

OAA Co-Chairs Meeting  
April 5, 2013  
WD 404

Agenda

- I. Approval of minutes from February 28, 2013 meeting
  
- II. Items from Curriculum Committee (**See the attached documents**)
  - A. COLS 1100 curriculum

**Rationale:**

The curriculum and course materials provided did not reflect traditional classroom structure. Faculty reported to the OAA Curriculum Committee that topics did not clearly follow the structure of the textbook and that the syllabus was disjointed.

In the agreement for the approval of the COLS 1100 course, it stated that the course will be developed by Faculty. While the OAA Curriculum Committee is aware that faculty worked on a task force to develop the course, we are not confident that the final documents and syllabus accurately reflected faculty input. Specifically the syllabus and readings were not presented in a consistent and logical way to be best utilized in the classroom, or that allowed for construction of lectures and presentations that reflected course content.

**Recommendation:**

To ensure that the content is developed and maintained by Faculty, there will be established a standing Faculty Committee with equal representation from A+S and C+T, along with one member from the OAA Curriculum Committee, hereby referred to as COLS1100 Faculty Oversight Committee. The COLS1100 Faculty Oversight Committee will also be responsible for, and have the corresponding authority, for the COLS1100 curriculum, content and continual improvement review. The COLS1100 Faculty Oversight Committee will direct Advising in the implementation of the COLS1100 course content.

***This item is up for approval by the OAA Co-Chairs.***

**B. Staffing of COLS 1100 and 1101 courses (See the attached document)**

(Summary from email from Tracy Little) The COLS 1100 Advisory team came up with some procedures for staffing back in November of 2012. There was a question at the time about whether or not the new staffing procedures would violate the first right of refusal of full-time faculty to teach the course that was part of the requirements to approve the course by the OAA Curriculum Committee.

Please note, the new staffing procedures from November 2012 have never been implemented and staffing has corresponded with FT Faculty first right of refusal to teach the course. Even with the first right of refusal in place there was some need to clarify how Full-time faculty are staffed, along as when staffing can be opened up to advisors, adjuncts, number of courses that can be taught etc.

The COLS Advisory Team which consists of both members of Advising and faculty recommended that the new staffing procedure be reviewed by the Faculty Union/CSEA and the OAA Curriculum Committee that originally approved the course, in order to clarify the first right of refusal policy.

The OAA Curriculum committee requested that the COLS 1100 Advisory team publish their staffing procedure at the last OAA Chairs meeting. That was an important step in the process - but I realized that we (OAA Curriculum and CSEA) needed to look at the staffing procedure recommendations closely.

So with that in mind, I am attaching a document that contains three proposals - 1. The original COLS 1100/1101 Staffing proposal from November 2012, 2. The original proposal with notes concerning the issues of individual staffing procedures, 3. An updated COLS 1100/1101 staffing procedure document that could be presented for a vote to the OAA Curriculum Committee/OAA Chairs Committee/CSEA and COLS 1100/1101 Advisory Team.

***This item is up for approval by the OAA Co-Chairs.***

**C. Dual Enrollment (see attachments)**

A draft policy for the College Policy and Procedures manual is being recommended.

***This item is up for approval by the OAA Co-Chairs.***

### III. Items from Student Support Committee

#### A. Distance Learning Student Success Task Force recommendations

The Student Support Committee brings forward the following recommendations to support improved faculty development of those teaching distance learning courses.

#### **Recommendations:**

- Each department is to be required to assemble a Peer Mentoring Committee, consisting of tenured faculty, in conjunction with the staff of the ITDL, to train and mentor all distance learning faculty (tenure-track and adjunct) within the department. Additionally, consistent records of completion of the required training are to be maintained by the chair and distance learning lead faculty within the department.
- Every faculty member is required to complete, at a minimum, "BB9 101 Getting Started with Blackboard" to gain the basic skills in navigating Blackboard and its features.
- Additional sessions should be added to the new faculty orientation agenda to include stronger emphasis on effectively teaching distance learning courses. This is to append the Proposal for Faculty Orientation & Training developed written by Rich James and reviewed by the OAA Faculty Entry, Training & Professional Development Committee.

***This item is up for approval by the OAA Co-Chairs.***

#### B. Testing Center Advisory Council (see attachment)

The decision to create a stand-alone, ongoing Testing Center Advisory Committee/Council with faculty membership and involvement will 1) allow the college to make informed decisions as to how best to meet the testing needs of both faculty and students given the resources available to it; 2) provide a structure within which Testing Center practices and related activities can be discussed and input provided by both faculty and staff; 3) provide a structure within which decisions can be made and recommendations provided by both faculty and staff regarding Testing Center practices, related activities, and resources, as well as any decisions and/or recommendations that could potentially affect changes in the policies and procedures of the college; 4) provide a model that will allow for significant faculty involvement in the evolving governance structure of the college, especially in the realm of oversight and communication among the faculty driven committees (such as the OAA Co-Chairs Committee) and other non-faculty driven college committees.

