechelle Mojica, Jeff Mills, Katie Palacios, Sandra Pesce, Cheryl Reed, Cara Smulevitz, Trenton Tidwell, and Claudia Tornsaufer

**Meeting notes September 9, 2019**

The group approved the meeting notes from the last meeting. Meeting notes are posted to the web at <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/faculty/resources.aspx>

**Announcements**

SDOLP has received requests from faculty to allow students early access to their courses. Originally courses were set to allow access to courses on the first day of class. A decision was made to allow access to course materials such as syllabus and reading requirements before course start date. All courses, oncampus and online, will now allow students early access via Canvas. Kats surveyed SDICCCA area distance education leaders and all of the regional community colleges allow this practice.

Last meeting it was reported that some faculty and students were experiencing problems with enrollments in their Canvas shells. The problem was with the SIS extract from Campus Solutions allowing dropped students to access the Canvas shells. Jeff worked with IT and found there was a drop/retain date problem. For the Fall semester the drop retain date was August 15, some student record changes were not being caught in the Canvas extract. The solution for Spring will be that the extract will not occur until after the drop/retain date of December 16. SDOLP will be keeping a close eye on his process and report back.

**Focus Group Research**

Recommendations were made on the Focus Group Research Survey. Kats shared appreciation for all who participated. The standout issues were as follows:

* Foster student communication with professors
* How to provide follow-up regarding missed assignments by students
* How best to support quality faculty communication with students
* Encourage course structure with assignment deadlines throughout the week
* Provide as much access to course materials as possible
* Support faculty to use rubric for course creation and self-evaluation
* Encourage instructors to provide clear expectations as far as reading requirements and assignments
* Assist faculty on how to structure the discussion board
* Align support resources for online learning platforms
* Embed support resources into courses

Most of the recommendations surround faculty to student communications. We also need to improve student to student contact. Katie would like to see regular and effective contact defined by DDESC or the District. The group discussed that the meaning of ‘regular and effective contact’ is not defined and there is no guideline. This allows many interpretations of the term. Michelle steered the group’s attention to the language In Title 5 where regular and effective contact is required and described. Ingrid shared that requirements are different for credit and non-credit.

Regular and effective contact is a California Title 5 educational requirement that requires instructors to incorporate instructor-initiated, regular, effective contact into online and hybrid course design and delivery. Meaningful regular and effective contact can improve student learning and is the first step to "humanizing" an online course. Recent changes to Title 5 also require the teacher to include opportunities for regular **student to student interaction.** Meaningful interaction distinguishes a **Distance Education** course from a **Correspondence Course**, which does not qualify for financial aid.  Teachers are expected to interact with students **weekly** by offering instructional content and activities, answering questions, monitoring students, and providing feedback.

Here is the Title 5 language as it relates:

§ 55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

1. Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
2. Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

All members agreed that even with Title 5’s specific language on communication, it will be left to individual interpretation. Instructional Services is reviewing the Distance Education Addendum for Curriculum for revision. Kats will work with Dean Hess on including language on regular and effective contact and student-to-student contact into the curriculum addendum. SDOLP will also include language in the Online Faculty Certification Program and the Online Faculty Handbook. Kats will send out the evaluation PowerPoint from Tracey Schaelan and welcomes any feedback.

Michelle is starting work with instructional deans who need to know what to look for when evaluating online education. Jonathan McLeod a faculty and instructional evaluator at Mesa, with the help of the other colleges, put together a list of what evaluators should look for when evaluating an online class. He worked closely with Jim Mahler and created a guideline to give evaluators a little guidance on how to evaluate online courses. Kats will send this document to the members.

A volunteer taskforce of Rechelle, Ingrid, and Michelle was formed to provide ideas and language on what constitutes regular and effective contact and student-to-student contact. Claudia also volunteered to participate.

Sandra provided the link for “Recommendations for Online Class Visits During the Faculty Evaluation Process - San Diego City College Distance Learning Committee, February 2017“at <https://drive.google.com/file/d/1B1yo-Om0vytgABye374YkaYH1stUDAwE/view>.

If any presentation time becomes available at the Summit, this discussion would be valuable to participating faculty.

