# NORCO COLLEGE

Distance Education Committee
Agenda | Regular Meeting

Thursday, November 14, 2024
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)
- Kevin Osorno (Natural Sciences, Health, and Kinesiology)
- Owen Johnson (Visual and Performing Arts)
- Juliett Santana Ruelas  (ASNC Representative)

## VISITORS

- Shawna BuShell (Dean of Education al Services & Distance Learning)
- Kara Zamiska (Social & Behavioral Sciences)

## AGENDA

1.  **Call to Order**
    1.1.    **Welcome & Introductions**

2.  **Action Items**
    2.1.    **Approval of Agenda**
        - First – Laura A
        - Second – Suzie W
        - Status - Approved

    2.2.    **Approval of DEC Meeting Minutes from 10/10/2024**
        - First -  Bibiana L
        - Second – Laura A

- Status – Approved with the addition of Suzie W. to the attendance list.

**2.3.** **[RSI Checklist](#)**
- First - Eric D
- Second – Suzie W
- Status – Approved motion to move forward with the idea of providing faculty with additional information about RSI.
  - Reviewed a tool shared at a POCR norming session. The tool is a checklist to help faculty understand what RSI is, how to implement it in courses, how to align with OEI rubric, and to help faculty prepare for accreditation.
  - Comments on the tool:
    - Needs an introduction to explain that this is not a list of requirements
    - Need to clarify what the minimum requirements are, then present this as a list of ways to meet those requirements.
    - We need to keep in mind that a new RSI version is coming from ACCJC. POCR is a different set of standards.
    - Suggestion to clarify exactly what the requirements are and then streamline the list as a set of options to meet those requirements.
    - We should include information about who to contact for help implementing the strategies.
    - MVC has done a lot of work and professional development about RSI. Do they have resources we can borrow and adapt?
  - Question: How do we define "regular?" It must be consistent, for example, included in each module. Faculty can reach out to instructional designers for assistance with this.

**2.4.** **NC Local POCR Proposal - NC Academic Senate PPT**
- First – Eric D
- Second – Bibiana L
- Status – Approved
  - DE reviewed slides drafted for the POCR proposal to academic senate.
  - What are we requesting from senate?  Support & funding.

- DEC members are encouraged to attend the senate meeting in support of the POCR proposal. The more support the proposal has from faculty, the more likely it is to be successful.

## 3. Discussion Items

### 3.1. [ACCJC Accreditation Reflection Worksheet](#)
**Accreditation Reflection Worksheet**
**Standard 2: Student Success 2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.**
[**ACCJC Pilot Quality Continuum Rubric for DE (2024)**](#)

- **What do we do to align with the standard?**
  - Data on delivery modes and ratios.
  - Student surveys about preferences.
  - Disaggregated assessment data and equity portions of Program Review process
  - Concern. DE is not explicitly mentioned in our goals, plans, missions, and reports at the institutional level.
  - Provided distance education professional development to promote equitable student learning and achievement.
- **Where do we think we align with the Rubric for Institutional Alignment and Transformation?**
  - **Initial Level:**
    - We teach in multiple modalities and look at outcome data disaggregated by those modalities.
    - Are we offering courses that students need in the modalities needed to reach their goals?
    - ECE shift to HyFlex.
    - Scheduling by chairs and needs to add sections in a way that is responsive to student demands.
    - Teaching Methodologies: professional development and training, TLC brown bags, Flex, BSS project by Greg Aycock,
  - **Emerging Level: adds in promote equitable student learning and achievement"**
    - Equity emphasis in Flex, PD, equity piece in DE Camp,
    - Program Review uses disaggregated data and includes equity

- Equity requirement for 8 hours of professional development
- Development of POCR process
- **Developed Level: " innovative delivery modes & methodologies"**
  - Teaching communities of practice for Math and English
  - New technologies and applications supported and encouraged by DE. Tools available post-pandemic.
  - Mustang Track
  - Accelerated course options
- **Highly Developed Level:** adds modes & methodologies "that achieve" equitable student learning and achievement.
  - While we are identifying gaps, engaging in professional development, and implementing innovative delivery modes & methodologies, we have not yet achieved equity in learning and achievement outcomes.

- **What opportunities do we have to stretch ourselves to deep our practice?**
  - Professional development, flex, CCC resources and training.
  - POCR
  - Increased focus on accessibility
  - Development of a DE IOI form for both FT and PT faculty.
- **How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?**
  - DE should be included in strategic planning, reports, and goal-setting throughout the institution and district.
  - Check in with Institutional Effectiveness to make sure that the DE equity gaps are being monitored and reported
  - Updating PowerBI so these trends can be tracked
  - MVC & RCC have a DE Strategic Plan. Norco should develop one as well.

3.2. **Norco College [Power BI DE Data Trends](#)**
- Analyzed the DE data available on Power BI for Norco College
- Additional data request pending with NC IE Office

3.3. **Accessibility, RSI, Equity, Hybrid, Hyflex, Tools Planning - Spring / Fall Flex / Brown Bag**
- Ideas?

## 4. Information Items
### 4.1. District Updates
**Going from the Big Picture Presentation by Dr BuShell**

- Information given in response to our request for data and information.
- Nothing in the HSI grant mentions DE. We may want to get ahead there for the next iteration.
- DE Budget, changes over the years. We saw a big boost during the pandemic, but that funding will no longer be available. What will happen to the budget in 24-25? Will it increase to reflect changes in enrollment trends?
- Recently hired 2nd accessibility coordinator starting 11/20
- Please look at the data presented: should anything be added to the PowerPoint for senate presentation, perhaps as an appendix?

### 4.2. Online Teaching Conference 2025, June 16-18, 2025
- Long Beach Convention Center
- Registration and the Call for Proposals will open in the Fall.

### 4.3. Norco College Professional Development Conference Funding Request
- Application Instructions & Request Form in Nuventive

### 4.4. [@ONE Courses](#), [Webinars on AI](#), & [Video Resources](#)
- [Free Webinar](#) CVC@ONE webinar library
- [Humanizing in the AI Era](#): 11/13 @ 1pm
- [AI Assignments and Assessments](#) 11/18 at 3pm

## 5. Good of the Order
### 5.1.

## 6. Adjournment

**DEC Meeting Schedule AY 2024 - 25**

- **March 13, 2025**
- **April 10, 2025**
- **May 8, 2025**

**Topic: DEC Meeting 11/14/24**
**Join Zoom Meeting**

## 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.