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

**20th Year Anniversary!**

**Meeting Notes**

**Monday, March 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**

**Approval Meeting Notes –** 10/04/21, 11/01/21, 12/06/21, and 2/07/22

Aileen moved to approve, Ingrid seconded. Ingrid noted change from HighFlex to HyFlex.

**Online Student Attendance and Participation**

* New attendance document for the DE Handbook. <https://sdccd0-my.sharepoint.com/:w:/g/personal/bweston_sdccd_edu/EZR868c97QhPpKchMncVp9oBel8M2SPOHxUNCsdZ2jkB2g?e=bt62pk>

Brian noted the idea behind the DE handbook is to assist faculty, especially those are new or may need a refresher on what to expect, and offer best practices for distance education courses. We are looking at updating the student authentication portion of the handbook. Currently, it is combined with academic integrity in one section right now. We are hoping to split that out making academic integrity its own section, and then updating the student attendance which covers student attendance and participation. Across the nation there were problems with fraudulent students that were trying to take advantage of generous student assistance programs and financial aid. Brian shared that Dean DeVore and the Student Services team has done incredible work on the back end trying to help recognize some of those fraudulent accounts and remove them and make sure students that are registered are authentic and are also participating in course activities.

Dean DeVore has acquired ‘IP Quality Score’ tool, it was loaded in all student applications that were submitted since October. In 2021 the system flagged 5,260 possible fraudulent applications. This ‘flagging’ is based off of 3 criteria that you can find in the student’s IP address, the student’s email address, and the student’s phone number. The biggest indicator is the IP address. He has consulted all VPs on the issue. He will also be meeting with Admission supervisors today, and will be placing a hold on all of those flagged student accounts, so that the student can come in and validate their enrollment identity. The District will be studying the outcomes to see how many flagged accounts were actual suspects. We have about 2,000 applications that were already flagged before the IP tool and holds were applied; only a handful of those were actually legitimate, so our filters are working. We are trying to catch frauds at the application level, before they even get enrolled into classes. Brian hopes that that DE Handbook provide clarity to faculty for verifying students. Although CE is not as prevalent because there is no financial aid fraud incentive, they will be scanning applications because of the recent HEERF funds. Because CE does not use CCC Apply they do not submit applications with an IP address.

Katie asked about the process for a student to prove validity. Victor shared that we used to just do a ticket, but frauds were using fake IDs. Now we are using live Zoom or Cranium Café so they can show their ID live online. Victor said when we assign student emails we will be verifying accounts.

Anne shared an email about inactive students in Canvas, they get dropped, but the students stays in Canvas as ‘Inactive.’ Victor said that ‘inactive’ students do not even see the course shell, only the instructor is aware of the activity via the roster. Brian shared that you can filter to remove inactive students.

The group reviewed the ‘Online Student Attendance and Participation’ guidelines. Students must be interacting at some level. Logging into Canvas is a start, but it's not going to count as participating in that course. We will bring this item back if there are suggestions, edits, typos, or even better verbiage, we're open to making those changes. Brian asked the group to share amongst the campuses and bring back feedback.

**College Continuing Education DE Plan – Ingrid**

[Draft DE Environmental Scan](https://www.dropbox.com/s/8k751fc2yfqp8ah/EnvironmentalScan_SP_2021-11-30.pdf?dl=0) by lead author, Ingrid Greenberg

[MS Excel plan](https://www.dropbox.com/s/tx1o21zwd3f4zwm/2021-12-02v2_Draft_DE%20FY%202021%20STRATEGIC%20PLAN%202022-23%20FRAMING%20DOC.xlsx?dl=0) 10-year plan by SDCCE DE leadership team

About five years ago Ingrid was a lead author on the College of Continuing Education’s Environmental Scan. They will be updating the plan as they revise the 10-year plan. She noted that the San Diego community is growing; if the number of residents are increasing, then hopefully, that would lead to more student enrollments. The Pew Research Center report says that 93% of American adults use the Internet. Ingrid said it didn’t match up with high school students, elderly, and ESL that they are seeing. What is the digital divide? There's an organization called the National Digital Inclusion Alliance and they provide a definition of what is a digital divide. Ingrid highly recommends that you visit the website of the National Digital Inclusion Alliance Organization. They're all about bringing digital literacy skills to every American and they are also looking at the separate funding that was passed in the Federal legislation last fall. The new infrastructure is providing a lot of funds for states and local governments to enhance digital literacy skills.

