Distance Education Meeting
Wednesday, September 29  2:30 – 3:50


Introductions

The meeting began with an overview of the purposes of meeting: to provide updates; to initiate a schedule of monthly meetings, and to set the agenda for goals for the year.

Lianne provided a brief overview of the division of DE Coordinators duties and responsibilities. Lianne will be responsible for scheduling tasks, including inputting into Banner and system sites; Lianne will be updating the faculty and staff mailing list. She is the primary person listed in all public contact information. Cynthia will be responsible for issues related to curriculum review, accreditation, assessment and faculty development. As Co-Coordinators, both will attend system meetings. The first system meeting is October 18 so DE faculty and staff were asked to let either Lianne and Cynthia know of any issues they would like brought to this meeting.

(Handout 1; Handout 2 )

Schedule

Lianne reviewed the process for creating the Spring schedule, highlighting key deadlines. She presented the current Schedule for Spring 2011 and asked for corrections as soon as possible. She noted the change in this process; faculty are now to indicate scheduling intentions through submission of schedules to Division Chairs, who are then responsible for passing on all scheduling information. Though there was some concern voiced about this process, for the present this process will continue. Division Chairs are responsible for ensuring faculty review draft schedules (as they would be doing anyway) but with special attention to verifying all DE related information. She noted that the very early deadline for submitting schedule for Summer cable classes will be questioned at system meeting. Correction was made to her list of deadlines: registration begins November 8.
Lianne also asked all DE instructors to check out UH system page listing of courses; instructors should check details of their individual courses and let Lianne know changes asap. She noted the handout giving instructions on how to check this - Handout 5.

(Handouts 3 – 6)

Cable Course Updates

Gregg Gruwell provided a number of updates regarding Cable Courses.

* Over the next year, UH system televised courses will shift from Oceanic to digital delivery. The date for this to be completed is still unclear; however the College should have a three-month notice of final date. This shift will require across-the-board changes in information provided to students and in the schedule where it notes student access requirements. Students will need to have access to digital service. Once campuses are informed of firm deadlines, new channels etc., faculty and staff will be informed. The long term plan is to have courses available on demand on digital.

* Currently, most cable courses are available on the System ITS site offering online on-demand viewing. All course episodes are available all semester (a departure from practice of previous years). The courses with copyrighted information are not available.

* A Cable Courses Production Manual will be completed by April; this will include specific examples/ templates for structuring and presenting material, how to do PowerPoint etc..

* EMC has acquired new equipment which enables more advanced teaching techniques including doing some filming on location.

(Handouts 7 – 8)

Test Proctoring

There have been problems with proctoring processes due to changes in policies, the number of new DE faculty, a tremendous increase in student numbers, and changes in staff/faculty. Cynthia handed out a working draft of tips and suggestions to facilitate communication with testing centers and to avoid some of the problems that arise. Hanwell also explained the required system forms including the test proctoring request form, as well as a copy of the start of the semester announcements he sends out to DE instructors related to the HCC testing center. Questions were raised and Hanwell provided helpful responses. The following topics were discussed:

* Due to limited resources, instructors cannot depend on testing centers to make copies of exams. While HCC testing center is very helpful in this regard, it is not standard
practice for all testing centers to make copies. It is not possible to identify a number of copies one can expect testing centers to print out.

* Mailing hard copies is a major hassle. Even if the instructor is in compliance with sending 5 days prior to the exam, mail is not always reliable and testing centers end up having to make copies. Folks are not happy with this requirement to send all the hard copies required.

* Taking a proctored exam on Laulima is possible. This method solves some problems, however, there are other concerns related to testing on Laulima.

* During some times of the year there is increased demand and there are furlough implications - since cutting down on times for Compass testing. Thus, there are times when testing centers are crowded; HCC has temporarily expanded facilities in response in the past.

* It is difficult to get students to *indicate* where they are taking the exams. Students can be confusing/surprising in their decisions, do not let the instructor know despite repeated requests, or change their minds. It takes constant communication and follow up to provide the require list to testing centers. One suggestion was to not leave it to student choice but rather tell students where they need to report to take the exam. One suggestion was to post a list on the class website of where students are taking the exam (to prompt those who have not yet reported to do so). However, there is concern regarding privacy related to this; Cynthia will check on College policy.

