



**DISTANCE EDUCATION ADVISORY COMMITTEE (DEAC) MEETING**  
**MINUTES**

**Monday, May 8, 2023**

**2:30 – 4:00 pm**

**ZOOM**

<b>INVITED ATTENDEES</b>	Claudia Alcala, Jorge Ascencio, Krissy Barone, Leslie Bitong, Jodie Butler, Guy Buker, Alana Krause, Mark Meskal, <b>Alex Miranda</b> , Reza Mirbolooki, Kay Nguyen, Phuong Nguyen, Michelle Palma, Annette Park, <b>Franklin Ragg</b> , <b>Meridith Randall</b> , Shatarupa Ray, <b>Evangelina Rosales</b> , Amy Runyen, Justin Smith, Paul Tayyar, Tien Tran. <p style="text-align: right;"><b>*Bolded names not in attendance.</b></p>
<b>CHAIR(S)</b>	Faculty Chair: Jodie Butler; Dean: Alex Miranda
<b>RECORDER</b>	Joe Roxas

**Meetings dates for the Spring 23:**

~~Feb. 13<sup>th</sup> and 27<sup>th</sup>~~  
~~Mar. 13<sup>th</sup>~~  
~~Apr. 10<sup>th</sup> and 24<sup>th</sup>~~  
May 8<sup>th</sup>

Meeting over Zoom, use this link to join us: <https://cccd-edu.zoom.us/j/84099249642>

TOPIC	MINUTES
<b>Updates</b> Pope Tech Protocol Updates	<p>Jodie collected all of the PopeTech issues, took them to campus workgroup and they sent a response. Several of the complaints were about unpublished content being counted; PopeTech is taking care if it.</p> <p>Another issue: getting alerts when they're already fixed, or it's a 3<sup>rd</sup> party issue. PopeTech will create a list of alerted issues that you can disregard.</p> <p>Another issue: training error – faculty not really trained well, hence not using it correctly. Protocol start will be pushed back for a month – will be end of October instead of September. This will give us 45 days to fix errors, create our own workshop, etc.</p>
Faculty Training	<p>Reza reported re: updates on Level 1 and 2. On Fri, we have the last person for panel review for Level 2 for Spring. During Summer, planning to offer one session each of Level 1 and 2. Level 1 still being worked at, putting things together before course starts.</p>
<b>Discussion</b> Attrition and Retention Presentation	<p>Presented by Annette P., Leslie B., Tien T., and Justin S. via screen sharing, slides.</p> <p>This research was started because of the anecdotal evidence that <b>online</b> classes retention and success rate are much lower than in-person., and this was the overwhelming idea. This group researched, collected, and analyzed data, and found results that goes against what we've been told.</p>

Different modalities were analyzed: In-person, online synchronous, online asynchronous, hybrid in-person, and hybrid online.

Retention rates by modality and academic year:

- 5-year average retention rate: highest in-person, then hybrid, then online.
- Average retention rate: higher for online synchronous (live online/zoom) compared to online asynchronous.
- Courses with varying number of weeks were also compared with each other.
- Differences among the terms/semesters were also analyzed.

Success rate:

- 5-year average: highest in-person, then hybrid, then online.
- Average success rate: higher for online synchronous (live online/zoom) compared to online asynchronous.
- Also compared and analyzed: courses with varying number of weeks, and differences among the terms.

Barrier to Student Success:

- Time Management
- Communication
- Technology
- Personal/Mental Health

Best practices/solutions to deal with each barrier were discussed after.

Complete details and more information can be found in the PowerPoint file of the group.

The committee had an extensive conversation about these data, adding their own experiences and knowledge about the issues.

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**Thank you to all the members for your time and participation in this committee.**

**Special thanks to Jodie for her leadership and hard work!**