



## **DISTANCE EDUCATION COMMITTEE**

### **Adopted Minutes**

**September 10, 2012**

**Room 101**

**3:00 p.m. – 4:30 p.m.**

Dale called the meeting to order at 3:10 p.m.

Dale Crandall-Bear, Chair; Ferdinanda Florence; Marylou Fracisco; Scott Ota; Philip Petersen; Svetlana Podkolzina; Sandra Rotenberg; Robin Sytsma; Connie Adams

Absent/Excused: Erin Duane; Jeffrey Lamb

Guests: LMS reps - Teresa Stephens, Learning Tech Specialist; Casey Smith, Math/Science rep; Julie Tomin, Digital Specialist; JoDelle Kinney, contact person for material conversion questions.

#### **1. Pearson LMS Demo**

Pearson worked with College administrators to set up a digital material option in order to offer different selections of Pearson material to offer some things to keep the LMS at the College through the budget crunch. Representatives presented information on the options offered including:

- A brief overview of implementation.
- Highlights of the Pearson/Solano College agreement included three main digital material choices to be offered in the spring for online or face-to-face: put eText inside an eCollege course; deliver Course Connect, an online course solution, or; a my lab or mastering product. There can also be a mix of choices.
- Partnership benefits for students and instructors: all content will be built into the learning studio; can plug into eCollege and make it a single experience for your students; students can opt to purchase inside the course; content can be blended with existing materials; faculty will have materials transition support; course copy can be blended into the new course; \$80 cost per student per course for any Pearson materials within an eCollege course, and; easy student access with one log-in.
- Pearson eText is a Pearson proprietary platform for eBooks. The eTexts will be put into courses. Many have embedded multimedia, great search functionality, allows highlighting of notes, and custom print books. They work on mobile devices and chapters can be offloaded for reading.
- The difference between eTexts and eBooks is the interface.

Julie presented examples of Course Connect, a series (approximately 120) of fully developed online courses which have all the elements of a full course and can be personalized by individual instructors. Course Connect is used by a couple instructors on campus now.

Comments/Questions: Scott queried how Course Connect differs from canned courses. Julie responded with program details: it is fully developed and will have everything built in that you would have yourself; every course is built by accredited people who are subject matter experts, comparable to you teaming up with an expert for a sound course; forty courses were given to ACE and all passed recommendation for accreditation; these bullet proof courses are developed with sound objectives; they are meant to be stand-alone courses, called Lessons, not chapters; courses begin with a syllabus that can be modified; a multimedia index is included; they will be in eCollege; parts can be deleted, hidden, and changed once it is given to you; projects are available for instructor use; student time regulation with a pace chart for students to set up and track their pace; course checklist; an instructor resource guide. Julie summarized that everything is provided for instructors, similar to

using a textbook. Course Connect offers full semester courses, but instructors can choose to use some or all of the modules. The difference between My Lab and Course Connect: My Lab is book specific and follows chapters; my labs are homework and assessment driven, don't have the knowledge piece that Connect does, knowledge transfer, lecture, and lesson presentation is not as present in My Lab. Julie will check to see if WASC (Western Assoc. of Schools & College) was contacted for accreditation and she can obtain names of course writers.

Dale pointed out that Course Connect may need new course proposals vetted by the Curriculum Committee. Proposals brought to the Committee would not be able to start until next fall or spring. Other questions raised were if Course Connect classes would match currently existing courses and who would be responsible for customizing Section Ks (official course outlines) appropriately. Course Connect seems to be different than My Labs which is supplemental. Ferdinanda pointed out that, without oversight, prefab errors, omissions, or lack of synchronicity could result in something quite different. Julie advised instructors should certainly look and see how it fits with what they teach. It can be easier to edit someone else's course than to develop one. HTML interactive presentations take a lot of time and not everyone can create them.

Julie confirmed that students can only get digital course books by purchasing within the course for the \$80 fee. Students would have to purchase hardcopy books separately if they want them. Robin noted that she tried incorporating My Nutrition Lab last year, but it was confusing because not everyone could afford it or chose to buy it. She couldn't require its use since not all the students had access. Julie responded that there is a tradeoff with the low price. Dale noted the importance to keep in mind that there are students with disabilities. Pearson Rep, Heather Stratton, told Dale that Pearson would accommodate to whatever we are doing now. Clarification is needed on how a student currently using hardcopy would get access to digital. Ferdinanda added that students with physical issues who can't read online need hardcopy texts. Julie responded that there will be further discussion about some exceptions.

Instructors would be able to turn lessons on and off to hide them, date them to open, etc. as needed to allow students to work at their pace or to have them work at the instructor's pace. Parameters can be set through the use of eCollege tools. Lesson presentations are: interactive and students need to answer questions before advancing; available in audio with built-in questions and assignments instructors can use; completed with a quiz. A full test from a test bank can added. It is like a tool box where part or all can be used and \$80 covers any combination. Julie will send Dale an email with links and the demo information from JoDelle's previous email forwarded by Dale.

