****

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

**20th Year Anniversary!**

**Meeting Notes**

**Monday, February 7, 2022**

**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, Iris Lowe, Jeff Mills, Katie Palacios, Mary Kingsley, Maureen Curry, Michelle Gray, Peter Haro, Peter Tea, Poppy Fitch, Rechelle Mojica, Robbi Ewell, Russ English, Sandra Pesce, Sarah Dunn, Susan Topham, Trenton Tidwell, and Tucker Grimshaw

**Welcome**

Brian welcomed the group to the first meeting of Spring 2022. He reported a very successful Spring launch with almost no problems with Canvas, the District’s learning management system used for online course content delivery. The District’s course offerings are scheduled at about 50% asynchronous online delivery. All courses are being delivered remotely for the first two weeks of the spring session due to the assurgency of the Covid-19 Omicron variant. Brian reported that currently an impressive 84% of teaching instructors are certified to teach online. He added that this semester we are looking forward to updates on Plagiarism software, the Canvas Studio contract, and other supporting software updates.

**Campus Updates**

Ingrid shared that CCE has launched more than 40 HyFlex classes for Spring 2022. CCE is still in the first year of the HyFlex pilot; they offered 39 courses Fall 2021. They have expanded the program from two departments (ESL & DSPS) in the fall, to add two more departments (Info Tech & Emeritus) this spring. CCE is piloting with at least five different technology models which will all be reviewed for efficiency and viability at year’s end. Ingrid reported that by the end of spring, CCE’s HyFlex pilot will have served over 2,000 students that may have not been able to be served otherwise. She thanked Dave and Peter for their continued support of the college’s efforts. Brian mentioned that Ingrid and her team have become pioneers of the HyFlex model and that a lot of people are watching and learning from the CCE model.

Katie shared that Mesa is on their first semester of their pilot with the *Mesa Online Success Team*. Mesa has a team of faculty from across schools who are helping with coaching hours and project design. Coming this spring, they will be offering a 4-week training course named ‘Refresh’ that is designed for instructors who have completed the OFCP and want a refresher on course-design, teaching ideas, and current resources. The first cohort will begin at the end of this month 2/28/22 and the team is looking forward to supporting our colleagues who are interested in continuing to learn how to improve online course design and facilitation. More information can be found at Mesa’s Professional Development website here <https://www.sdmesa.edu/about-mesa/professional-learning/most/cohorts.shtml>. Mesa faculty will receive priority registration & compensation (.5 ESU) upon completion of the *Refresh* course.

**Accessibility Mentors**

Brian and Poppy have been working together to provide support to instructors with both technology and staffing resources. The *Accessibility Mentor* project was designed to help faculty identify and understand what are the student’s needs in the online environment. The project will also focus on helping instructors see how making course materials accessible is a benefit to all. The new *Accessibility Mentors* are as follows: Continuing Education – Iris Lowe, Miramar – Denise Maduli-Williams, City – Tucker Grimshaw, and Mesa – Sarah Dunn. The Accessibility Mentors will be serving an important role with hands on participation. Poppy is very encouraged to see this project come to life.

City’s Accessibility Mentor, Tucker Grimshaw is an instructor of English at City. In his work as a substitute-aid and a substitute-teacher he became involved with accessibility issues and hopes to change some of the stigmas associated with DSPS challenges and resolutions. He said he is working closely with DSPS, and will have his first workshop ‘Canvas Headings’ this Friday. He plans to hold more workshops focusing on Canvas and will include issues instructors have with Microsoft Office. He looks forward to attending meetings, holding workshops, and working with instructors one-on-one.

Miramar’s *Accessibility Mentor*, Denise Maduli- Williams shared that she is excited to participate because she is passionate about quality online instruction and technology. Denise said that she would like to see accessibility issues addressed before a student who needs the remedies is forced to request assistance. She reported that she was disappointed when she recently attended an online event and neither the host nor co-host knew how to activate the ‘live caption’ feature in Zoom. She recognizes the shortcomings within online delivery and looks forward to working with the other mentors on how they can educate instructors and the campus communities. Denise has created a Google site to host her upcoming meetings and workshops. She also hopes to create short and shareable 15-minute Pro Dev resources addressing the most common accessibility challenges.

Poppy shared that campus philosophy is really shifting from the traditionally held views that there is just one point of contact for DSPS remediation to a more proactive philosophy where we all have the capability of learning these new tools and how to use them correctly. The *Online Faculty Mentors* were asked to bring the good news and information about the *Accessibility Mentors* back to the campuses. More information can be found here at <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/accessibility/index.aspx>. Brian added that the work the Accessibility Mentors will produce will also help with humanizing materials; He asked that instructors practice and improve their skills and added that how much instructors need assistance will be dependent on each course.