***This item is up for approval by the OAA Co-Chairs.***

- C. Distance Learning Student Success (DLSS) taskforce recommendations regarding Blackboard orientation for students (**see attachments**).

The Student Support Committee unanimously voted to approve the recommendations proposed by the Distance Learning Student Success (DLSS) Task Force regarding Blackboard Orientation for students with the stipulation that there be an acceptable implementation process developed to ensure students comply with the Blackboard training requirements, and that the Student Support Committee (or other applicable OAA committees) be consulted before any implementation process is put in place (or any further actions related to Blackboard Orientation for students).

***This item is up for approval by the OAA Co-Chairs.***

- D. Wait List - additional information being gathered in response to questions from last meeting

IV. Items from Instructional Success Committee (**See the attached document - "Blended Learning Taskforce Report"**)

- A. Change the term "hybrid" course to "blended" course at Columbus State to describe courses that have both an online component and an on-campus or onsite requirement.

***This item is up for approval by the OAA Co-Chairs.***

- B. Update Datatel to remove the "hybrid" course designation from the scheduling screens, so that scheduling personnel will select the correct "blended" option for courses meeting the definition.

***This item is up for approval by the OAA Co-Chairs.***

- C. Update the Blended Learning definition at Columbus State to read:

*"A blended course is an online course with required real-time, face-to-face sessions. Blended course instruction is split between learning activities online and in a specified location, based on course content. To participate in the online portion of a blended course, a student must have basic computer knowledge along with access to a computer and the Internet. A student may use a computer at home, at a campus lab, a library, or elsewhere. The face-to-face sessions require meetings at dates and times specific to each different blended course. The face-to-face sessions may be held in a campus classroom, lab or at an external location, such as a clinical site for health-related classes."*

Question: Has/should the OAA Curriculum Committee also review this definition?

*This item is up for approval by the OAA Co-Chairs.*

V. Item from FETPD Committee (See the attached documents)

Professional Development (travel) budget

*This item is up for approval by the OAA Co-Chairs.*

VI. Announcements (from Darrell)

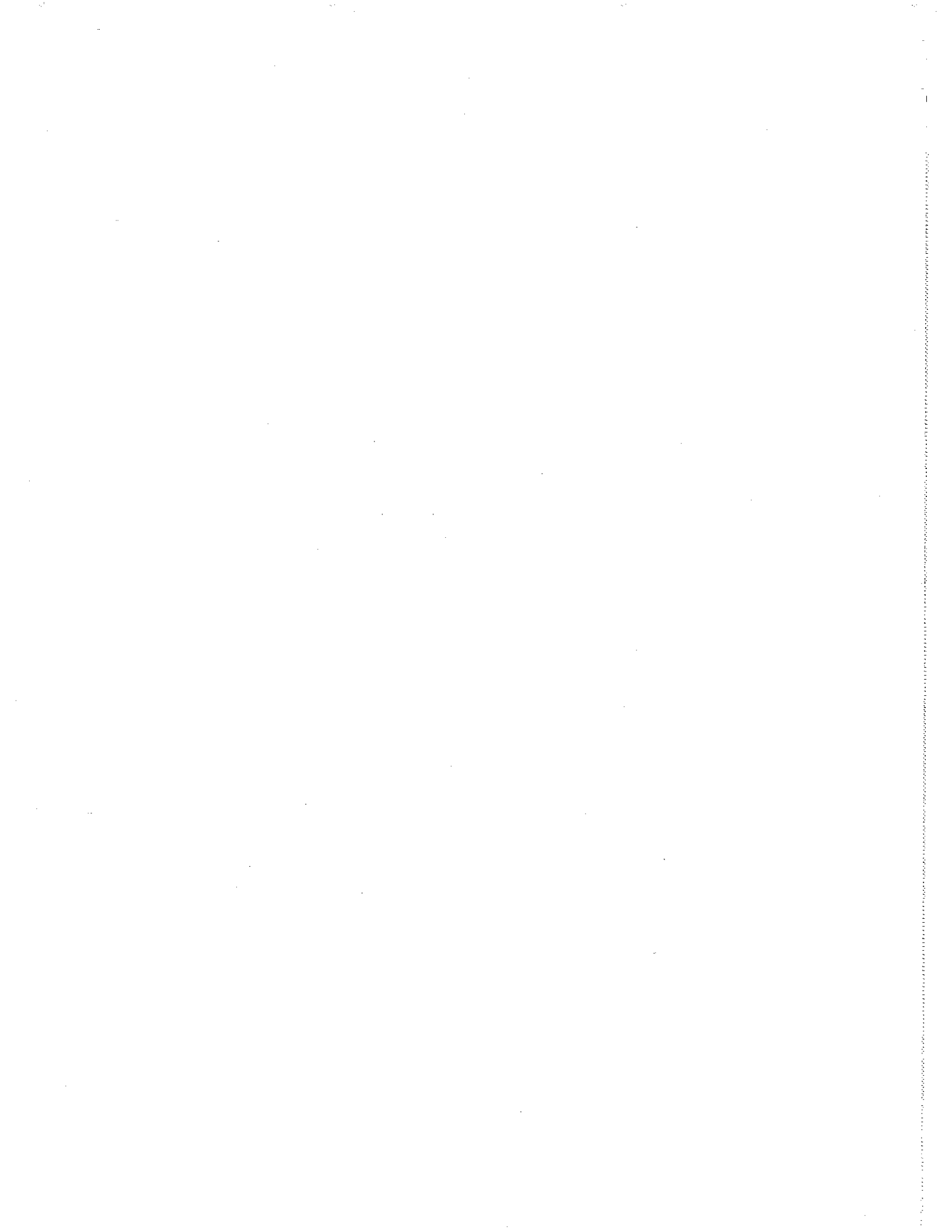
A. Feedback to Teddi Lewis-Hotopp regarding the matrix (by April 12)

