

Distance Education and Educational Technology Committee

Meeting Summary

Tuesday, November 6, 2018, 12:30 p.m. to 1:30 p.m., Center for Academic Excellence (18-206)

Members Present:

Nuri Ahmad (Student Representative), Brian Besnyi, Paul Hankamp, Judy Lariviere, Joe Mangan, Teresa Morris, Rosemary Nurre, Erica Reynolds, Jasmine Robinson

Action on Agenda:

Approved meeting agenda.

Action on Meeting Summary:

Approved previous meeting summary.

Issues Discussed:

- New EMP Feedback Cycle
 - a. Erica reiterated that the college is working on the new EMP or the new five in five. Our next five strategic goals to be accomplished within the next five years. The feedback process is broken up into two parts. The first part is focused on content feedback and wordsmithing for the EMP up to page 36. If you have content feedback, please channel it through your respective constituency via Academic, Classified or Student Senate. Academic Senate is will meet on November 13th and Nuri stated that Student Senate will meet next Monday.
- Selection Process for Principles of Online Teaching
 - a. Paul explained that some faculty had come to him and expressed concerns about the selections coming unilaterally coming from the Dean's level. Paul and Erica met with Jeremy Wallace to discuss how the faculty voice could be included in the selection process. Paul went onto outline the process below:
 - i. Interested faculty need to apply to their Dean with a simple form.
 - ii. Each of the Division Deans will be able to nominate participants as follows:

1. 2 participants (Business/Technology, Creative Arts/Social Science, Kinesiology/Athletics/Dance, Language Arts, Math/Science)
 2. 1 participant (Academic Support & Learning Technologies, Student Support Services and Special Programs)
- iii. Deans should recommend instructors that they expect to teach at least one class online within the upcoming academic year upon completing POT.
 - iv. The Deans will consult with the VPI to discuss the instructor's request to participate in POT.
 - v. Deans will share out their division's selection for POT at a division meeting and/or by email. Faculty with any concerns regarding the selection list should consult their Academic Senate representative.
- b. Timeline
- i. Judy asked if 2 weeks was enough time for faculty to air concerns to Academic Senate. Joe recommended that we shorten the timeline for Deans to consult for VPI. Paul recommended that if there is an issue, then we can always push out the final selection date. Rosemary suggests that we try this timeline and then we can adjust as needed.
 - ii. Paul will consult with Tarana about feedback for VPI timeline.
- Title V Changes
 - a. Student Interaction: Require that online classes include student-to-student interaction. Erica explained that this can be accomplished through online group work or an online "Student Lounge" where students can initiate conversations with each other on their own.
 - b. Separate Course Approval: New language strengthens the section to require that instructors demonstrate how they will achieve regular and effective interaction. Erica pointed out with the new changes, that instructors should include one form on contact where they will respond back to students within 24-48 hours.
 - c. Instructor preparation: Specifies that the preparation would be in accordance with local contracts and policies. Erica and Paul are working with Teresa Morris to make changes to the DE Addendum. However, instructors who are teaching online should have preparation in three areas: online pedagogy, technical training in the current LMS, and creating accessible instructional materials.
 - Review Online Withdrawal Survey Data
 - a. Accessibility
 - i. 23.8% indicated that they took an online course because of my disability and 14.3% indicated that they had to drop their online course because of coursework not accessible to students with disabilities.

- ii. Highlights the need for paid training for faculty to make courses accessible.
 - iii. Joe wondered how many of the students let the instructors know that they had an accommodation. Judy stated that a lot of students don't want to identify that they have a disability and that is why they are taking an online course.
- b. Interaction
- i. Why are you dropping your online course? 8.1% indicated lack of interaction with classmates and 6.6% indicated lack of interaction with the instructor.
 - ii. Paul explained that while the numbers are not significant, it was interesting that they were numbers and people were actually concerned about this lack of interaction with classmates. We often think students take online classes because they want to be the lone wolf doing their own thing on their own time. But 8% dropped courses because they lacked interaction with their classmates. And now, of course, with the new Title changes, we must include student interaction in our classes. It also reinforces the need for the instructor to student interaction, which was a little lower luckily. Again, this data really emphasizes our training to the faculty at CSM about the importance of having a communication plan that includes specific ways in which you interact with your students.
 - iii. Rosemary says it is difficult to encourage student-to-student interaction. It can feel like you have to nag you students to talk to each other. When she surveys her students, they did not enjoy group work. Paul mentioned that his students reported the opposite and love doing group work in his online classes.
- c. Student Support Services
- i. 13.6% indicated that they did not have access to support services as a reason for dropping their online course. In addition, 9.5% indicated that they used tutorial & academic support services prior to dropping their online course?
 - ii. Jaz asked if the lack of resources is an inability to come to campus. Judy asked if all services are supposed to offer online services. Paul explained that many do, but it is up to the instructors to make sure that the students know.
 - iii. Jaz stated that it would be nice to would be nice to go down that list on the [Student Support Services & Special Programs](#) and check off how many of those are available online. One part of the new CRM is to, hopefully, be able for any of our students services to set-up appointments online, or to

set up a support ticket system and a workflow so that they can get assistance online. But that could be two years out.

- Agenda Items for Next Meeting
 - a. Recommendation/Requirements for F2F instructors to have some online presence.
- Good of the Order
 - a. Jaz announced we are soft launch One Login
 - i. Student can reset password via email, security, mobile number.
 - ii. Collecting feedback for Fall and hope to launch in Spring 2019.
 - b. Jaz hopes to expand the login service to other applications like online orientation, etc.
 - c. Faculty can use Password reset but it will reset email, Canvas, computer login. Subsequently, can only reset password via security questions.

Next Meeting:

- Tuesday, December 4, 12:30-1:30 PM

Summary Prepared by:

Erica Reynolds on November 6, 2018