



DISTANCE EDUCATION COMMITTEE

Adopted Minutes

January 28, 2013

Room 101

3:00 p.m. – 4:30 p.m.

Dale called the meeting to order at 3:05 p.m.

Dale Crandall-Bear, Chair; Ferdinanda Florence; Jeffrey Lamb; Scott Ota; Philip Petersen; Svetlana Podkolzina; Sandra Rotenberg; Robin Sytsma

1. Approve December 12, 2012 Minutes

Approved - unanimous

2. DE Coordinator Report / Updates

Dale gave a brief report on the Chancellor's Office DE webinar. Rather than play the full three-hour webinar during meetings, Dale will send everyone the link. There are many items to cover and updates to report. Dale brought the ACCJC section of the webinar to present later in the meeting. Both the Chancellor's Office and ACCJC are insistent changes be made soon at all CCCs to bring DE into compliance. Changes will be made on several different levels. The most immediate need is for faculty training. The College will be running a 12-week late start session which has intensified Dale's work due to many questions coming in from faculty needing shells. DE is entering a new transition phase with faculty beginning many new online classes. Faculty need to be certified and a training process is needed. Things are moving very rapidly in DE.

3. Spring Semester Update

Staffing Status: Dale met with S/P Laguerre and IVP White; they have been sketching out a three-level staffing arrangement which is pretty typical for a bare-bones DE program; it includes a DE coordinator, 25-30% of the School of Behavioral and Social Sciences dean position to be devoted to DE, and a tech administrative assistant. The dean will have administrative oversight and establish relationships with state agencies. Dale requested a full-time tech admin, per IVP White's recommendation, to take over clerical and technical work which would allow Dale, as Coordinator, the time needed to handle important tasks, including mentoring faculty and assisting with their development of shells and tools, as well as implementing workshops. The program will work best with a peer/mentor relationship. The job description for the tech position is being finalized and it will go out for hire as soon as possible. IVP White wants to get someone on board by March.

DE Survey: This became a very interesting project; the original intention of the student survey was to see what they needed online and create a workshop in response. In the process students were asked what was and wasn't working for them and results showed 85% of online students were satisfied to very satisfied with their courses. A minority shared comments that were very enlightening and a predominant comment was about instructors who are not interacting with their students. Without sharing names, Dale presented results with 40-50 faculty, good conversation ensued about how to resolve the problems, and a commitment was made to continue with an annual survey. Students expressed concern with instructors who don't communicate, take forever

to grade assignments, aren't being clear, or are not providing enough feedback. Dale suggested that, more important than having elaborate systems in place, is getting important feedback from students. Fortunately, most of the instructors are doing fine. Another suggestion was made to have training on all types of communication options. Due to rapidly paced technical innovations, training is very important.

Student Success Workshops: the first attempt to help online students included two workshops. An email was sent to 3000+ students but, due to delays receiving required approvals from several people, the email went out just prior to the workshop. The three students who attended on campus were very confused about their classes, instructions, links etc., similar to comments in the survey.

Canvas Workshops: Dale gave a workshop during fall Flex that resulted in high attendance with standing room only and faculty have requested more. Dale looks forward to offering more but he first has to deal with the late-start classes.

4. Chancellor's Office Webinar

Dale played an ACCJC excerpt on the main DE focus to ensure instructor/student interaction. Dale pointed out that Accreditation is more federal and the Chancellor's Office more state related and requirements are similar from both. The Committee's role is to break out the tasks which may take about a year to complete. Almost everything on the list has to be approved by the Academic Senate.

5. Online Faculty Training Certification

Dale has been getting many requests from faculty for help and he suggested the Committee begin working first on faculty training to prepare instructors to teach online and he added an idea of having at least one mentor in each school. Either the DE reps from the schools can mentor and/or find faculty who will.

Training can be rolled out in phases. The immediate need is to have mentors in place that Dale can refer online instructors to for help in getting started or just to answer questions. The next phase would be to develop an in-house training course, which would include FAQs, and schedule workshops. The goal is to have an official certification process, similar to what is being done already at other colleges. The last portion of the Chancellor's Office webinar included information and practices from four community colleges. Some colleges require continual updating by taking workshops, going to conferences etc. Faculty completing the training will become certified and deans will have a list of those instructors who are ready to teach online. Dale will follow-up with an email to all online veteran eCollege faculty asking for volunteers, who can respond to Dale and their school's DE rep. A parallel mentoring program could be set up for Canvas mentoring as well but mentoring will not be in lieu of training that will be required later. The Committee will continue discussion and create a proposal at future meetings.