

TLC ROUNDTABLE NOTES: ONLINE FACULTY MEETING
Thursday, March 29, 2012

Norah welcomed the online faculty to the meeting. She noted that Dr. Toms was holding a Debrief on Emergency Management at 12:30. She would try to cover most of the agenda, realizing that some faculty may leave to attend that meeting. A PowerPoint presentation guided the discussion. (Attachment)

- Results of Faculty Survey on Course Capacity Commissioned by Dr. Phillips
 - The Ad Hoc Committee on Enrollment Caps reported their findings to Dr. Phillips. The caps for online courses will remain at 75% of the face-to-face caps.
 - A discussion followed regarding completion rates in online courses. Most faculty agreed that poor time management skills, technical issues, lack of basic skills, course design and life experiences contribute to completion rates. The migration to the new LMS provides an opportunity for faculty to assess course design and to update accordingly.
 - This topic is continued further on in the agenda.
- Orientations for Online Students
 - Norah explained that the TLC sends out letters to all students registered for online courses with information regarding ANGEL, user names and any pertinent term information. Prior to the beginning of the term, students can access the Online Student Community for further information. ANGEL tutorials are also available to the students on the DE home page.
 - A face-to-face technical orientation is given before the start of the term and a virtual orientation is done after the start of the term. Approximately 200 students took part in the virtual orientation this semester.
 - Some faculty provide an online orientation regarding the content and requirements of the course. Faculty agreed that students who take part in an orientation often do better than those who do not attend. Larry Hartzell noted that those that attend orientations are already motivated and, therefore, tend to be successful.
- Academic Integrity and Proctored Testing
 - Norah addressed the issue of the Federal regulation regarding student identity verification for distance education students. To be in compliance, OIT has been working on the issue of distance education students being forced to make a password change every term. As it stands now, students will be forced to make this change before the end of the spring term. This is a pilot program and, if successful, will be used for the rest of the campus. The issue becomes more complicated because of the single sign on for the portal. Norah advised the group that ANGEL works best when accessed outside of the portal.
 - Faculty are concerned that this timing could impact end-of-term exams and cause “chaos.” Maria Breger explained that if students are not aware of the password change alert, they will not be locked out of the course. If they access the course after the cutoff date, they will be forced to change their password at that time. If there are problems, OIT should be called.

- Many faculty use a secure browser for testing.
- Norah noted several issues that require continued discussion: password changes each term, use of online testing only for distance education students and technological innovations such as cameras to verify student identification.
- Plagiarism
 - Norah advised the faculty to make the students aware of the plagiarism policy “up front”.
 - Several faculty noted that students are not sure what plagiarism is. Raj Wesley explained that she shows her students two examples from papers previous students have done. She points out where the plagiarism occurs.
 - Phyllis Shafer mentioned that “it may be a good idea to make sure that the adjuncts are familiar with plagiarism and ways to recognize/spot/detect it.”
 - Nancy Noe requires her ENGL 122 students to view an interactive tutorial, take the test required and send her the results.
 - Jane Scimeca requires her students to view a tutorial during the first week of class.
 - Brent Costleigh stated that “It is the responsibility of the student to know what plagiarism is and if a student is guilty, explain why they got a grade.”
 - Donna Thompson noted that it goes beyond online students and should be incorporated in the First Year Experience program.
 - Barbara Baron suggested making a film dealing with plagiarism and showing it college wide.
- Completion Rates
 - Returning to this topic, Norah explained that completion rates are 10% less than face-to-face classes and usually fall in the 67% area. She feels there will always be a gap because of “life circumstances” with online students.
 - Mary Roth-Davies asked if there was value in a required readiness course before taking an online course.
 - It was noted that some courses, for example HIST 135, do not require basic skills prerequisites. This can result in a real issue with completion rates. Should basic skills be required or recommended in cases like this? It was noted that some departments do not want this requirement. Donna Thompson feels students should take some responsibility in this area.
 - Larry Hartzell noted that there are students that don’t have computer skills. How can you filter them out? Phyllis Shafer said “Students need to realize that they need to come with computer skills as our job is to teach them the course content.” Larry said to point out to students with a lack of computer skills areas and sites where they can get help.
- Update on ANGEL Usage and Planning for Move to New LMS
 - The faculty-led LMS Review Committee has recommended that the move for the new LMS should be to Canvas.
 - Norah updated the faculty with the news that Blackboard bought Moodle (Open Source) and will support ANGEL indefinitely. Norah would advise that the contract with ANGEL should be continued until 2014 and plans should continue toward the migration to Canvas.

- OIT, TLC, Educational Services and Dr. Toms will be meeting on April 4 regarding the move to the new LMS. Norah is just waiting to be told to “go.” She stressed that this is a “complex issue” not just because of volume but because of the complexity of data and systems. The TLC is recommending an 18-24 month transition; faculty feedback was supportive of this timeline. The TLC and faculty have to be trained. Dan’s mind map shows the complexity of the migration. Here are some of the tasks associated with the preparation initiative:
 - **Review Committee Documentation**
 - **Project Administration**
 - **Target LMS Analysis**
 - **ANGEL Use & Content Analysis**
 - **Target LMS Documentation**
 - **LMS Administrative Setup**
- TLC Workshops
 - Norah suggested that the faculty may be interested in a workshop on Agents.
- Quick Tips for ANGEL (See PowerPoint attachment.)

In conclusion, Norah suggested that one or two of future roundtables be focused on distance education faculty and their interests. She asked the faculty to think about proctored testing, plagiarism, student identification and completion rates for fully online courses.

28 Faculty and the TLC Staff were in attendance:

Donna Thompson	Nancy Noe	Anoop Ahluwalia	Donna Clapp
Dara Evans	Geri Girard	Karen D’Agostino	Mike Qaisaunee
Barbara Baron	Mary Roth-Davies	Raj Wesley	Larry Hartzell
Art Marshall	Brent Costleigh	William Boyke	Eric Goll
Delores Steinhauser	Diana Glynn	Vic Catalano	Darlene Macomber
Carey Fox	Christine Greco	Amy Gingold	Phyllis Shafer
Joe Varone	Bob McGovern	Ashley Ciesla	Donna Pope
Gail Harrigan	Martha Noble	Jane Scimeca	Abdul Kamara
Linda Wang	Dan Greenwood	Maria Breger	Norah Kerr-McCurry