

Distance Education Committee

Thursday, March 13, 2025

Minutes | Regular Meeting

12:50pm - 1:50pm

NOC 102 & [ZOOM](#)

COMMITTEE MEMBERSHIP (Members 10; Quorum 6)

- Sandra Popiden (Faculty Co-Chair, Social & Behavioral Sciences)
- Courtney Doussett (Dean) – Administrative Co-Chair
- Bibiana Lopez (Math, Engineering, Computer Science & Game Development)
- Laura Adams (Social & Behavioral Sciences)
- Caroline Hutchings (Math, Engineering, Computer Science & Game Development)
- Eric Doucette (Business and Management)
- Suzie Witmer (Natural Sciences, Health and Kinesiology)
- Owen Johnson (Visual and Performing Arts)
- Paul VanHulle (Applied Technologies & Apprenticeships)
- Julieta Santana Ruelas (Vacant)

VISITORS

AGENDA

1. **Call to Order**
 1. **Welcome & Introductions**
 2. **Note-taker**
2. **Action Items**
 1. **Approval of [Agenda](#)**
 - First – Laura A
 - Second – Eric D
 - Status - Approved
 2. **Approval of [DEC Meeting Minutes from 11/14/2024](#)**
 - First – Laura A
 - Second – Bibiana L
 - Status – Approved
 3. **[RSI Checklist](#) & [Spring 2025 FLEX RSI Presentation](#)**

- First – Eric D
- Second – Paul V
- Status – Approved motion to provide information from the RSI Checklist & Sarah N's and Anya-Kristina's FLEX presentation handout on the DE website
 - Thank you to Sara and Anya-Kristina for a great FLEX presentation and for agreeing to share their RSI handout.
 - Review of an edited version of the RSI Checklist and the RSI handout created by Sarah N. and Anya-Kristina for FLEX.
 - Discussion about which version to share with faculty.
 - Alignment with ACCJC review criteria for DE is important.
 - Alignment with OEI-CVC rubric is important.
 - Laura A will work to draft a combined version of the two documents, removing overlapping components.
 - Discussed providing asynchronous access to training sessions. These could be posted on the DE website and/or the Canvas site.

3. **Discussion Items**

1. **Norco College Local POCR Proposal NC Academic Senate (Pending)**
 - DEC submitted an OIE data request form in mid-November 2024, to review the recent and trend DE data for success & equity disaggregated by modality. As well as DE enrollment trends & growth rates; DE sections; students; (fall / spring / intersession) information to support our POCR Senate presentation requesting support and funding for the creation of a local NC POCR process.
 - We are waiting for the Norco specific requested data to become available.
 - As Power BI dashboard and metrics are being generated, and we may not receive the data for another month
 - Discussed regarding the merits of either continuing to wait for the data or breaking the presentation into two parts. Part 1 will introduce POCR and the request for Senate support to create a NC local POCR process. Part 2 would follow up with the DE data once they are available.
 - Currently, MVC & RCC no longer have HEERF funding to support their local POCR processes. Their local POCR teams were successfully badging faculty when resourced but are no longer functioning across the district this year.

- As of spring 2025, in practice, faculty are not able to become RCCD DE Certified through the RCCD approved POCR certification pathway. With the RCCD DE Certification Camp also on hold due to ongoing union negotiations, faculty can currently only be DE certified through equivalency if they have been recently certified at another college or through @ONE. Two of three methods to gain RCCD DE certification are currently non-operational and not available to faculty.

2. **Institutional Effectiveness DE Data Request (Pending)**

- PowerBI for DE dashboard and metrics are in development by Steven Butler, and will hopefully become available within another month

3. **Dr. BuShell RCCD Data Trends (11/14/24 DEC Meeting)**

- Thank you to Dr. Bu Shell for providing DEC with available RCCD DE data in the November 2024 meeting.
- DEC reviewed key trends from RCCD DE data presentation.
- 2016-2024: RCCD shifted from 20% of courses offered in DE to 57%
- In 2023, 75% of students were in DE courses; it increased to 79% in 2024.
- 75% of students take at least one DE course; 25% only take F2F
- **DEC reflections and discussion of the importance of strategic planning and alignment.** Examples include: SPGM, creation of a district DE strategic plan, and creation of a NC college level DE strategic plan, integration into Student Equity Plan (SEP).
- **SPGM 2025 – 30: Distance Education / DE / online / hybrid modalities are NOT mentioned at all in the current SPGM draft.**
 - Please review the [2030 SPGM](#) and offer comments to the SPGM Workgroup.
 - In the previous 2025 SPGM, Online education appeared in EMP Goal 1 – Access; Benchmark 1.3 - Expand enrollment with strategic group (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc).

