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

**20th Year Anniversary!**

**Meeting Notes**

**Monday, November 1, 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

**Welcome**

Meeting notes for DDESC 10/04/21 meeting will be submitted at a future meeting.

**DE Course Crosswalk**

The District is striving to make sure that Distance Education ‘terms’ are standardized across the district. This will provide better continuity, clarity for students, and provide instructors a clear understanding of what type of courses they are offering so they can manage student expectations. The State is requiring disclosures be clear in the Class Schedules if there are any tester assessment proctor requirements, or any technology platform devices and/or applications required. A bonus to having such requirements known in advance is that students will be informed in advance and in some cases use their financial aid to help pay for required supplies. Also, if a course will have any mandatory in-person synchronous meeting times that also needs to be disclosed.

* 1. State addition for schedule information
     1. All online and in-person synchronous meeting days/dates and times
     2. Any required asynchronous in-person activities
     3. Any required technology platforms, devices and applications
     4. Any test or assessment proctoring requirements.

The group discussed how detailed the listed requirements will be and how they will be presented. Rechelle is concerned that some students, not having a laptop, may be planning to take a course using just their phone. Ingrid concurred and asked for possibly adding ‘Must have access to a computer,’ if so required even though students ’technical capabilities’ have advanced. Michelle suggested that instructor’s requirements across the district will vary, it may be better to place course notes under ‘technology requirements’ or list that students should contact the instructor. Rechelle shared that students use course supply requirements in their decision making when selecting courses so they need to know in advance of selection. Brian discussed encouraging instructors to have a public-facing page with their requirements and expectations clearly described. Rechelle reminded the group about past SDOLP’s Instructor’s Welcome Pages that were historically available to students; instructors would post a picture, required textbooks, and other class information.

The group unanimously approved the wording ‘access to’ as the District has computer labs and there are many opportunities (public libraries, etc.) to use or borrow resources. Ingrid shared that CCE counselors will work with students to find a way to either access or purchase instructional items.

We are hoping to recommend wording for the schedule that will clarify course requirements and that clearly explain what faculty are signing up to teach. There has been some confusion on the instructor side on what type/format of course they will be delivering. Brian met with the United Student Group and also the Student Ambassadors and ask for their feedback with a quick survey. Students preferred ‘Fully Online,’ ‘Hybrid,’ and ‘Online Live’ for classes with meetings. Brian will be meeting with two more colleges and will bring back his findings to this group. Cara added that getting rid of the ‘TBA’ in the class schedule is still a concern from Mesa.

Ingrid shared questions around what is high-flex compared to hybrid. She explained that basically you're on campus teaching using a laptop with zoomed-in students. The challenge is that you have two audiences, so how and where do you place your attention. The difference between high-flex and hybrid is still in process. We are disseminating information and we're going to start writing articles to help people understand what each modality is and what it is not, and how each might look in different classes. Ingrid wants to be sure that everyone has an understanding that all online courses have asynchronous activities, typically in Canvas. But some courses have campus homework on their own time that is completed outside of zoom. She would like the description to be featured in carefully worded terms when we roll it out in the class schedules. Michelle appreciates Brian’s work to provide student feedback as it will help when building the class notes.

Anne reported that while reviewing the online class schedule, she noticed a black pop-out when you hover over parts that gives you more information, like ‘vaccine required.’ She asked if it were possible to use that feature for the ‘TBA,’ possibly providing more information concerning meeting times, etc. Brian said that using feedback from all campuses, his goal is to get rid of the ‘TBA’ completely. He will look into the pop-out feature, but if there is a required meeting time it will be shown upfront.

Rechelle questioned whether accessibility is being checked when things like the pop-out are being added to the class schedule. She added that pop-ups, and the like, are a problem for screen readers. Brian is not supervising the software behind the class scheduling system but he will follow up.

Rechelle also questioned on whether the high-flex modality has been piloted. She would be interested in feedback on how many students are actually showing up for the in-person class and if it was worth the extra course design efforts. Ingrid reported that CCE started piloting high-flex in the Summer 2021 they field tested the technology, microphones, video cameras; then in Fall 2021, they launched 33 ESL & DSPS high-flex classes. Ingrid thanked Dave for his work with CCE on this. Ingrid shared her personal experience noting that it was ‘mostly successful’ and needs ‘fine tuning.’ Teaching high-flex takes a lot of work and the technology (if not provided by the college) could be cost prohibitive. Anne shared that she is teaching a high-flex class this semester, it has all three components (zoom at a set time, face-to-face, and completely online.) The technology part is the most challenging, she uses the projector so people in the classroom can see, but the sound is not good enough to transmit to the students at home if the in-class students are talking. Miramar is considering fitting one of their classrooms just for use for high-flex, but it could be costly. Peter suggested rating high-flex IT/AV needs for courses so that when scheduling classrooms the technology could best be utilized (i.e. tier one configuration, tier two or tier three system.)

[**Canvas quizzes**](https://community.canvaslms.com/t5/The-Product-Blog/Classic-Quiz-Sunset-Timeline-Subscribe/ba-p/470973)

Brian reminded the group that Canvas will launch ‘new quizzes’ upgraded feature this June 2022. SDOLP would like to prepare instructors as much as possible. Dave has been offering an array of valuable trainings and will be scheduling workshops on the new quiz feature next spring. Instructors can continue using classic quizzes up to June of 2022, then either continue using classic quizzes or make new ones. Also, you can use the new quizzes right now, the feature is available in Canvas. Brian encouraged the group to test it out in a development shell. Unfortunately, if you use quizzes to conduct surveys of your students, that will no longer be a feature. Please let Brian know if there are any questions or anythingSDOLP can do to help improve that transition. Also, Canvas will have an assignment enhancements being turned on this summer

**Online2 Relay Server Decommission**

The SDOLP Relay Server will be decommissioned probably around the December January timeframe. We are looking at usage and at the last couple of uploads. Most instructors stopped using it about two years ago. The media server is being replaced with other District services like Canvas Studio. Brian asked the group to approach him with any concerns. Rechelle has videos stored on the server and could use help locating them. Brian’s team can work on getting instructors their files.

[**SDCCD Course Preferences Survey**](https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:8fc2e70d-6956-4fe5-823b-72c583420a97)

A ‘Course Preferences’ survey went out to students, Brian presented the survey results to the group for discussion. It was interesting to see a student *preference change* to more comfort with the online modality. Many students are looking for oncampus delivery, but there is a shift to students looking for completely online courses. Hopefully the survey will be useful to different committees when they are seeking information on course modalities and what our students are indicating they prefer. Susan shared that the survey has been distributed to the VPs and Presidents. You can review the survey here: [**SDCCD Course Preferences Survey**](https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:8fc2e70d-6956-4fe5-823b-72c583420a97)

***Next Meeting*: December 6th**

*Respectfully submitted by: Mary Kingsley, SDOLP*