FETC Regular Meeting

February 1, 2018        11:00 am -12:00 pm        Beatty room 212

Present: David Desplaces, Geoff Timms, Gabrielle Principe, Deanna Caveny-Noecker (Ex-Officio, Assoc. Provost), Wendy Cory, Douglas Ferguson, Zach Hartje (Ex-Officio, TLT/Deputy CIO), Mark Staples (Ex Officio, CIO & Sr VP for IT), Alem Teklu

1. **Minutes of December 7 meeting** – approved

2. **IT report** – Mark

Room utilization process is on pause, new VP of facilities starts today – John Morris. He will be included in the process. The RP has been awarded to a vendor. This fits with the survey, an outcome of the room survey will include doing an inventory of what’s in these rooms and how old it is. Working with Math and Sciences to get rid of big teaching stations in the labs, and IT is paying for that.

Zach – getting rid of teaching stations in labs by end of fiscal year. Organic lab will be done over spring break.

Mark – we have a website describing projects. 189 projects on the website as of now. Anyone can see what projects are active, which ones are planned, etc.

3. **TLT report** – Zach

Spring DE Readiness course is underway, 32 participants are enrolled, the most ever enrolled. Course has been undergoing overhaul with new staff. Reduced to 7 weeks with 5 modules (from 8/6). Brian McGee has mentioned that he wants more online offerings. 45% of summer courses are online courses, 3.8% enrollment in online courses during academic year. TLT is focusing on getting people trained in order to push this initiative forward.

Deanna – in addition to stipend for taking course, there is a second stipend for the first offering of the course (each course offered).

David – we might need a subgroup to study what we are observing – 4 weeks in summer vs. 14 weeks during the semester? 18-22 year olds vs. adult students interest? A gap analysis could be done with what we have learned since we’ve been doing DE learning. Are we making assumptions that students want this? Is it different for different disciplines? Do we need to offer additional support?
Mark – do we have training for the students to prepare them for online learning? Something to think about: competence, literacy.

Gabrielle – her department has a higher DWF rate for online courses than for face-to-face courses.

Mark – lessons from MOOCs was that students who succeeded were often students who could buy the book and learn it on their own – they were self-motivated. It would be good to consider synchronous components to the online course (hybrid course) vs. asynchronous course. There are a lot of factors for us to look at.

Douglas – to get a stipend, the course has to be at least 75% online, cannot be a true hybrid course to get the stipend.

David – OAKS and D2L are not sufficient for online courses. The fact that we keep getting OAKS updates without an app points to a failing within these systems. FERPA limits what we can do with OAKS.

Mark – the interactivity is not going to happen in these “depository” learning management systems. We need a system that we can integrate other features into, including an interactive feature.

Mark and David – it would be good to have a discussion about what the future of online interactive learning should be. Discussion boards, links to videos, really incorporate their smart devices into the course learning.

Zach – McGraw-Hill, Cengage, other publishers are integrated into our LMS. Other publishers can be integrated if faculty request it.

Mark – Integration of social media, eight years ago students didn’t want their social media life integrated with their education. Newer students seem to want this integration more.

Geoff – this would allow us to add in embedded librarians, academic support services

Deanna, Zach, Mark – FERPA compliance is necessary for any systems that we use for grading.

4. OAKS upgrade –

Alem – some students are listed on OAKS but not MyCharleston, TLT is aware of this.