- In the [2030 SPGM](#), online is no longer mentioned in **EMP Goal 1 Access**.
- Over the last 5 years, the expansion of OL enrollment demand has been a significant component of meeting Norco's enrollment and efficiency goals.
- It is also significant, with regard to Norco's upcoming new opportunity as a "Teaching College" on the CVC Exchange to generate new revenue generation streams & increased efficiency through our OL course offerings. Is there a growth strategy to maximize our competitiveness on the CVC? I.e. Investment in increasing the number of "quality reviewed" courses that rank highest on the Exchange and enroll the most students.
- In 2025 and 2030 SPGM, DE and online education were not explicitly mentioned or integrated with regard to any other goals or benchmarks.
- **In the 2030 SPGM - DE is absent in the following goals and corresponding benchmarks:** 1- Access; 2 – Success; 3 – Equity; 4- Professional Development; 5- Workforce Development; 6- Effectiveness/ Planning / Governance; 7 – Facilities / Regional Integration; 8 – Resources / Grants).
- Ideally, in light of our post-2020 & current enrollment trends and DE specific equity issues, DE could be integrated throughout these SPGM goals and DE benchmarks could be included.
- **A District DE Strategic Plan (2019-2024)** was drafted but was not formally approved or published. A new district DE strategic plan is in the process of being created by Dean Dr. Bu Shell.
- Norco has not had a college DE strategic plan since 2014.

- RCC & MVC have newer college level DE strategic plans, (2022 and 2019 respectively), but all likely need updating.
 - Has there been corresponding tracking or discussion of 2014 benchmarks & data trends related to DE at Norco?
 - In the [NC 2022-2025 Student Equity Plan](#) Distance Education (online / hybrid) are also currently not mentioned or included in any of the SEP goals and objectives.
 - With the majority of our courses being offered via DE, meeting our equity goals and benchmarks to eliminate equity gaps for Black and Latino students requires the institution to gather, disaggregate, and disseminate DE data and support DE training, tools, and supports.
 - Disproportionately impacted student populations are often over-represented in DE courses.
 - DI in success and retention are also often higher in DE classes at Norco and throughout the district. Efforts to eliminate DI would benefit from tailored and aligned strategic planning, corresponding resource allocations, greater emphasis on outreach to DE students, and professional development. This is particularly important for addressing the largest equity gaps in hybrid classes.
 - Dr. BuShell has been invited to our next meeting to discuss strategic planning for DE.
- **Norco's DE Guidelines have not been updated since 2020.** The information is outdated, and with the new NC website, the links are no longer functioning. This document is resource and is information oriented, as a tool for faculty. Which stakeholders are responsible for updating the DE Guidelines and generating a new DE strategic plan?

4. **Norco College Power BI DE Data Trend Analysis**

- Reviewed data trends document
- Discussed the significance of the trends and which data should be presented to the Academic Senate.
- **Enrollment: 88 percent of enrollments in 2023-24 were in DE:** 9,277 OL; 912 Hybrid; 1,371 F2F.
- **89 percent of Summer 2024 enrollments were DE** (6,149 DE of 6,903 total)
- **95 percent of Winter 2024 enrollments were DE** (5,618 DE of 5,927 total)
- **62 percent of all sections offered at Norco were DE** in 2023-24. (1540 of 2500 total); Post 2020, DE offerings are consistently higher than F2F.
- **65 percent of FTES are from DE in 2023-24.** (4,518 of 6,928); DE is consistently higher than F2F since 2020.
- **Efficiency** rates are: **499 FOR OL** vs. 463 for F2F in 2023-24; is also consistently higher than F2F since 2020;
- **Fill rates: 85% for OL classes; 68% for HYB;** 52% for F2F classes; fill rates in fall 2024 are higher for DE than F2F:
- **74% of F 2024 Peak Waitlists were for DE courses**
- **80% of Norco Faculty are teaching DE** in 2023-24 (171 of 214)
- **Student Success Rates: OL = 80%; HYB 76%; F2F 88%** in 2023-24. (- 8% lower SSRs for OL; - 12% lower for HYB than F2F)
- **Student Retention Rates: OL 91%; HYB 90%; F2F 93%** (2023-24). DE retention rates are lower (- 2 OL; - 3 HYB) than F2F
- **Accessibility: 69 percent of Norco College sections are compliant with the 80% accessibility benchmark** in spring 2024. The average accessibility score is 81%.

