E-Learning Council Agenda
9/21/16
11am – 1:30pm

1. Strategic Plan
2. Survey
3. Reporting:
4. Online Programs: Liberal Arts
5. Training & Certification
6. GPA
7. Late Registration
8. Course Availability
9. CETL
10. Director Position Search:
Self-Introductions of Attendees:

11. Strategic Plan (Dean Berg)

Goals:
- Goal of 50% increase per year is only one particular outcome for Elearning
- Other important goal is access to educational opportunities (Students come to campus or not)
- Student support services
- Promote a community of practice

Question:
How many courses will it take to reach 50% goal and what is the current status of Courses? (R. Reed)
- 7% last year (See table attachment for details)
- President goal is 25% of all courses offered online or hybrid (J. Berg).
- If we added 50% for 4 years, we will reach our goal (Includes both hybrid and online) (J. Berg).
- Targets set by looking at previous semester in which we were able to reach (J. Berg).
- No penalties if we don’t reach our goal but does give us a goal and promotes a plan how we will get there (J. Berg).
- We will need to focus on identifying the right type of students for online courses (M. McGee)

Question:
Are we allowing freshman to take online courses? (E. Henao)
- Currently yes and the minimum GPA requirement will be omitted in the upcoming spring 17 term.
- We should have concerns with freshman and other students taking an online course with no experience or lack the necessary support (E. Henao)
- Research shows that the 2.0 GPA is not a factor to gauge if students will do well in an online course or not. (J. Berg)
- Goal to help students succeed require accessibility equal to F2F classes and services that support online students (J. Berg).
- Many students take online courses because they don’t want to come to campus and students that succeed or not is often based on the individual student (J. Cassidy)
- Should have more requirements that help students prepare before taking an online course (E. Henao)
- Should mandate that students take the Elearning Orientation (R. Foster)
- I required the students to take the Elearning course before the class starts. Those who did not couldn’t get access to the first week’s assignment. It worked well (P. Boyle Egland)
- Takes more work but very effective for managing the rest of the semester (R. Rusmin).
- We encourage opening class before the semester start if possible and offering points for those students who complete the orientation (J. Berg).
- Not only do we have to support students in the beginning of the course but there should be adequate support throughout the semester (R. Rusmin)
- Support for E-learners includes advisement, Elearning Center and faculty. Is there other departments or specific people that should be a part of the support team? (J. Berg)
- Had a meeting with Advisement department to discuss better ways to collaborate and provide more information about online courses. Will be distributing literature to the department and messages on department screens to better inform students (R. Rusmin)
- Many of the ways to increase student support and services are detailed in the strategic plan (J. Berg)
- Facebook live session at beginning of Fall term received more than 500 views and is a way we are reaching out to inform and support students (J. Berg)

12. SURVEY
- Not sure if all the questions are suitable for our student population and some should be reworded (R. Garte, C. Stein)
- Questions seem more for courses not for programs (C. Stein)
- Comparison with other colleges may not provide enough valuable information to help our students at BMCC (C. Stein)
- Survey questions can’t be changed but we can add questions (J. Berg)
- Agree that some questions don’t apply but there are questions included that can help (J. Berg)
- Information received can help determine areas where we need to focus more attention (J. Berg)
- Not many internal surveys administered at BMCC for online students
- C. Conway will share CUNY survey data done last spring on online education (C. Conway)
- Participating in a survey that compares us to other schools can be valuable (M. McGee)
- It can be hard to find value surveying student’s perceptions or experience being that their responses will be based on their own personal institution or environment. (R. Garte)
- Limited survey data available for online students at BMCC and the survey will help not having much to currently go on (J. Berg)

