Cañada DEAC Minutes

Wednesday, 12:30 p.m.–1:15 p.m.

Building 13, Room 337 | Zoom Link

Distance Education Advisory Committee Meetings

First Wednesday of each month

November 4, 2026

Agenda

Welcome:

- Mackenzie Fobes, She/her, ASCC Student Senator, ASGC Student Representative, Sociology and Psychology Tutor
- Cassie Begley, Dance faculty

RECORDING Passcode: k$7WB0^D

Location: Hybrid — Building 13 and Zoom
Facilitator: Anniqua Rana, Dean of Academic Support and Learning Technologies
Co-Chair: Nada Nekrep (absent)

1. Welcome and Introductions

Anniqua Rana welcomed committee members and introduced Mackenzie Fobes, student senator and student representative to the Academic Senate.

Participants identified in the meeting:

- Anniqua Rana
- Sarah Harmon
- Lindsey Irizarry
- Jose Manzo
- Jose Zelaya
- Jenni McGuire
- Chris Burns
- Mackenzie Fobes
- John Perez
- Allison Hughes

Mackenzie shared her experience as a student taking primarily online courses and emphasized the importance of student engagement, meaningful connections with peers, and opportunities for students to provide feedback on online instruction.

2. District DEAC Update

Anniqua Rana provided highlights from the recent District DEAC meeting.

- The district is reviewing and updating Quality Online Teaching and Learning (QOTL) training to align with the new rubric.
- QOTL will not be offered during Spring 2027 while the training is being revised.
- Discussions included integrating AI literacy into faculty professional development and existing QOTL training.
- The district continues to explore AI-related inquiry and professional development opportunities.

Committee members were reminded that student feedback can help inform improvements to online teaching practices and faculty training.

3. Student AI Survey

Presenter: Allison Hughes

Allison provided an update on the districtwide Student AI Survey, developed through the local AI Inquiry Group with input from DEAC, the Technology Committee, Academic Senate, and student representatives.

The survey is intended to gather actionable information about students' experiences, perceptions, and use of artificial intelligence.

Key updates:

- The survey was distributed directly to students through their college email accounts.
- Each student receives a unique survey link.
- The survey is expected to remain open until approximately November 19, 2026.
- Additional email reminders and Canvas announcements are planned.
- Faculty will be encouraged to remind students to participate and, when possible, provide class time to complete the survey.
- Results will be reviewed and shared in Spring 2027.

Student feedback:

Mackenzie Fobes noted that some students had difficulty locating the survey email and expressed concerns about whether their responses could be shared with instructors or become part of their academic records.

Allison clarified that the survey communications emphasize confidentiality and that students will not be individually labeled based on their AI use.

Follow-up:

- Continue promoting the survey through Canvas, faculty, student government, and academic support programs.
- Encourage faculty to provide students with time to complete the survey.
- Explore additional outreach through the NOW program.
- Share survey findings with the committee in Spring 2027.

4. NOW Program Update

Presenter: Jose Zelaya

Jose provided an overview of the Nights, Online, and Weekends (NOW) program and its expanded role in supporting evening, online, and weekend students.

NOW has transitioned from a cohort-based program to a campuswide support model. Students do not need to apply to receive assistance.

Program highlights:

- NOW serves as a central point of contact for students seeking academic and campus support services.
- Students can be connected with division retention specialists, tutoring, counseling, and technology assistance.
- Approximately 2,200 students take evening, online, or weekend classes, with more than 1,100 not participating in a special support program.
- Evening instructional aides provide tutoring and technology assistance, including support for ESL students.
- Technology support includes help with campus software, online learning tools, and customized workshops in English and Spanish.
- The program is exploring a campus-specific AI student assistant and future AI literacy resources.

Jose encouraged faculty to include NOW resources and contact information in course syllabi and Canvas shells and to invite NOW representatives to department meetings.

Mackenzie expressed support for the program, emphasizing its potential to reduce isolation among online students and strengthen their connections to the college.

Anniqua also highlighted ongoing collaboration with the ESL Department to expand structured evening technology support.

Follow-up:

- Increase faculty and student awareness of NOW services.
- Encourage departments to invite Jose Zelaya to present at meetings.
- Promote NOW information through syllabi, Canvas courses, and student communications.
- Continue collaboration with ESL and division retention specialists.

5. Google Gemini Integration in Canvas

Presenter: Lindsey Irizarry

Lindsey demonstrated the new Google Gemini integration within Canvas.

The integration is currently available only in Canvas sandbox environments for testing.

