

Distance Education Subcommittee Meeting

Tuesday, October 27, 2015

2:00 p.m.

- April presented a variety of topics and issues for the committee to consider (see attached).

Additional ideas from the committee were also discussed:

- Getting Books to Students Faster
 - Fee-Based Model
 - Access to a few chapters on the first day
- Get courses into a completely online format so that online programs may be marketed. This will require a change for certain courses that are blended and an option for online testing.
 - We will investigate online test proctoring services and discuss ways we might convert blended courses required for our general education degree into a completely online format.
- Can students automatically contacted if behind?
- More marketing of courses and programs.
- Required training should be updated.
- Students in certain courses are not performing as well as in the on-campus courses. Online tutoring could help with this. Additional services also need focus such as advising and admissions.
- The majority of the committee felt that there is not enough interaction in our online classes. We will make modifications to our course checklist to require more interaction in courses. Quality matters may be considered as well.

Meeting Attendance: Mark Lee, Dr. Heather Johnson, Pam Peters, John McIntosh, Kim Tucker

Distance Education Subcommittee Meeting

October 27 – 2 p.m.



Where We Are Now

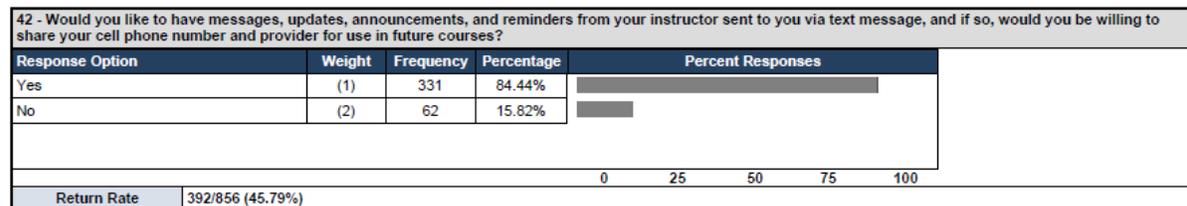
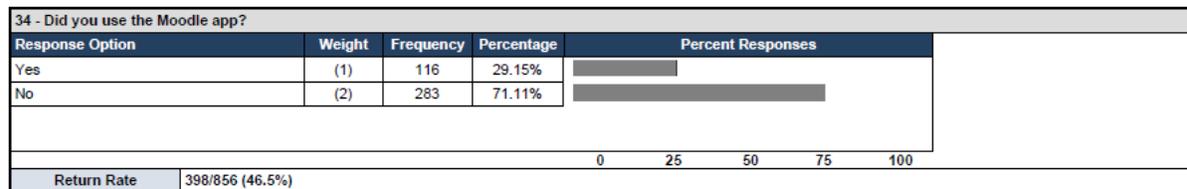
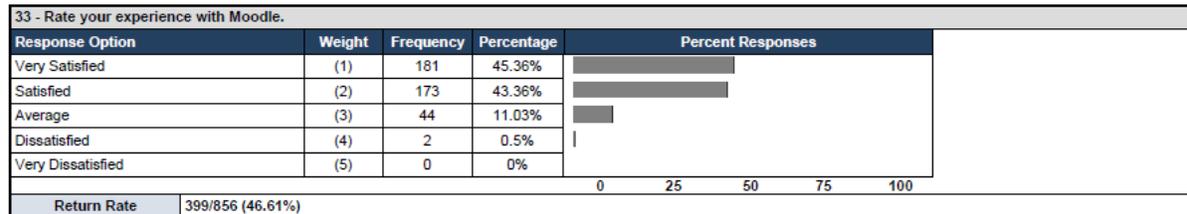
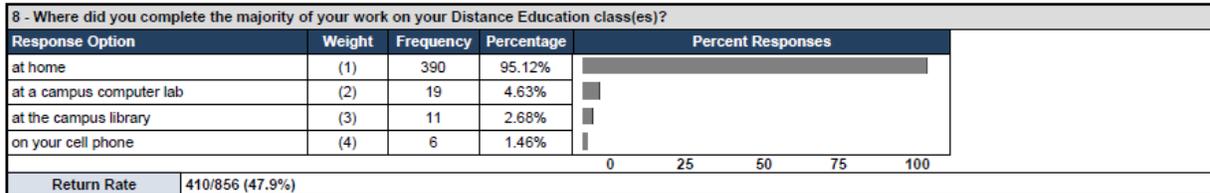
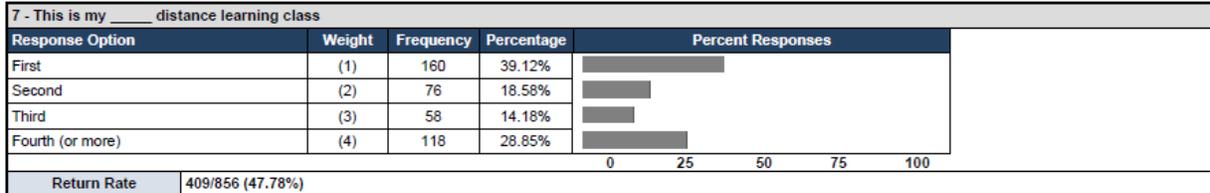
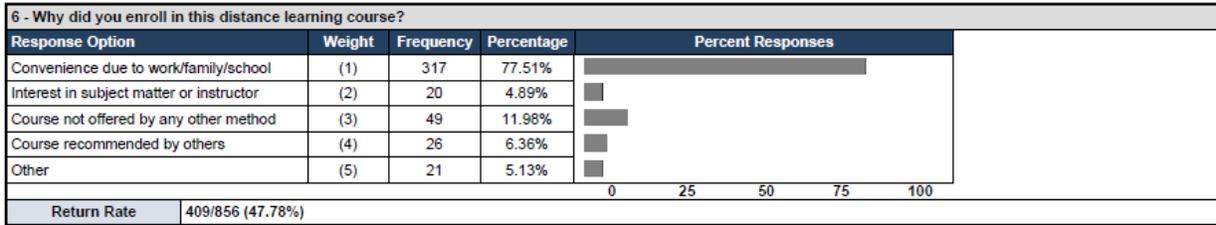
- 83 total distance courses
- 60-65 distance course sections offered each semester
- Courses for six degree programs
 - Associate in Science in General Education
 - Associate in Arts in Pre-Law
 - Associate in Arts in General Liberal Arts
 - Associate in Science in Business Administration
 - Associate in Arts in Teacher Education (Pre-Secondary Education)
 - Associate in Science Degree in Child Development – Pre-Human Environmental Science
- Technology
 - Moodle
 - Panopto Lecture Capture
 - Respondus
 - TurnItIn
 - Publisher Software (MyLabsPlus, MindTap, Connect4Education, etc.)
- Grade Comparisons Spring 2015
- Student Survey Results Summer 2015