13. Reporting:
- Reviewed the Elearning target sheet with current and future enrollment projections
- Although spring 17 schedule is not completed, we are tracking to exceed the number of course offered in both modalities. (J. Berg)
- Approximately 20 courses that are in development with plan to offer in spring 17 (Ruru).
- We need to focus on strategies that will help us reach the President’s goal. Example: Fully online program or multiple sections of the same course (K. Conway)
- We have the demand but not the supply (K. Conway)
- Introductory courses in Modern Languages are in demand (E. Henao)
- The demand for courses will vary by department (J. Berg)
- CUNY Global Search is a program that will expand online learning with students having the option to take online courses at other schools. Our school could lose students to other schools with online class offerings. (K. Conway).  
- SPS offering of General Ed online is competition so we must have courses that meet the demand of students (K. Conway, E. Henao)
- Offering fully online degree should be the focus (K. Conway)
Question:
How long do we do a 50% increase projection as it gets harder to reach the more courses that you have?
(C. Stein)
- No time projection currently by senior administration (J. Berg)
- Need more targeted efforts to reach the goal (C. Stein)
- Conversations with Department chairs has been a focus to help reach targets (R. Rusmin, J. Berg)
- Adjuncts interest to teach online is high but varies by department. Some departments give fulltime faculty priority (R. Rusmin)
- Although a smaller department, our department uses adjuncts and works well (M. McGee)
- SPE 100 pilot is an example that will help not only course development but allow adjuncts to teach departmental approved material. Not a canned course and individual faculty have content flexibility (R. Rusmin)
- Instructor G. Bonanno is a faculty member who was a part of the SPE 100 pilot and reports that the experience worked well.
- It will be impossible to reach the president’s goal if adjuncts are not allowed to teach online (C. Stein)
- Will need to consider hiring adjuncts fulltime to teach online (K. Conway)
- Goal is to use current faculty to reach the goal instead of hiring lots of new faculty (C. Stein)
- There is a need for the administration to consider changing the “3 day onsite rule” for fulltime faculty to incentivize teaching online (L. Rose).
- The contractual obligations for teaching are out of our control and will require the union and administration to negotiate an agreement to help meet the President’s goal (R. Reed).
- As we show continuous growth in our online course offerings, the administration will focus more on student services opposed to the percentage of new course development (J. Berg).

14. **Online Programs: Liberal Arts**
- Most people don’t know that we have an online Liberal Arts degree that was registered in 2007 (J. Berg)
- The goal for the degree at that time was not for serving students across the globe but rather the BMCC community (E. Wong).
- In the near future the goal will be to begin advertising and sharing the information with students so that everyone is more aware (J. Berg).
- Although the degree is approved, we will register the program with Middle States (J. Berg)
- Additionally, we will also offer and register an online AA degree in ML with a concentration in Spanish having enough courses to offer this degree (J. Berg).
- Will be seeking to work with other departments for ways to market. Example: Advisement (J. Berg).

15. **Training & Certification**
- Faculty who choose to develop will attend either the CUNY two week training or our BMCC’s training. Do not have to take both but can if desire (R. Rusmin).
- Compensation up to $550 is offered for the CUNY training if completed and after the course has run at least one time (R. Rusmin)
- Shared attachment on how to sign up to develop new Elearning courses (R. Rusmin).
- Protocol will begin with Department Chair and the Elearning staff will support developers to reach projected milestones to offer the course in the following term (R. Rusmin).
- BMCC training is really good as it provides a process for new faculty members to develop a quality course and the proper oversight to produce the best product (E. Henao, G. Bonanno).

16. GPA
- The 2.0 GPA requirement will be omitted starting the Spring 17 term (J. Berg).

17. Late Registration
- Considering following the same registration time frames for the online/hybrid courses as the F2F courses (J. Berg).
- Currently the Modern Language department requested to keep their hybrid courses open the duration of the late registration period to better serve their students (E. Henao).

18. Course Availability
- Will continue with opening the fully online course the first day of class by Elearning staff if instructors fail to do so (J. Berg).

19. CETL
- Introduced new director Gina Cherry (J. Berg).
- Goal will be promoting more collaboration between Elearning and CETLs (J. Berg)

20. Director Position Search:
- The search for a new director of Elearning has been posted and asks that the posting be shared with other potential candidates (J. Berg).