Our local college research team wanted to look beyond the Pew Research and focused on SANDAG to see what our local San Diego report says. The San Diego Association of Governments is an association of local San Diego County governments. SANDAG reports 21% of households earning less than $50,000 do not have a broadband subscription. It also reports that 17% of seniors do not have a broadband subscription. Also the report states that 20-40% of our students in many local districts lack home Internet access. Brian provided a report that said that student self-sufficiency with accessing technology is a robust predictor of students learning experience. They have recommendations that we provide technology, including hardware and software, professional development, and continue to support online learning infrastructure much like we do in our district with Zoom, Canvas, and others. Although faculty are learning to use new technology, hardware and software we need to remember our students that need help. They are recommending that within our courses, that we spend time teaching technology tools to our students or that we provide a technology orientation module. Ingrid added that College of Continuing Education Strategic Plan has made it a top priority to help students with digital literacy. Katie added that Mesa is creating an Online Student Orientation. Brian shared that if students type in ‘sdccd.edu/onlineready’ it will take them to a student resource page at https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/students/student%20training.aspx. The site was revamped with student tutorials on our student preparation page. Also there is a self-paced course that aims to teach some of the learning tools students will need.

Ingrid shared CCE’s 10-year plan to increase student learning. She reported that students have been dropping online courses because of the digital requirements. The 10-year plan by SDCCD CCE’s DE leadership team’s goal is to help students before and after they take classes. They have been providing Student Equity tutoring. They have been helping students one-on-one with digital tasks such as providing help typing into word documents and uploading documents into Canvas. They also had funding to have tutors meet one-on-one to meet ESL students. CCE is advocating at state level funding for tutoring and tutoring centers. The ESL department has been piloting. Students bring in their device to Classified Staff and they get one-on-one assistance with downloading, Zoom, and logging into Canvas. The ESL department piloted last Fall, but then Omicron hit and subsequent staffing shortage, but the pilot was very successful. The District’s Canvas student resources are great. We've heard from students and they need more support and low-stakes-practice opportunities with other technologies such as Google and Zoom

**DE Crosswalk Update**

Preliminary input from SDCCE Academic Senate DE Committee, DE Term Workgroup:

[DE Terms Workgroup: SDCCE Academic Senate DE Committee January 21, 2022](https://docs.google.com/presentation/d/1Mafjae77G1HMEDUeIEPoniTr874zKQg70WiZQRnTfYw/edit?usp=sharing)

[DE Terms Workgroup: SDCCE Academic Senate DE Committee February 25, 2022](https://docs.google.com/presentation/d/1DtMX5mqHAJIBS9hBBizxDS2c8iFcz1c-d1DvY9OJQ6w/edit?usp=sharing) (Highlights include comparison of terms: Off-campus vs. Satellite vs. Community Site.) SDCCE faculty leaders plan to meet with CE ASB leaders to discuss DE Terms in March or April.

CCE’s DE has a workgroup just for DE Terms, in the group program chairs that work closely with students and others were reporting and advocating for better wordsmithing. The DE Crosswalk is important, but Off-campus vs. Satellite vs. Community Site is still an issue. CCE has so many offsite locations, churches, rec centers, more information is necessary for students. The recommendation is to use ‘community site’ instead of ‘alternate site.’

**Survey Results -** Crosswalk-Course Naming from faculty (Aileen Gum)

Aileen presented a graphic of a survey she sent out. She included all campuses in the survey with a good response of over 300 respondents. Most are advocating for clarity in the schedule. If the class meets with the instructor online during a scheduled required class times the preference was ‘Online Live,’ then coming in a close second was that ‘Online Synchronous.’ Also, some students might have Financial Aid requirements that will be directly linked to how we categorize courses ‘Hybrid, Online, etc.’ They also want options for ‘pivoting’ in preparation for future campus closures. Mentors would like the ability to link *liquid syllabi* into the schedule. Brian thanked Aileen for all the respondent’s data, he'll be using the results to present the case for the base terminology for our modalities.

***Future Meetings*: *April 4, May 2***

*Respectfully submitted by: Mary Kingsley, SDOLP*