1. Purpose of the Advisory Council

2. Mission, Goals and Outcomes for E-Learning

3. Access
4. BMCC Goal: 25% (Online/Hybrid)

5. Training and Recertification Options

6. Success and Completion
7. Incentives and Obstacles to E-Learning

8. Student Support Services at E-Learning Center
E-Learning Council
3/16/2016
10am-12pm

Attendees:
Jim Berg, Erwin Wong, Janey Flanagan, Kay Conway, Shoba Bandi-Rao, Mark Jagai, Pat Boyle Egland, Michael McGee, Roger Foster, Robert Reed, Rigoberto Andino, Yan Chen, Chris Stein, Rebecca Garte, Eda Henao, Julie Cassidy, Joseph Lathan

Self-Introductions of Attendees:

1. Purpose of the Advisory Council- (Dean Berg)
   - Strategic Plan Alignment- Non Instructional Departments (Academic Affairs, CETL, E-Learning, Tutoring, etc.) Aligning goals with college-wide strategic plan.
   - Self- Study –Middle States
   - Group charged with looking at the mission, goals and outcomes of the E-Learning Center in the overall context of the strategic plan
     - How the center is providing services?
     - What kind of support is needed for students & faculty?
       Janey Flanagan provided an overview of student services available to students from the e-learning center including technical support and student interventions.
     - What kind of policies and procedures that provides incentives or creates obstacles? From both faculty & student viewpoints.

2. Mission, Goals and Outcomes for E-Learning
   - Condensed current 5 year strategic plan from 7 to 3 goals. #1 goal focus on student support & engagement; #2 faculty support & development and #3, President’s goal to increase online course offerings by 25%. (J. Flanagan)
   - Elearning Center job is not to evaluate individual SLO’s which is the faculty’s job. We are to assess how well we provide the services to students or faculty (J. Berg)
   - SLO’s are the department’s responsibility (J. Berg)

   a. Access
      i. BMCC Goal: 25% (Online/Hybrid)
      - President’s goal is to increase course offerings to 25% (Hybrid & Online, not just Online)
      - No time frame and details how to reach the goal and the Elearning council will make suggestions.
      - Most don’t know but we do have an online Hybrid degree in Liberal Arts (1/2 degree online) and could probably do more now that we have more courses (E. Wong)
      - Target students who take an online course and do well, make sure they know what courses are available in their major for the next term (K. Conway).
      - We identified 5 tracks(i.e. Liberal Arts Psych degree) which one-two courses away from offering fully online degree & missing 2 Science and 1 English course (J. Flanagan)
ii. Training and Recertification Options

Goal 2 (A -ii) Ensure (change word) online and hybrid courses are held to the same rigorous standards as F2F

- Sends a message that we are assessing and evaluating online courses but not in-class (K. Conway)
- Teaching online is a choice so faculty need training to stay abreast of all the new methods and software to do it effectively (E. Henao).
- Middle states require that courses are the same with regard to syllabi and learning objectives (E. Wong)
- Provide same support for F2F instructors as faculty who teach online which will help prepare more faculty for online teaching to reach the 25% goal (C. Stein)
- More collaboration CETLS & Elearning (C. Stein)
- Elearning Center willingly serves all faculty (Donna/Ruru) and very helpful (P. Egland)
- It’s hard to make things required or seemingly required @ BMCC (J. Berg)
- Teaching online should not be held to long step process for retraining every 5 years. Should provide an array of services to keep faculty up to speed (J. Berg)
- Training provides faculty the opportunity to stay compliant and be aware of specific laws (TEACH Act, ADA, etc.). It’s difficult to communicate this information to the large number of faculty we serve via email without workshops (J. Flanagan)
- Hesitation for Dept. Chairs to approve adjunct training because faculty only get paid after they teach the course at least one time and can’t guarantee the course will be available for adjuncts (J. Berg).
- Modern Languages adjuncts are happy and find training beneficial to the faculty because of the training in pedagogy and development they receive (E. Henao).
- We should consider offering incentives to online faculty regarding tenure for their development work and pedagogical training? (K. Conway)
- Faculty members that are willing to teach don’t because of the time it takes for development and training especially if they are doing research, teaching, etc. (R. Garte)

b. Success and Completion

i. As of Fall 2015

Total Enrollments

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Fall 15</th>
<th>Spr. 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>90</td>
<td>124</td>
</tr>
<tr>
<td>Hybrid</td>
<td>68</td>
<td>85</td>
</tr>
</tbody>
</table>