Key features:

- Faculty can access Gemini through Canvas course navigation in eligible sandbox courses.
- Users authenticate using their SMCCD accounts.
- Faculty can create or connect source-based notebooks to support student learning.
- Students can use instructor-provided materials to generate learning aids and explore course content.
- Faculty can develop customized AI assistants to support learning and study skills.

Potential applications include helping students understand complex readings, engage with selected course materials, and prepare for research assignments.

Discussion:

Mackenzie raised questions about instructor access to student interactions with AI tools and whether students who prefer not to use AI would have alternative ways to complete assignments.

Lindsey explained that instructors can review student interactions within their configured AI environments. Faculty may also establish parameters governing how their AI assistants respond.

The committee discussed the importance of developing guidance for students who object to AI use and ensuring that AI tools are accessible.

Jenni McGuire noted that some AI tools present accessibility barriers that must be considered before classroom implementation.

Follow-up:

- Faculty interested in testing Gemini can contact Lindsey for sandbox access.
- Report technical issues and feedback to Lindsey and ITS.
- Bring student concerns regarding AI participation and alternatives to the AI Community of Practice and ITS.
- Continue exploring accessibility and appropriate instructional uses before broader implementation.

6. Digital Accessibility Updates and Resources

Presenters: Lindsey Irizarry and Jenni McGuire

Lindsey reviewed two accessibility-checking tools available within Canvas:

- Pope Tech Accessibility Checker
- Canvas's built-in Accessibility Checker

Both tools have strengths and limitations. Faculty were encouraged to use them to identify potential accessibility issues while continuing to review materials manually.

Lindsey also shared a free accessibility training course offered through the California Community Colleges Accessibility Center.

The training:

- Focuses on creating accessible digital documents.
- Is available to faculty and staff.
- Is delivered through Canvas.
- Provides a certificate upon completion.
- Allows approximately 90 days for completion.

Anniqua encouraged participation in the training and emphasized the importance of ensuring that instructional and institutional materials meet accessibility requirements.

ESL Accessibility Project

Jenni described an initiative supported through the OER/ZTC project to improve the accessibility of ESL instructional materials.

The project involves:

- Remediating existing Google Slides, documents, and workbooks.
- Creating a centralized repository of accessible materials.
- Organizing materials through a Canvas shell.
- Establishing a process for additional instructional materials to be submitted for remediation.

Anniqua explained that the college's accessibility work includes both meeting legal requirements and conducting an inquiry into the training, resources, and support needed for sustainable accessibility practices.

Jenni emphasized that accessibility is an ongoing process requiring continued learning as technologies and standards evolve.

7. December Meeting Planning

Committee members identified priorities for the final meeting of the semester.

Proposed topics:

1. **AI implementation and policy:** Updates on AI integration, student concerns, and emerging institutional guidance.
2. **Student AI Survey:** Progress and participation updates, with results expected in spring.
3. **NOW Program:** Progress in expanding awareness and integrating student support into online courses.
4. **Distance Education Plan:** Discussion of the next DEAC plan and planning priorities.
5. **California Virtual Campus (CVC):** Updates on district discussions and exploration of participation.
6. **Accessibility planning:** College and district strategies for helping faculty meet the April 2027 accessibility deadline.
7. **Faculty AI Survey:** Review and feedback on a proposed faculty survey being developed in connection with technology planning.

John Perez specifically requested information about the college and district's implementation plan for meeting accessibility requirements.

Allison Hughes suggested using the December meeting to review and provide feedback on the proposed faculty AI survey.

8. Action Items and Follow-Up

Action Item	Responsible Party	Timeline
Promote Student AI Survey through faculty, Canvas, and student networks	Allison Hughes, committee representatives	Before survey closes
Encourage NOW outreach through departments and Canvas courses	Jose Zelaya, committee representatives	Ongoing
Gather feedback on Gemini testing and student AI concerns	Lindsey Irizarry	Ongoing
Continue remediation of ESL instructional materials	Jenni McGuire	Ongoing
Encourage faculty and staff participation in accessibility training	Committee representatives	Ongoing
Present college/district accessibility planning for April 2027 deadline	DEAC leadership	December meeting
Bring draft faculty AI survey for committee feedback	Allison Hughes	December meeting
Include DEAC planning and CVC updates on the next agenda	DEAC leadership	December meeting

9. Adjournment

The meeting concluded at approximately 1:15 p.m., prior to the Technology Committee meeting.

Next Meeting: December 2, 2026

Time: 12:30–1:15 p.m.

https://canadacollege.edu/deac/meetings.php