* Instructors need to be very clear in instructions regarding how to deal with students who do not rsvp but show up at a center.

* There is very little coordination across the system in terms of proctoring rules and procedures, nor is there secure and adequate funding or consistency in services offered. Instructors cannot assume that because HCC Testing Center offers services, this is the case for all campuses.

* There was a suggestion to create a template statement to standardize testing center instructions sent to students. Cynthia will solicit input of how instructors communicate to students on this issue– will work on a suggested template.

Cynthia asked for any suggested corrections or additions to this information. Will be included in the upcoming Distance Education Handbook

(Handout 9-12)

**Accommodations for students with disabilities**

Wayne clarified testing process related to students with documented disabilities. Student ACCESS will contact instructors at the beginning of the semester to inform
them of identified students with disabilities. Extended time for testing these students should be indicated by instructors through Laulima or by written instructions for pencil-paper tests. He mentioned that there is a dilemma on Laulima when a time limit is set for the class, but ACCESS has determined students can have extra time.

**DERB Update**

Cynthia announced that there were 6 courses being reviewed for DERB approval this semester. A goal for this year is to clarify criteria and expectations for this review. This set of criteria will be included in the DE Handbook. Example of strong applications and model syllabi will also be included.

**DE in numbers**

Cynthia provided a few numbers to give a sense of the pace of HCC’s development and growth in number of DE offerings esp. as compared to other Oahu campuses.

Fall 2010: Number of DE sections: 63 (including SOCAD and lab sections)

Data – (this information is only based on online classes, not all DE offerings)

* Number of SSH hours: HCC - 2,988
  (compare: Leeward – 12, 701 ; Kapiolani – 14, 125; Hawai’i – 5,163)
* Percentage of SSH enrollments: HCC - 7%
  (compare: Leeward - 18 ; Kapiolani – 18% ; Hawai’i – 14%)
  * Data: 2009 – 2010
Percentage of growth in SSH enrollments attributable to DE: HCC - 29%
  (compared to: Leeward – 52%; Kapiolani – 58%; Hawai’i – 25%)

**Accreditation Issues**

Cynthia noted the issues that need to be addressed to respond to accreditation recommendations from the 2006 report, as well as ACCJC letters in response to substantive change applications. Primary needs are to carry out ongoing assessment and resulting improvement initiatives in response to assessment findings. A primary goal for the year will be to carry out assessment activities including a review of past findings and discussions related to findings which identify strategies for improvement. It was clarified that the College is again using SurveyPro to carry out DE program-wide review. Instructors have to be carrying out individual class assessments to show student learning of SLOs.

Also need to confirm and publicize all of the student services available to distance students, including contact person. Should have central site for links to student services support for DE students; all DE students should be informed of this information. Also have to evaluate current effectiveness of student support activities, including orientation, and implement improvements as necessary. The question was raised about the possibility of having links directly from Banner (upon registration) to DE support
information. If not Banner, then will look for another way to direct students quickly, upon registering, to necessary DE information. This will be another goal this year.

As programs reach the threshold of over 50% of program classes being taught online, they will need to submit substantive change applications.

(Handout 13)

**Faculty Development**

There will be a number of Faculty Development meetings/gatherings throughout the year focused both on discussion of classroom management issues (for example testing processes, plagiarism etc.) as well as meetings devoted to sharing teaching/presentation methods and approaches (for example, use of Elluminate, uses of Laulima etc.).

There was a consensus in comments made throughout the meeting that one of the clear needs on campus is to have clearer, explicit, formal organizational structure for dedicated support of DE development and offering of courses. On other campuses, there is far better support in terms of helping faculty create courses. Faculty development workshops can help in part fill that void but needs more systematic solution. And there needs to be a clear budget for this campus wide ‘program’.

**Technology**

Jonathan Wong shared a list of current technologies funded by Title III grants that faculty can use in creating and offering their DE courses including Elluminate, SoftCholk, SmartBoard, Lecture Capture and Second Life. He supplied a handout briefly describing this options and briefly reviewed how these can be used by instructors. There will be workshops and meetings to demonstrate use of these technologies.

(Handout 14)