- Courses that are Fully Online fill immediately
- Hybrid Courses take a little more time to fill
- Should consider adding sections of courses that fill quickly despite the 2 class restriction to supply the demand of courses (K. Conway)
- Should consider programs online and move beyond just courses online (R. Foster)

Why online students did better and participated in the same course offered F2F? (M. McGee)

- Online students are generally more motivated if stick to the program (E. Wong)
o Online students must be proactive and have to participate—they cannot sit in the back of the class as some to in face-to-face classes (E. Wong)
o Research suggests that non-traditional students are more apt to enroll despite the personal demands (K. Conway)
o No specific one reason why students do better or worse in an online environment
o Data from analytics shows that hybrid courses shows best results (J. Berg)

c. Incentives and Obstacles to E-Learning

*Policies for teaching have been obstacles for growth. Will policies change? (E. Henao)*
o Number of courses and required onsite campus presence for faculty are policies that have been brought to the Provost and currently a major topic of discussion. (J. Berg)
o Growth is blocked in my department by the number of courses available for adjuncts to teach even if they trained (R. Foster)
o Fear that we will rely more on adjuncts which is not good for the students. It is better done with fulltime faculty (K. Conway)
o Consider LMS that is more qualitative with more social networking components opposed to BB which is more quantitative. (S. Bandi-Rao)
o CUNY Academic Commons and Open lab software are tools available to help make BB more user-friendly (C. Stein)
o CIS Department needs more online faculty to handle demand (Yan Chen)
o We should consider virtual office hours to compensate for the amount of time online instructors spend in communication with students. Sometimes 7 days a week (R. Reed)

3. Student Support Services at E-Learning Center

- *Question (J. Berg) - How many know about E-Learning Support?*
o 7 days a week- 9am – 5pm (weekdays), 10am – 5pm (weekends)-
o Email, phone & walk-in
o Information is shared with every new cohort who attends E-Learning Workshops
o Modules in Blackboard set up to share student support information for all faculty
o E-mails are sent at the beginning of each semester to the e-learning faculty list to ensure everyone knows about new and continuing services for students.

*Question (M. McGee) – What type of support does E-Learning Offer?*
Blackboard/CUNY Portal log-in & how to use the BB tools
o Follow-up with students not logging in after first week of class (i.e. Spr. 16 semester had 150 student non-logs. Contacted students via phone/email and reduced to 12 non-logs by the 2nd week of class)
o Assist faculty with student contact so that faculty can focus on teaching not locating students or technology issues

*Question (M. McGee) – What about students with email problems?*

- Elearning can assist students who have previously set-up their email with the College Computing Center. (Password resets, BMCC College designation in CUNY portal update email address in BB)
We like students to come to us if they can because we provide them with one-on-one support and make sure all of their questions are answered.

**Question (R. Foster) – What do students do prior to the course?**

- Student received email from Elearning when register including support information, important dates and information how to access the E-Learning Orientation
- We cannot make it mandatory so we suggest the instructors require their students to complete and send the instructor proof of completion (email, picture via text, etc.
- Advantages for the students include they get to practice in the BB environment to learn the tools and have access to the course before class starts
- Students with serious issues with their account can take 2-3 days to resolve

**Question (R. Reed) – Do we help Web-Enhance Students?**

- Yes we do! 50% of all courses offered @ BMCC is web-enhanced and the majority of the students to walk in are also web-enhanced course participants.

**Is there a way to help better define and share the 3 types of courses to eliminate student confusion?**

- Definitions created by CUNY Central
- Posted on Elearning Website Home Page and added in the notes section in CUNYFirst
- Encourage faculty to use the tools to possibly eliminate class meetings and classify course as fully online
- Use redesigned website to disseminate information and dispel myths.
  - Hybrid Myth- Some students think it’s half the work since meeting in class half the time
  - Hybrid Myth: It’s harder because they have to come to campus and do the online work.
  - Look and feel for an online class as a valuable learning option

**Have we consider utilize proctoring test centers?**

- Consortium which we can join if had a testing center to use for remote students- J. Flanagan)
- Should consider Central CUNY Testing Center (Chancellor/president push for online)
- Need to collaborate student support across CUNY campuses (J. Flanagan)
- BMCC should talk more to form an Elearning Consortium (E. Wong)
- Collaborative testing center should be added to Student Services Goal (J. Berg)

**What can we do for our students to help our remedial students? Should we consider a consortium? (S. Bandi-Rao)**

- Provost is a part of a CUNY wide committee which deals with remediation and will ask for some suggestions (J. Berg)

**Other Notes:**

Will need to work closer with Office of Disability to ensure we get the best support for students (J. Berg).