COMPREHENSIVE Grade Comparisons Spring 2015

Course	Instructor	Call#	Distance Course Grades										% ≥ C	★	Call#	On-Campus Course Grades										% ≥ C	★
			A's	B's	C's	D's	F's	I's	NP's	W's	Tot	A's				B's	C's	D's	F's	I's	NP's	W's	Tot				
ART100	Frederick	20014	17	7	1	0	1	0	0	2	28	89.29%	96.15%	20016	13	10	4	0	2	0	0	2	31	87.10%	93.10%		
BIO103A	Goodloe	20696	1	0	1	1	3	0	0	8	14	14.29%	33.33%	20667	1	3	3	0	10	0	0	21	38	18.42%	41.18%		
BIO104	Goodloe	20710	1	1	0	0	0	0	0	5	7	28.57%	100.00%	SU14-15209	1	2	0	0	0	0	0	8	11	27.27%	100.00%		
BIO201	Smith	20692	2	14	10	4	10	0	0	16	56	46.43%	65.00%	20683	6	4	8	4	3	0	0	1	26	69.23%	72.00%		
BUS263	Peters	20187	9	5	2	1	3	0	0	4	24	66.67%	80.00%	FA13-35001	19	4	1	0	0	0	0	1	25	96.00%	100.00%		
BUS271	James	20189	2	8	3	1	4	0	0	7	25	52.00%	72.22%	20188	9	6	3	0	0	0	0	3	21	85.71%	100.00%		
CHD202	Jefferys	20292	4	2	0	0	0	0	0	0	6	100.00%	100.00%														
CHD205	Durdunji	20290	4	5	2	0	2	0	0	0	13	84.62%	84.62%														
CHD208	Durdunji	20291	1	4	4	0	2	0	0	0	11	81.82%	81.82%														
CIS146	Roberson	20202	13	5	4	0	5	0	0	3	30	73.33%	81.48%	20196	11	2	5	1	3	0	0	2	24	75.00%	81.82%		
CIS150	Chandler	20207	7	2	1	1	2	0	0	3	16	62.50%	76.92%														
CIS151	Chandler	20215	2	0	0	0	1	0	0	1	4	50.00%	66.67%														
CIS209	Chandler	20209	2	0	0	0	1	0	0	1	4	50.00%	66.67%														
CIS212	Chandler	20210	5	1	3	0	3	0	0	0	12	75.00%	75.00%														
CIS251	Chandler	20211	10	4	2	0	3	0	0	1	20	80.00%	84.21%														
COS111	Bankston	20412	0	1	0	1	0	0	0	0	2	50.00%	50.00%	20398	0	0	2	1	5	0	0	1	9	22.22%	25.00%		
COS117	Custer	20751	7	6	8	7	6	0	0	2	36	58.33%	61.76%														
COS167	Bankston	20417	2	3	0	0	0	0	0	0	5	100.00%	100.00%														
CRJ110	Bowen	20305	0	1	6	0	1	0	0	1	9	77.78%	87.50%	20297	0	3	7	5	2	0	0	5	22	45.45%	58.82%		
CRJ150	Bowen	20306	1	6	2	0	2	0	0	2	13	69.23%	81.82%														
CRJ209	Bowen	20304	1	0	1	1	0	0	0	1	4	50.00%	66.67%														
ECO231	Baltes	20219	5	13	4	5	4	0	0	2	33	66.67%	70.97%	20218	14	17	4	0	3	0	0	4	42	83.33%	92.11%		
ECO232	Baltes	20222	14	8	4	1	4	0	0	3	34	76.47%	83.87%	20221	6	7	2	2	1	0	0	1	19	78.95%	83.33%		
ENG101	Cain	20093	6	5	2	1	10	0	0	2	26	50.00%	54.17%	20089	9	4	6	1	4	0	0	3	27	70.37%	79.17%		
ENG102	Benson	20108	0	2	6	1	10	0	0	5	24	33.33%	42.11%	20100	0	1	3	5	1	0	0	5	15	26.67%	40.00%		
ENG130	Morris	20775	1	1	4	0	2	0	0	3	11	54.55%	75.00%														