- **DEC members expressed concerns about accessibility and the need for an aligned strategy, resources, tools and support, and professional development to meet the new Justice Department ADA Compliance requirement, now set at 100% for all web-based materials**
- The [new Justice Department's Title II ruling](#) goes into effect on June 24, 2024. The compliance deadlines are:

- “A total population of 50,000 or more shall begin complying with this rule on **April 24, 2026**”
- “A total population of less than 50,000 ... shall begin complying with this rule on **April 24, 2027**”

Accessibility Snapshot: **October 2024**

Type	District Overall	RCC	MVC	JOR
Canvas Pages	16.9%	17.4%	16.8%	16.3%
Files	14.2%	10.8%	15.1%	18.2%

- In the district, 97% of pages and **64% of files** in Canvas are accessible
- At Norco, 96% of Canvas pages and **68% of files** in Canvas are accessible
- The top accessibility issues involve alt text, contrast, headings in documents, and language set in documents

5. **AI Faculty Guide**

- Discussed the role of DEC in promoting the AI Guide created through TLC
- Some ideas included adding the AI Guide to our agenda for discussion/review, posting it on the DE website, posting it to the Canvas shell, creating announcements about the guide, providing training based on the guide.

6. **Fall FLEX / Brown Bag Ideas?**

- I.e. Accessibility, RSI, Equity, Hybrid, Hyflex, Tools, AI, Bots
- There was a robust discussion regarding the need for regular DE professional development training on teaching hybrid courses, as they have the lowest success and retention rates of any modality.

4. **Information Items**

1. **District Updates**

- Strategic Planning – district DE is currently working on creating one
- Thanksgiving Lunch and dental cleaning community building events for DE students were well attended.
- Creating common DRC information with resources from all three colleges for students on Canvas.

- Collaboration with library, offering support for earphones to support learning.
 - EOPS Outreach Project: District DE is reaching out to DE students who are eligible for EOPS to remedy under-utilization of these resources among DE students.
 - Designing a Men of Color Course Shell
- 2. **DEC Committee Members** – Please Complete [DEC Survey of Effectiveness](#)
- 3. **CCC System Update**
 - CCC is working on sharing POCR approved Canvas courses for the first 6 Common Course Numbering classes – likely launch fall 2025
 - COM 110, ENG 100, ENG 105, MAT 110, POL 110, Psych 110,
 - Maximizing this opportunity requires the establishment of a local NC POCR team to gain “quality review” approval, designation, and improved ranking on the CVC Exchange for each faculty member and class adopting these POCR model course shells
 - Example: [Los Rios New Fast Track OEI Rubric POCR Process](#)
- 4. **Online Teaching Conference 2025, June 16-18, 2025**
 - Long Beach Convention Center
- 5. **Norco College Professional Development Conference Funding Request**
 - Application Instructions & Request Form in Nuventive
- 6. **[@ONE Courses](#), [Webinars on AI](#), & [Video Resources](#)**
 - [Free Webinar](#) CVC@ONE webinar library
 - Leveraging AI to Create UDL - Driven and Accessible Content: 3/20 @ 11am
 - Easy AI for Educators: 3/24 @ 1pm
 - Authentic Presence and Digital Doubles: 4/10 @ 10am
 - Connections that Count: 4/14 @ 11am
 - Should Educators Be Using AI? 4/22 @ 11am
 - Advanced AI Assistance with Course Materials: 5/1 @ 10am
 - Register for the Above CVC @ONE [AI Webinars](#)
- 5. **Good of the Order**
 - 1.
- 6. **Adjournment**

DEC Meeting Schedule Spring 2025

- **April 10, 2025**

- **May 8, 2025**

Distance Education Committee

Purpose:

The Distance Education Committee develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students. The committee advises strategic planning committees on institutional needs and the institutionalization of best practices in DE modalities. Examples include DE certification, accessible course design, and DE professional development training that support faculty and student success at Norco College. The DEC also recommends to the college, and the district, requisite tools needed by faculty for effective, accessible, and equitable instruction.

Charge:

The Distance Education Committee is primarily responsible for making recommendations that assist faculty in the creation and implementation of well-designed courses. This includes the utilization of current online teaching approaches and best practices that take into consideration the wide range of diversity in our student body. Thereby ensuring that DE courses are equity minded and supportive of students' learning needs.

The committee will engage in the institution's collaborative efforts to close all identified student equity gaps (Goal 3 EMP) in the online environment. This includes professional development opportunities and identifying and connecting with internal, external, and district resources, tools and support.