Anne asked if the Accessibility Mentor positions could be make permanent. Brian thanked Poppy for providing the funding for the Accessibility Mentor rollout and told the group that we will be gauging the results to find out what is needed and where. Poppy added that part of this pilot is ‘creating the momentum.’ For example, over the last several months the State CCC has added *accessibility* to the DIEA workgroup, so we are just beginning to make an impact and are able to focus in earnest more so than in the past. A commitment to ongoing institutionalized funding is going to be a focus in the next six months. We will be reporting on what online-accessibility looks like and what are the tangible products of our work; we need that evidence of effectiveness to have district funds allocated. The goal is to provide funding moving forward.

Ingrid started a discussion around institutional practice as it refers to accessible materials and communications. She shared an example that she receives beautiful community outreach and marketing flyers that are not accessible. CCE has it on their agenda to address accessibility not only at the teaching level, but as a change in institutional practice. Denise and Anne have met with Miramar’s PD Coordinator and agree that this is a problem throughout the District. Denise has thought about creating a guide ‘Here are 7 steps on how to make your communications accessible’ available for district use.

Mary shared that accessibility of materials is not on most secretary’s or admin’s radar. She suggested including district PIOs to request/require ‘accessible communications.’ Poppy shared her Accessibility Resources webpage which includes easy-to-follow guidance and directions. She agreed that increasing information distribution can cover the gaps, as we all do our part to make accessibility awareness a District practice. Brian shared this page <https://onlinenetworkofeducators.org/course-cards/pdf-accessibility-self-paced/> as a resource to convert pdfs. Ingrid shared this link <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/accessibility/document_accessibility_overview.aspx> on document overview.

Brian thanked the group for their combined efforts.

**Student Audit**

Dean Devore has been spearheading the effort to stave off fraud in the online course environment. Brian will be updating SDOLP Distance Education handbook with emphasis on student engagement and necessary attention to rosters. We want to allow some leniency for online students, but more attention is necessary to avoid fraud. The DE handbook is digital and we can update on as needed. Please send any concerns to Brian.

**Learning Communities - Canvas Process**

The Learning Communities courses are referred to as ‘LCOM’ or ‘X’ courses. If you are teaching two courses, the student signs up for two courses, they are placed in a temporary holding course in Campus Solutions only. One week before semester starts, the college schedulers takes the enrollment information from the holding course and creates two Canvas teaching shells. This process is not automated and is fulfilled manually. If you are teaching in this format, you should see your canvas course appear with students populated once the manual process takes place (approx. one week prior to class starting). This is different than the regular schedule sync process.

Brian is hoping to provide more time with the teaching shells during the regular schedule process. Currently, faculty receive teaching shells one month prior. Brian suggests using development shells and then transferring content.

Katie said she gets questions every semester and it would be super helpful ‘Maybe there is one already, but a "How LCOMs are setup on Canvas" webpage could help to share this info.’ Anne shared that many math and English courses are assigned in such way.

**Canvas Support Status**

Currently we have Canvas Faculty and Student Support via ‘chat’ which is funded by the State. We decided to additionally fund 24/7 support-by-phone. Last year we had HERRF funds. Support requests show about 60% utilization by phone, 40% by chat. Brian is making a request for funding for phone support for at least another year. Chat can be quicker and more convenient, but we are finding that we still depend on phone support. Currently, the phone support contract is expiring June 30, but we are hoping for funding.

**DE Crosswalk**

We need commonality in terms. Brian has been gathering feedback from students and district committees. He is still waiting on feedback from a few committees. He hopes to receive information feedback by semester end so we can have our input considered for actual schedule production. There are two groups still looking at it.

CCE has created a group of about ten people that are looking at Title 5 asking ‘What do our students see?’ They will be meeting with their ASB groups and will be working on this for about two more months. Here is SDCCE Agenda for AS DE Committee DE Terms Workgroup Meeting 2022-01-21: https://docs.google.com/document/d/12D8QOj3xBzxgaaJEuZbmOKQ5i3\_iefQS7sAFotxHniU/edit?usp=sharing

**Professional Development**

* 1. **@ONE** is our state system of pro-development activities. The trainings are very well done. SDCCD receives a 25% discount. Our discount code is ‘PD4YOU\_2022’
	2. **OLP Calendar**

SDOLP has our training website available <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/faculty/faculty%20training.aspx>. Dave has been getting instructors ready for the semester, adding new trainings like ‘new quizzes’ at request. The *new quizzes* upgrade has been extended another year before implementation. We also have our ‘OnDemand’ website <http://sdccdolvid.org> that holds all of the archived training workshops. These are available 24/7 to all SDCCD faculty.

* 1. **OER**

March 7-11 is our OER week. We have our OER repository available here http://sdccdoer.net/oer\_sdccd/ .

* 1. **InstructureCon Online** will be held in July and will be a free event.
	2. **OTC** will be held June 29-July 1 and will be held in Long Beach this year.

**Other**

The group briefly discussed flex credit for instructors who attend trainings via recorded-session.

***Meetings*: *March 7, April 4, May 2***

*Respectfully submitted by: Mary Kingsley, SDOLP*