**Examining enhancing online classes and programs along with providing critical support services (Enrollment Management Workshop Item for Consideration)**

Every month the District’s Enrollment Management System Committee meets to discuss current needs and trends. This meeting is attended by VPIs, Deans, and interested academic faculty. September’s EMS workshop went over the budget and the student-centered funding formula. Current funding is based on FTES in which only 70% of that in apportionment with the rest based on degree obtainment and serving under represented populations. During the EMS workshop attendees gave suggestions on what we can do to enhance enrollment and support student success. Kats asked the members to provide feedback on the current support services. SDOLP is only responsible for tech support. Student Services is responsible for the areas of tutoring, proctoring, counseling, and financial aid. What can we do that would be beneficial for our students? What areas are lacking for our students and could use improvement?

Ingrid was very interested in providing Continuing Education students with a unified counseling announcement. Michelle would like to see a component to online counseling. The group agreed that some online students prefer to go to campus for counseling. Rechelle likes online counseling for those who can’t come to campus. The group discussed the creation of a Canvas module that gets rolled out each semester with updates with who to contact for support services at every campus; including information on how to make an appointment etc. Maureen shared that most online faculty include a list of student services for their campus in the courses. A pre-designed list of student services in online course shells would help the students. Perhaps there could be cross links to send them to other district services. At CE students have requested counseling services for both CE/noncredit and credit college because some are dual enrolled, or plan to bridge from CE to college.

E-counseling can be limited as counselors will not discuss academic records online. There was never a consensus between the colleges on how to make it work. Past attempts and current efforts were discussed. Many reported that the demand for tutoring is very high, but the funding has been limited.

The two critical support services as identified:

1. Tutoring
2. Counseling

**Work with online program to make online classes more welcoming and humanized (Enrollment Management Workshop Item for Consideration)**

SDOLP’s Distance Learning Summit will be focusing on Humanizing the Virtual Campus. Katie Palacios, Chris Rodgers and Peter Tea will be providing workshops on this subject. This item will be discussed at the next meeting.

**Fall Distance Learning Summit**

SDOLP is hosting this year’s Fall Distance Learning Summit. The event will be held at North City Center’s multi-purpose room from 8:30am-4:30pm. Registration is now live at <http://bit.ly/SUMMIT_REGISTRATION>. Flex credit will be offered College Flex#660 and CE Flex# 11042. A continental breakfast and lunch will be served to guests. The program line up includes Online Education Initiative presented by *Jory Hadsell, Executive Director, CVC /OEI;* Challenges to Success in Online Classes Study presented by *Kats Gustafson, Dean, Online & Distributed Learning;* Humanizing the Online Experience presented by *Katie Palacios, Faculty Instructional Designer, Mesa;* Canvas Features presented by *Anna Lindsay, Account Manager, Instructure;* SDOLP: Support For Humanizing Through Context presented by *Chris Rodgers, Instructional Design Coordinator, SDOLP and Peter Tea, Instructional Assistant, SDOLP;* S.P.A.C.E.S: Social Presence, Accessibility, Collaboration, Engagement, Students presented by *Miramar - Denise Maduli-Williams, Rechelle Mojica; City - Aileen Gum; Mesa - Cara Smulevitz; Continuing Education - Ingrid Greenberg;* Districtwide Open Educational Resources (OER) presented by *Dave Giberson, Consultant, SDOLP.*

**Other**

**The Can-Innovate conference from @ONE will be held October 25, 2019. Both Mesa and City plan to have viewing rooms available for interested faculty. The conference schedule can be found at** <https://onlinenetworkofeducators.org/caninnovate19/>

The group discussed California’s new Calbright College. Currently, Calbright is an online college that focuses on job training partnerships and career training. They are currently offering courses in Medical coding, IT, and Cybersecurity. The college’s first semester will have about 400 students; most students are partnered with businesses. Both Jim Julius and Ingrid Greenburg are on a task force designed to help develop the online college. Rechelle posted links to two interesting articles: <https://www.sfchronicle.com/education/article/Calbright-College-opens-Tuesday-where-are-the-14474459.php> and <https://campustechnology.com/articles/2019/10/01/new-ca-community-college-addresses-working-adults.aspx>

**Next Meeting: Monday, November 4, 2019, noon - 1:30 p.m.**

***Respectfully submitted by Mary Kingsley***