ENG271	Benson	20116	0	6	2	3	9	0	0	10	30	26.67%	40.00%	20114	5	14	10	2	1	0	0	3	35	82.86%	90.63%		
ENG272	Long	20120	6	10	4	3	2	0	0	7	32	62.50%	80.00%	SP14-10636	7	8	9	6	3	2	0	0	35	68.57%	72.73%		
GEO100	Pearson	20311	1	2	4	1	4	0	0	4	16	43.75%	58.33%	FA14-10045	0	1	1	0	0	0	0	1	3	66.67%	100.00%		
HED226	Lee	20341	5	3	5	1	2	0	0	6	22	59.09%	81.25%	20337	1	3	3	0	1	0	0	0	8	87.50%	87.50%		
HED231	Lee	20342	6	8	3	1	4	0	0	5	27	62.96%	77.27%	20339	2	6	7	4	4	0	0	1	24	62.50%	65.22%		
HIS101	Pearson	20327	3	6	4	4	4	0	0	4	25	52.00%	61.90%														
HIS102	Pearson	20328	1	6	8	2	5	0	0	1	23	65.22%	68.18%														
HIS201	Pearson	20329	6	7	7	1	4	0	0	1	26	76.92%	80.00%														
HIS202	Pearson	20330	2	16	1	6	2	0	0	1	28	67.86%	70.37%	20321	4	7	8	4	5	0	0	1	29	65.52%	67.86%		
MAT101	South	20666	5	9	3	2	5	0	0	3	27	62.96%	70.83%	FA14-10180	3	11	5	1	6	0	0	1	27	70.37%	73.08%		
MTH100	Watson	20585	4	2	4	1	2	0	0	10	23	43.48%	76.92%	SP14-37109	2	5	3	0	5	0	0	2	17	58.82%	66.67%		
MTH112	Crabtree	20586	4	1	2	0	5	0	0	10	22	31.82%	58.33%	20589	3	4	4	0	1	0	0	4	16	68.75%	91.67%		
MTH116	Sheppard	20587	2	5	5	0	4	0	0	5	21	57.14%	75.00%														
MUS101	McAlister	20172	2	5	8	1	3	0	0	5	24	62.50%	78.95%	20166	14	0	0	0	1	0	0	0	15	93.33%	93.33%		
MUS101	Crummie	20173	1	7	4	3	4	0	0	2	21	57.14%	63.16%	20175	8	4	0	0	3	0	0	1	16	75.00%	80.00%		
OAD126	South	20764	8	6	1	1	1	0	0	3	20	75.00%	88.24%	SP12-17656	4	1	3	1	0	0	0	0	9	88.89%	88.89%		
OAD133	McClinton	20231	0	3	5	1	1	0	0	0	10	80.00%	80.00%														
OAD211	South	20785	9	7	5	3	1	0	0	2	27	77.78%	84.00%														
OAD218	McClinton	20239	5	7	1	0	0	0	0	0	13	100.00%	100.00%														
ORI107	Simpson	20770	13	1	0	0	2	0	0	0	16	87.50%	87.50%	20046	6	2	0	0	1	0	0	0	9	88.89%	88.89%		
PED123	Lee	20357	2	0	0	1	0	0	0	1	4	50.00%	66.67%														
POL211	Baltes	20313	1	7	7	2	5	0	0	3	25	60.00%	68.18%														
PSY200	Nichols	20380	5	1	2	2	8	0	0	5	23	34.78%	44.44%														
PSY200	Perkins	20379	1	6	1	2	5	0	0	9	24	33.33%	53.33%														
PSY210	Nichols	20381	10	4	1	1	6	0	0	2	24	62.50%	68.18%														
PSY210	Tucker	20382	10	18	8	2	2	0	0	10	50	72.00%	90.00%														
REL151	Johnson	20653	2	5	2	1	2	0	0	10	22	40.91%	75.00%														
SAL201	Grissom	20420	6	5	0	0	1	0	0	1	13	84.62%	91.67%														
SOC200	Sealy	20395	3	12	2	0	7	0	0	5	29	58.62%	70.83%	20390	17	5	6	1	2	0	0	3	34	82.35%	90.32%		
SPH107	Robinson	20078	9	13	1	0	1	0	0	1	25	92.00%	95.83%	20839	4	11	1	0	1	0	0	3	20	80.00%	94.12%		

