

**VC DE Advisory Group Minutes**  
**February 08, 2024 3:00pm - 4:30 pm**  
**Teams Meeting (see invite on Calendar)**

Agenda Item	Discussion Notes	Action
<b>Welcome Guests</b>		
<b>Minutes</b> <ul style="list-style-type: none"> <li>• Minutes from Jan 2024k</li> </ul>	Consent agenda and minutes from Jan. 11 <sup>th</sup> meeting approved.	
<b>Discussion Items</b> <ul style="list-style-type: none"> <li>• Community of Practice: Hypothesis Use Case (Meg)</li> <li>• Hypothesis Pilot (Ali)</li> <li>• VC Academic Senate Report (Jennifer G)</li> <li>• Advisory Group Draft for Equivalency Process</li> <li>• DE Summit '24 Preview (Matt) <ul style="list-style-type: none"> <li>○ March 7, 2024</li> <li>○ Format Online</li> <li>○ Student Panel Participants from VC (2 Students)</li> </ul> </li> <li>• Report on DE Handbook within Teams (Matt)</li> <li>• Accessibility Wins (Meg) <ul style="list-style-type: none"> <li>○ PopeTech Dashboard</li> </ul> </li> <li>• Professional Development Opportunities</li> </ul>	<p><b>Community of Practice Share:</b> M. Phelps introduced a teaching strategy involving the Hypothesis tool for annotating AI-generated text to reflect on AI's effectiveness in educational settings. She shared her experiences with an assignment where students analyzed AI-generated text for its appropriateness and relevance to the assignment instructions. There was a broader discussion on integrating AI into education and exploring its benefits and challenges. M. Phelps highlighted a specific instance where AI-generated content was unsuitable for academic purposes, suggesting it as a learning opportunity for students to evaluate AI outputs critically. N. Schooler shared his experience using AI in-class assignments, specifically for creating songs to identify errors in concepts like artificial and natural selection. He also mentioned using the Hypothesis tool to get students to read his syllabus.</p> <p><b>VC Academic Senate Report:</b> J. Garner reported that the main topic discussed in the Academic Senate was the establishment of processes for DE certification equivalency and appeals. The DE advisory group, backed by the Academic Senate, has been charged with the responsibility of formulating these processes. It was strongly emphasized that these procedures must be faculty driven and cannot be created by the ITDs. Many questions were asked by the DEAG members for clarification on current development process, and its efficacy. J. Garner volunteered to lead a subgroup, inviting faculty participation to create a draft for Academic Senate approval. This effort aims to address contractual obligations and faculty needs while navigating the complexities and expectations set by the union and academic senates across campuses.</p> <p>The <b>DE Summit</b> is scheduled for March 7th and will be held online. The summit will include a student panel consisting of two participants from Ventura College. It is an important event that provides a platform for discussing and sharing best practices in distance education.</p> <p><b>DE Handbook:</b> M. Moore indicated that the most recent DE sections reviewed were minor and did not require significant adjustments. The plan is to continue revising the DE Handbook, sharing sections each month for input. The goal is to update the handbook efficiently by leveraging the group's collective expertise and feedback. The <b><i>Equivalency and Appeals Process</i></b> section of the DE Handbook will be shared with the group for review and approval in the next meeting, continuing the process of updating and refining the handbook.</p> <p><b>Accessibility Wins:</b> M. Phelps pointed out that no one had filled out the Accessibility Wins form for the month. This form is used to share successes in improving course accessibility.</p>	

	The lack of reported accessibility wins was used as an opportunity to highlight the importance of engaging with tools like Poptech to enhance course accessibility and improve the overall learning experience for students. Phelps challenged the group to explore the Poptech dashboard and its features, encouraging them to see how it could be applied to their courses in innovative ways.	
<b>Next Meeting Agenda Items</b> <ul style="list-style-type: none"> <li>• Next Community of Practice Presenter?</li> <li>• Future Topics (Trainings or Meetings) <ul style="list-style-type: none"> <li>○ <a href="#">Discussion Redesign</a> July 2024 (CoP)</li> <li>○ Converting to New Quizzes</li> </ul> </li> </ul>		

**Purpose:** The mission of the workgroup is to focus on the delivery of distance education and student support services for online courses, partially online courses, and on ground courses. The workgroup will take a proactive role in educational, technological, and professional development issues pertaining to distance education.

### 2023-2024 Goals

**Goal One:** Create a Community of Practice (CoP) within DEAG meetings where faculty can share practices to support and promote quality online teaching.

**Goal Two:** Develop practices for being faculty ambassadors of digital accessibility to support current Title 5 requirements.

**Goal Three:** Update the DE handbook to reflect new regulations, practices and a communication plan.

Constituency	Representative	Constituency	Representative	Constituency	Representative
Faculty Tri-Chair (VCAS)	Jennifer Garner -	Faculty (Math)	Mike McCain	Faculty (Span)	Araceli Trujillo
Dean Tri-Chair (Dean)	Debbie Newcomb -	Faculty (Library)	Linda Kennedy	Faculty (Math)	Mindy Case
Classified Tri-Chair	Matthew Moore -	Faculty (Econ)	Ara Khanjian -	Faculty (Psy)	Jamie Harmon
Administrative (VP)	Jennifer Kalfsbeek-Goetz	Faculty (Soc)	Andrea Horigan -	Faculty (Soc)	Daniella Graves
Faculty (Business)	Nicole Falco -	Faculty (Poli Sci)	Corinna McKoy	Faculty	Stephen Peluso -
Faculty (Chemistry)	Erin Brocker	Faculty (Physics)	Hugh O'Neill	Classified	Sharon Oxford -
Faculty (Sociology)	Ionna Schmidt	Faculty (Psy)	Jose Carlos Trujillo	Classified	A Olson-Pacheco -
Faculty (Biology)	Nick Schooler	Faculty (Math)	Michelle Beard	Classified	Margaret Phelps -
Faculty (Spanish)	Fernando Hernandez -	Faculty (History)	Ray Tracy	Classified	Andy Lucas
		Student Rep.		Student Rep.	