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

**20th Year Anniversary!**

**Meeting Notes**

**Monday, October 4, 2021**

**12:00-1:30**

**Via Zoom**

**Members:** Aileen Gum, Anne Gloag, Angela Romero, Brian Weston, Brian Palimiter, Chris Rodgers, Claudia Tornsaufer, Dave Giberson, Denise Maduli-Williams, Ingrid Greenberg, Jeff Mills, Katie Palacios, Mary Kingsley, Maureen Curry, Michelle Gray, Peter Haro, Peter Tea, Poppy Fitch, Rechelle Mojica, Robbi Ewell, Russ English, Sandra Pesce, and Trenton Tidwell

**Meeting Notes**

Brian reviewed the 9/07/21 meeting notes. Cara motioned to approve, and Ingrid seconded.

**Canvas Student Enrollments**

Dean Weston introduced guest Dean, Victor DeVore, District Office Educational Services.

The State and the District have been addressing issues of student financial aid fraud. The District has so far identified ~450 fraudulent ‘students’ by identifying some patterns that fraudsters employ such as enrolling in a classes and not participating. Fraud has become a huge problem in California with Region 10 reporting even higher numbers, for example Grossmont has reported over 1,000 fraudulent cases. The District is considering offering Professional Development workshops on how to identify suspicious students and possible fraud. The fraudsters are becoming more sophisticated, some submit work in a course; the work is usually very generic and many times is so off-key that it raises red flags. The suspects are using stolen identities, fake IDs/DLs, fake background paperwork, but they are very good at what they do. The District would like to encourage instructors to reach out to the Admissions office on campus if they suspect illegitimate activity. The District can put a hold on the student’s account, which would freeze registration activity and financial aid until after an investigation. If the student is found to be invalid the District would report the issue to the *Office of Inspector General Office of Education* for further investigation and possible prosecution.

Since the illegitimate ‘student’ will never show up in class, the illegal activity is nearly always conducted utilizing online courses. The issue does not usually show up in SDCCE because it is driven by college’s financial aid, but available HEERF funds has changed that.

Brian shared that it is up to faculty to recognize if 1) Students are participating, 2) Are students showing up to scheduled interactions times. He asked that instructors be as flexible as possible during that first week of a session, but to make sure that everyone on the class roster is a valid student. Anne noted that emphasis should be placed on attendance and clearing rosters before census. Victor shared that one of the clues that faculty can look for is email addresses that are off-beat or have extensions that you have never seen before. His office is working with IT on IP validation tools, luckily Canvas stores IP addresses that can be checked. (i.e. student says they live in San Diego, but IP is from Malaysia.)

Another situation an instructor can look for is if a number of students are responding in the exact same way, as the fraudsters sometimes register in bulk, with one person pretending to be five or more students. Angela reported that more than usual she has 6-7 students in class that do not participate; she is seeing the same names all not submitting assignment. She emails them and they quickly reply ‘Oh yeah, I’m on it’ but they do not get on it and never submit. Victor replied that she can send Admissions or Victor those names and he can investigate and do a background check.

Victor reminded the group that he is not talking about real students that need financial aid. The fraudsters are made up of two types 1) Person trying to illegally get money for themselves, and 2) Fraud rings that can be made up of 60 people that work together to get $3-10k per fake student, they can take in $100-$200k easy. Especially if they are applying for maximum loans, along with grants etc.

Victor discussed options on how to get the word out to online instructors. Since there are many options out there for workshops it was decided that offering a short presentation to the academic senates would be best. The AS would feed it to college committees and instructors will receive the information on a more personal level. Victor thanked the group for the opportunity to discuss the issue and for the valuable feedback he received.

**Title 5 Changes AP 4105**

* 1. Draft 4105 replaces the old naming scheme of 5105.
     1. State changes- <https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C4HMRZ5C8F04/$file/summary-and-analysis-of-proposed-revisions-to-title-5-regulations-on-de-and-publication-of-course-standards-a11y.pdf>
     2. Current 5105 <https://www.sdccd.edu/docs/District/procedures/Instructional%20Services/AP%205105.pdf>

Brian shared at the last meeting that Title 5 changes will be submitted to the Policy and Procedures Committee; He surveyed the group for any comments they would like to bring forth. The basic description is a general overview defining what an online course is, and changes ‘regular student’ to ‘students,’ and adds phrase ‘when applicable’ which gives some flexibility. We are ahead of the state definition. The National description has already recommended the changes and now the state is working on it, we were selected as an example. It may be helpful for our syllabus to say ‘this class is DE but in no way is it not interactive. Then explain expected interaction.’ Brian said if this language is approved we can update our syllabus in the DE handbook for instructors to use. It is important for all that the students know what to expect (i.e. proctoring is required etc.) Aileen emphasized it is important to get rid of the ‘TBA’ in the schedule as it is not accurate, it should state’ see course comments.’ The problem exists where there is a 3-digits maximum allowed in that space/field.

**Canvas Assignments Enhancement**

The Assignments Enhancement will be turned on this summer. Brian hopes that all Canvas users will enjoy the improvement.

[**FERPA Merged Courses Process**](https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/faculty/ferpa_merged_canvas_sections.aspx)

The District is allowing merged courses.

**Online Faculty Certification Program Report 20/21**

SDOLP’s Peter Tea provided the group with a presentation and an update of the OFCP course content. He thanked all members and districitwide supporters who assisted instructors transition to online course delivery throughout 2019-2020 programs. SDOLP was flooded with activity as the entire District became an online campus in 2021! We have over 1,100 instructors who have been certified through OFCP. This fall we have 2,433 unique faculty memebers teaching with 83.7% instructors being certified across all campuses including CE. Peter will provide Ingrid with requested segrated information.

**Educational Services Software Workgroup Update**

Brian discussed the District’s ESSW that meets throughout the year. The focus is to review what software is being used, what software is necessary and at what level. The group also identifies cost savings and funding-source possibilities or when campuses can bundle together software purchases at the District level. ESSW is currently reviewing Zoom subaccounts.

**Professional Development**

* 1. [@One Fall into Humanized Online Teaching: A Pathway to Equity](https://onlinenetworkofeducators.org/fallintohumanizing/)
  2. [Online Learning Pathways](https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/faculty/faculty%20training.aspx)
  3. [InstructureCon](https://www.instructure.com/events/instructurecon21) October 7, 2021
  4. [OpenEd 21](https://www.eventbrite.com/e/2021-open-education-conference-registration-152936630579) October 18-20, 2021

***Future Meetings*: November 1st, December 6th**

*Respectfully submitted by: Mary Kingsley, SDOLP*