

**MINUTES**  
**San Bernardino Valley College**  
**Distance Education Committee Meeting**  
**November 4, 2022 10:00 am—11:30 am**  
[ConferZOOM](#)

Join from PC, Mac, Linux, iOS or Android: <https://sbccd-edu.zoom.us/j/96135084089>

Or Telephone-Dial: +1 646 931 3860 US Meeting ID: 961 3508 4089

Members present: Maha Al-Husseini, Michael Assumma, Thomas Berry, Jennifer Bjerke, Cherishea Coats, Armando García, Rania Hamdy, Lisa Henkle, Stephanie Lewis, Sheri Lillard, Maria Notarangelo, Teri Strong, Michael Torrez, and Margaret Worsley

Guests: Christie Gabriel-Millette, Samantha Homier, and Joanna Oxendine

[ZOOM RECORDING OF THIS MEETING LINKED HERE](#)

<b>Agenda Item</b>	<b>Discussion</b>	<b>Action Items</b>
Call to Order:	10:03am	
Approval of <a href="#">Minutes from 10/7/22</a>	Michael Assuma/2 <sup>nd</sup> Lisa Henkle	
DE Dashboard: Presentation by Research, Planning, and Institutional Effectiveness.	<p>Guests from Research, Planning &amp; Institutional Effectiveness included Christie Gabriel-Millette, Samantha Homier, and Joanna Oxendine. Joanna introduced herself and the team, thanking Samantha for her incredible work on these data dashboards. Samantha Homier shared a data interpretation PowerPoint of Distance Education courses including original research request questions, enrollment rates at a glance/detailed, success and retention rates, Math enrollment/success/retention rates, online course enrollment/success/retention rates, etc. Samantha shared the DE dashboard and pointed out significant findings. Upon initial interpretation we see enrollment is at a much higher rates in online courses than we're offering them. Overall online course success rates are lower. However this is a bit misleading because some disciplines, like Math, have higher success rates online than in-person. The dashboard has been tweaked to fix some small things, like disclosure of quantitative information for significantly low course enrollment, a bug with female disaggregation and courses offered, and other small bugs.</p> <p>A robust discussion was had with the committee about the DE dashboard. The impact on scheduling was pointed out first, with the importance of Chairs having this information.</p>	

	<p>Questions were asked about online student orientation, and Margaret shared a bit about the status of the current Basic Skills project revolving around an online student orientation, as well as a bit of the history of that discussion.</p> <p>Technology for students was discussed, and Rania brought up dialogue is happening in other technology spaces to provide resources for students.</p> <p>The question was asked about sharing this dashboard or keeping private. Joanna, Samantha, and Christie all agreed we should be keeping this DE dashboard private (not public-facing). More conversation needs to happen about what this data means, caveats to the data (like the Math scenario), etc. However it was also acknowledged we should be empowered by this information and start moving forward with a plan. Joanna recommended we work with Chairs, present the data and have conversations about what the data is telling us, and what it is not telling us. Stephanie Lewis agreed from the dean perspective that safe spaces need to be created to hold these conversations and move forward in a data-informed process. Rania suggested prioritizing those who need the data. We should ask ourselves quite literally, “Who needs this data?” Rania will reach out to Todd to have this DE dashboard presentation given at the upcoming Chairs Committee meeting.</p> <p>More discussion around the dashboard included small sample sizes, and who is being left out? Jenn pointed out the difference between what students may need academically with an online course, but the juxtaposition of in-person technology support.</p> <p>Sheri expressed concern of online and hybrid class size. She has seen other colleges double their online class size. Margaret pointed out research of Universal Design which shows one of the main components of student success is substantive feedback, which is almost impossible with large online class. This is the type of research we should point to within negotiations around the topic.</p> <p>Rania asked for DE committee members to think of questions we could use to guide Chairs at the upcoming presentation. Questions pulled from the chat or discussed included:</p>	<p>When Samantha, Joanna, and Christie give</p>
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	<ul style="list-style-type: none"> <li>• How do we improve online success?</li> <li>• What does this data mean for our department?</li> <li>• How can we increase the success of online asynchronous classes?</li> <li>• Do students want online courses for our department based on the information from the dashboard?</li> <li>• What are some strategies to create community for asynchronous classes?</li> <li>• What do we need to consider when offering services on weekends and evening?</li> <li>• How does the general data relate to one's own discipline specific online/in-person/hybrid classes?</li> <li>• Can discipline-specific data be mined and compared to general data for more accurate assessments?</li> <li>• What can students do to ensure their own success?</li> </ul>	<p>this presentation on the DE dashboard to the Chairs, the DE Leads will bring forth an abridged list of these questions for Chairs to ask themselves with their Deans while making scheduling recommendations.</p>
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