★ Percentage without incompletes, not posted, and withdrawals (I's, NP's, W's)
 ** BUS272, CHM099, CRJ208, INT280 Classes were omitted due to low attendance (1 student) since it was assumed that the classes were opened only for that one student

- Student Survey Results



43 - Discuss specifically how NW-SCC could improve technology related to Distance Education.

- - it is fine the way it is.
- - I was impressed with distance learning education. I prefer to take all my classes this way. I have made better grades than in the past and understand the material more thoroughly.
- - load faster web pages
- - it could help students stay on track and remember that assignments are due.
- - I was pleased with the experience and will sign up for additional online classes
- - I was pleased with services I received
- - I was overall pleased with the services I received with my online classes.
- - keep doing what they are doing
- - Have other things available or use something called blackboard that's really helpful instead of moodle.
- - I think that it all was good
- - Have alerts sent to phone to remind me when I have assignments that are due or just to let me know I have a message.
- - i dont know
- - I really think that they email reminders and texts would be beneficial to busy students.
- - Sending out text reminders to students cell phones to give updates on next assignments due. It helps students that don't have easy access to computers that try to stay up to date

- - Get something different from moodle. Moodle to me seems out of date.
- - I find it ridiculous that we have to take our exams at NWSCC. This is distance education. I have been to Universities and taken distance classes and my exams were all
- taken at home. This is very old fashioned.
- - All is well.
- - everything was great
- - nothing
- - I have no suggestions for technology improvements.
- - I would like to get notifications via text or email when there is an update instead of having to constantly check and worry about missing something new and getting
- behind.
- - I had no problems with the technology
- - I think it is great, as long as it is working!
- - It is perfectly fine.
- - No changes needed
- - Like it said have text messages and emails come to you so they can remind you of things because people have so much going on they can easily forget.
- - everything was great
- - Open a computer lab open to everyone.
- - It was fine for me.
- - everything went great
- - Get rid of the online math classes. Students that struggle with math, such as myself, need a real teacher
- - make it easier to understand and not so many things to go through just to send something to someone

- - we need more feedback
- - i wouldn't change a thing
- - offering more classes online
- - by offering more classes
- - Everything is great!
- - I think they are doing great.
- - The technology access was up to date. No improvements needed.
- - Through text messages
- - They cannot.
- - have a tutor or financial aid or admissions help late at night.
- - I think that their technology is set up well.
- - Nothing to improve, I am satisfied with it already.
- - Easy notifications sent to phones that announce assignments that are near their due date
- - Better communication from "SOME" teachers. All of my teachers but one has been involved and helpful for me and my homework understanding
- - Allow more phone work
- - Better priced books
- - everything is great
- - not sure at this time
- - I do not think it needs improving.
- - New Computers
- - I think if the course is online the book should be as well.
- - it might be helpful to have a calendar added to moodle with due dates on it. I think this would make remembering assignments easier.
- - I didn't have any trouble.
- - More on-line classes.
- - Teachers check their Moodle more often