Third party integrated linking out is not actually in the shell but is single sign-on enabled; eText is built into My Labs; options are to open eTexts or go into my Lab assignments; if an instructor wants just eText, the link can be embedded inside their existing course, which can be done with single sign-in as well, and; My Lab grade book can be used with eCollege.

Julie stated that the agreement is important because, in some courses where Pearson materials are used, students aren't buying the books. The economic price gives them more affordability to use materials assigned them, they'll probably have more success and it can help the instructors as well. It depends on what faculty want to do and the best options. Pearson Mastery or My Math Lab can be an option for students at a good price of \$80.

To be ready to start in Spring 2013, faculty need to opt-in by September 20<sup>th</sup> to ensure discussion on components they choose, My Lab, Course Connect, eText, or a combination. Project records will be set up; courses will be built, delivered to the campus, and blended with existing courses as needed. Julie will send a follow-up email with web links, a web pass, and deadlines. JoDell or publisher's reps should be contacted to begin set-up immediately. Faculty who are not currently using Pearson materials now won't see any changes, but if they see something they would like to use, they can also opt-in and get help from the reps. Julie added that it is much easier for students with a single sign-on. Svetlana raised the concern that, if eCollege is down, then students couldn't get into My Lab so

there needs to be access to Solano Online and an option if needed. Most members agreed that eCollege has been down very little so that shouldn't be an issue.

Pearson texts either have an eText version or they can be built unless the author doesn't allow digital, which is very rare. If it can't be put online in Pearson eText, it won't show up anywhere else. Instructors should send JoDelle a letter of intent by September 20<sup>th</sup> to begin setting up courses. Dale has contact information for the representatives.

The Pearson LMS demo concluded at 4:05 p.m.

Dale clarified that Heather Stratton, Pearson rep, worked with administration to set up digital material options in order to help the budget crunches here and keep the LMS going. An arrangement was made on a couple options and Julie Tomin is part of the roll-out team for spring semester. Dale was surprised by the Course Connect information as the original discussion agreement was about eBooks. Two notable aspects are curricular and workload issues regarding canned courses, which is now being discussed by the faculty association. Dale will meet with Curriculum Chair, Joe Conrad, regarding questions about using Course Connect. Although the College won't be paying for books, high printing costs of digital materials will occur if there are no student controls on printing access. Also, if Course Connect is used, platforms couldn't be changed easily. Dale requested members send feedback to him.

## **2. Survey of Online Students**

Dale, representing DE, has been attending ASC meetings and discussing an online student survey. Peter Cammish has the names of all students and can identify those who are online for a survey. Dale asked everyone to think of questions to ask. Ideas for questions included: what students anticipated; what could be helpful for students: student comparison of online and face-to-face courses; reason for taking online classes; first-time student needs; drops; have current students dropped classes previously and why; how is the process on registering and getting into classes; how much contact do students have with instructors, enough, too much, or not enough; what have been issues from previous online classes; how many online courses do they take, and; where are deficiencies and excellence, etc. Survey information will not be linked to instructors or specific courses. It would be good to follow-up later in the semester with new students. Ferdinanda queried what the ratio is of new to experienced students. Dale asked members to continue brainstorming for questions and email ideas to him. He will send out a follow-up email.

## **3. Training / Professional Development for DE**

The eCollege instructor training has been a good course and faculty work with a trainer live. Once they pass the course, instructors can be on the list to teach online. In the past, the College made \$30,000 available for the year which is always used. Dale just learned that eCollege removed that same privilege, by adding \$500 per course for instructors. Dale and Jeff discussed the idea of having an in-house, not platform specific, training as a component of the new Academic Success Center (ASC). A team could be created with a few instructors willing to teach a training course. Compensation would be needed for that. There has been no ongoing DE professional development and ASC is a possible place to create workshops for faculty as well as students. Part of the small DE budget could be used. Dale recommended DE Committee discussion of mandatory workshops to keep up with active online teaching status as other campuses do. Online instructors could use a certain part of their flex-time for online workshops. Workshops could be designed internally on what is useful at the College but industry people could be brought in as well.

## **4. Program Review for DE**

5. Other items?

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**De Mtgs – Fall 2012**

Aug 27 – DE Committee  
Sept 10 – DE Committee  
~~Sept 24 – eTeachers~~  
Oct 8 – DE Committee  
~~Oct 22 – eTeachers~~  
Nov 26 – DE Committee  
Dec. 10 – DE Committee

The meeting adjourned at 4:31 p.m.

DE minutes 09.10.12/ca