

Minutes approved with minor typo on page 4 – Change “Training” to “trained.”

January meeting Lisa Putnam discussed institution set standards, requirements by the state, requirements by ACCJC and goals that DE needs to set. How we usually set these is by averaging the results over the last 6 years, what would be a reasonable improvement, but what wasn't available at the last meeting was data. For Feb meeting there is an 8 page packet explaining data about DE classes

Spring 2016 semester, 2811 DE enrollment in DE or Hybrid courses. Out of those 2811, 764 are DE ONLY students. Enrollment number not listed on packet.

Page 1 – overall number of CRN's offered

Discussed data provided by Institutional Research from fall 2009 – Fall 2015”

4 categories

No wbe – on campus only and NOT web enhanced

hybrid

online

web en

There is no difference between onground and web-enhanced classes so there will be further need to separate the two categories

Page 2 – Demographics

Higher percentage of Women in online courses—60/40 instead of 50/50 for onground

Page 3 – GPA

No web Vs Online Combined DE and Hybrid classes.

GPA's are practically identical. – Gpa is a great predictor for online success.

Retention was about equal, but DE success rate was a little lower than Campus wide success.

Page 4 – Retention – data goes back 5 semesters.

First row - retention for all 4 categories listed early (No web, Hybrid, Online, and Web Enhanced.)

Second row – number of students who got A, B, C or passed. For this, the state considers a W an F.

Third row – Number of students who did not withdraw, and their success. This last row takes out of W's but includes D's and F's to judge how likely students are to be successful in classes. This is not recognized by the state.

Page 5 – The previous graphs from Row 1 represented by line graphs

JKG – Noticable dropping trend in Fall 2013 – Spring 2014.

Lines notated as, based on percentages at the end:

Top 87% point = Web Enhanced

Second 87% point = No Web

83% point = Online

77% point = Hybrid

Page 6 - The previous graphs from Row 2 represented by line graphs

Top 76% = Web enhanced

Second 76% point = No Web
71% point = Online
62% point = Hybrid

Page 7 - The previous graphs from Row 3 represented by line graphs – No W's on this page, makes a large difference.

88% point = Web Enhanced
87% point = No Web
85% point = Online
81% point = Hybrid

Looking at our goals – what can we do about all the W's? How do we get them to withdraw sooner, or persist to the end?

Strategies to curve W's. The problem is not so much students getting F's, but withdrawing after the census date.

Deans should be strongly encouraging instructors to drop at the appropriate times due to auditing issues due to money given by the state.

How does this get out to adjuncts given that most teachers are.

JKG = spread further on emails.

Spread this word to other deans or dept chairs by making comments in division meetings, or copy the meeting minute notes to deans or dept chairs.

Instructors discuss their own specific attendance policies.

If policies like that are specified from the beginning of the course it encourages students to drop accordingly.

How do we treat students who are showing up to classes, but are not engaging online?

What about students who are just logging in but not engaging.

Canvas will be able to show what they did, how long they were engaging with the class items.

Another item at some point – what is considered attending? What counts as an absence?

Ruth – I tried to put myself in the place of a student to make it obvious what the attendance policy for a class like this is, so there is no confusion.

Item 3

Lee B – Distance education catalog edits were displayed on the projection. Edits will be forwarded to the Dean for approval.

Catalog changes:

Tried to match what that board said for our definition of what DE is.

Deleted a lot of content, tried to clean up the catalog as best we could.

Course content through a LMS, internet required, etc was already in there, we just moved it around.

Explanation for having to attend class for exams or orientations is found by clicking on the CRN.

We didn't specify when a student has to log in first.

New stuff:

Students are expected to log into their online course on the first day of class or you may be dropped – up to the discretion of the instructor.

“Must” or “May” sounds better than “should.”

To avoid possibility of being dropped students are expected to log in?

Log on to online courses to avoid being dropped on the first day?

This language here is primarily discussed because in the possibility of a student grievance, Jennifer wants to be able to be clear and back up any instructors.

In the case of information not being explained on an instructors syllabus – this language would be the default.

Can instructor Syllabi override what the catalog says?

Lee B: In the event a student challenges this, instructors would say that it is the same policy as the one for on ground campus (Discussion ensues about teachers dropping students who don't show up on the first day to make room for waitlisted students.)

Joanna: Committee needs to find wording for “log-in” in the attendance part of the catalog – reference the on ground attendance policy and create an online equivalent.

Joanna: Approximately one week before the course starts student can log in. This sentence was deleted because instructors are able to change it, and it causes issues for students thinking they can't get in when they should.

The big change was the three options for classes offered: Online, Hybrid, or online with onsite testing. We are proposing to get rid of online with onsite testing. You should be either online or hybrid. We can delete the wording for “may require onsite testing.” And eliminate the data category for that third type. We need to make students who are registering for online classes aware of this.

Do we treat online classes with onsite testing as an online class? Where does it fall in with the data?

We used to do it because there was a misconception about when students needed to come in. Some institutions don't require onsite anything – if we delete that sentence, students may not know they need to come in.

There needs to be a push to standardize “online.” Some do all online, some do an orientation, some do orientation and testing etc, and we need to work to standardize this across campus.

Let's keep the 3 categories.

Keep the sentence that says “may require...”

Keep this for right now while we look for a better way to describe this information.

How do we get students to look at the CRN info?

Should the last category be expanded to include mandatory meetings (i.e. testing, orientations etc.)

There needs to be a clear way to tell students what is required of them from an online course, whether that's detailed in the CRN or not.

Item #4 – Canvas update

VC Has created online canvas training. They have opened it up for March training for Summer classes.

Ventura is working on getting their staff trained – it is opened up to our DE coordinator – Tracie is taking it as a student.

They are also opening up two more training sessions in April and May with “priority” for VC staff.

Last canvas staff training in Summer 17

Full switch to canvas at Moorpark by Fall 17

If instructors want to teach on canvas by Fall 16 with the pilot group – send tracie an email, shes keeping track of the people who want to pilot this.

Let tracie know you want to be a part, and when you want to start teaching on it. No limit on people who can go to it, but we have a limit on how many we can train all at once. We should be able to manager for the small group of instructors who want to teach summer 16.

Training is completely online or you can choose to go to ventura and meet with their instructional technologist.

Are we integrating best practices with initial training?

It is already integrating and we'll know more when our staff goes through the training. The other thing that's integrated is the import features from D2L to Canvas.

There is a free training that doesn't provide a cert and a \$65 full training one that gives them a certificate at the end.

The self-paced one, we're not sure about if there is a certificate at the end.

What about other teachers from other institutions, how do we check certification?

If faculty have been "canvas certified" at other schools how does that certification apply to Moorpark?

We haven't gotten to accrediting other certifications, but we know we need our staff certified.

Lee: how well is VC's training going to work for us, is anyone interesting in evaluating it?

If you want to get into march training because you absolutely want to teach summer 16, email Jennifer K, March 2nd is the start date for it.

Decided to table Item #6 – Tips for Counselors since the committee was running out of time.

Joanna mentions the professional development day on March 1, 2016 and presents the flyer for it.

Please RSVP for and attend the Action and Assessment 9am-12pm session.

Completely different session from last time

Not a repeat of the previous meeting either.

Meeting closed at 3:53pm.