- - Response time from teachers in distance education
- - I do like the text message reminders, because I tend to forget things very easily unless someone sends a notification like so.
- - good enough as is
- - easier access
- - i feel like its fine
- - i feel like everything is fine
- - great class
- - Just by using the technology available.
- - using technology that is available
- - stronger wifi

Comments or suggestions:

- - Wish all classes could be available through distance ed.
- - Very pleased with the services and the staff for my distant learning classes.
- - Very thankful for the Early Childhood staff with their patience and always accessible for any questions or concerns that I had.
- - I would like to that NWSCC for offering on-campus and distance education courses to better accommodate all types of students.
- - I graduated from NWSCC and currently a full time UNA student. NWSCC does a wonderful job working with students and I realized through this course how much I miss my time at NWSCC. Excellent professor who made learning occur in a subject that I knew nothing about. Hats off to a professor who cares about her students!
- - I love using distance education rather than on campus. I work diffent hours and have a better time doing my work at home or when I am available rather than having a set time and day I have to drive to a class.
- - Offer more Online classes. People that are married and have children can't always get to class but can easily do the work at home easier.

- - Wish it didn't take forever to get moneys because could afford gas and living bills because they held money's for over a month & then got 2nd part 3 weeks later & and sail have not got my first check or anything from me va chapter 35 monthly checkout my family in a bad spot & still is due to not getting it still
- - I have had many distance education classes. I enjoyed this class. The teacher was clear about assignments and completion dates. She made Annoucements via Moodle when needed.
- - I do better in a class setting but because of my schedule i had ro take a distance course
- - the class was fine but I felt abandoned by the instructor because she never gave me feedback on the discussion assignments
- - Updated math lab videos!
- - In regards to #46, distance education was not 100%, but played a major role in working toward my degree.
- - Thank you for all the help and support, this was one of my favorite classes I have ever taken!
- - Distance classes have to much busy work from full time workers



Some Information from Research

- These “rules” offer guidance in the broader areas of designing and developing distance education:
 - 1. Good teaching matters. Quality design of learning activities is important for all delivery methods.
 - 2. Each medium has its own aesthetic. Therefore professional design is important.
 - 3. Education technologies are flexible. They have their own unique characteristics but successful teaching can be achieved with any technology.
 - 4. There is no “super-technology.” Each has its strengths and weaknesses; therefore they need to be combined (an integrated mix).
 - 5. Make all four media available to teachers and learners. Print, audio, television, and computers.
 - 6. Balance variety with economy. Using many technologies makes design more complex and expensive; therefore limit the range of technologies in a given circumstance.
 - 7. Interaction is essential.
 - 8. Student numbers are critical. The choice of a medium will depend greatly on the number of learners reached over the life of a course.
 - 9. New technologies are not necessarily better than old ones.
 - 10. Teachers need training to use technology effectively.
 - 11. Teamwork is essential. No one person has all the skills to develop and deliver a distance-learning course, therefore, subject matter experts, instructional designers, and media specialists are essential on every team.

- 12. Technology is not the issue. How and what we want the learners to learn is the issue and technology is a tool. (p. 833)

Seven Lessons for Online Instruction

1. Instructors should provide clear guidelines for interaction with students
2. Well-designed discussion assignments facilitate meaningful cooperation among students.
3. Students should present course projects.
4. Instructors need to provide two types of feedback: information feedback and acknowledgment feedback.
5. Online courses need deadlines.
6. Challenging tasks, sample cases, and praise for quality work communicate high expectations.
7. Allowing students to choose project topics incorporates diverse views into online courses.

Sun et al. (2007) identified the following **seven critical factors** that influence online learners' satisfaction:

- computer anxiety
 - instructor attitude
 - course flexibility
 - course quality
 - perceived usefulness
 - perceived ease of use
 - diversity of assessment
-

Online Student Success

Perhaps one can tentatively conclude that **while it is the online nature of the program that lures a student to enroll** (and allows them to stay enrolled), **it is the nature of the relationships with faculty, the quality of the educational experience, and their own personal and individual reasons and motivations** that keep them enrolled.

At Syracuse University, for instance, **a separate online account for student services is available for all online students**. The account includes an online student services-oriented course that includes informal online academic and career advising services conducted through live chats and asynchronous discussion forums, a textbook swap service, and registration information.



Ideas for Discussion

- New Learning Management System
 - Canvas
 - MoodleRooms
 - Online Collaboration Tool

- Services?
 - Advising
 - Online Tutoring
 - UpSwing / Smarthinking
 - Library

- Instructional Designer?

- Quality Matters?

- Focus on Developing Certain Programs?