B. (Proposed?) Changes to Testing Center hours (see attached) - Student Support Committee

C. (Feedback?) FETPD Committee is working with Rich James on developing what they're calling a "faculty website" which will replace the print version of the Faculty Handbook.

VII. Faculty Governance Committee - Paul Carringer, Ingrid Emch, Paul Graves, and Lydia Gilmore

Next meeting – There may be a need for another meeting this semester - early May?



**OAA Co-Chairs Meeting**  
**Second Meeting of Spring Semester, February 28, 2013**  
**WD-205 10:00 - 12:00 Noon**  
**UNAPPROVED MINUTES**

**In attendance:** Judy Anderson, Crystal Clark, Amy DiBlasi, Judith Dann, Deb Dyer, Scott Laslo, Tracy Little, April Magoteaux, Becky Mobley, Eric Neubauer, Antoinette Perkins, Gilberto Serrano, Jackie Teny-Miller, Adele Wright.

**Ex-Officio:** Darrell Minor (OAA Faculty Committees Coordinator); Adam Keller (CSEA)

**Guests:** Byron McClenney (Achieving the Dream Leadership Coach); Bruce McComb (Achieving the Dream Data Coach); Mary Ellen Tancred (Co-Chair, AtD Leadership Team); TJ Duda (Co-Chair, AtD Leadership Team).

**I. Approval of Minutes**

Meeting minutes from February 1, with revisions, were reviewed.  
Motion to approve: Deb Dyer. Second: Antoinette Perkins. The motion carried.  
The approved minutes will be posted to the Blackboard site.

**II. Byron McClenney and Bruce McComb – Achieving the Dream (AtD)**

Achieving the Dream is a national organization that collects and analyzes data for students enrolled in community colleges, towards the goal of developing creative ways to improve student success. Measuring student success is becoming an increasingly important trend for funding higher education.

Examples of successful initiatives include:

- “Boot camp” training for students preparing for COMPASS testing.
- Mandatory student orientation
- Early Alert systems (such as Starfish)
- Supplemental Instruction
- Learning Communities
- Public transit partnerships for student commuters.
- Student recruitment
- Emporium model for remedial mathematics and English
- Bridge courses
- Embedded advisors
- Enrollment in sequential courses over consecutive semesters
- Incentives for completion
- Reverse transfer – students completing courses toward Associate’s degree requirements at another institution retroactively awarded the degree.

Byron and Bruce shared information about Achieving the Dream, its goals as an organization, and Columbus State's involvement in AtD. Immediately prior to this meeting, Byron and Bruce met with several members of the Instructional Success and the Student Support committees, and had good discussions with them.

MaryEllen Tancred and TJ Duda introduced themselves to the OAA Co-Chairs, and shared information about their roles as co-chairs of the AtD Leadership Team. They expressed a desire to get faculty participation in AtD to drive the process, and are hopeful that the OAA Committees will be significantly involved in the various initiatives that may be related to AtD.

### III. Announcements

- A. Ohio higher education funding model – formerly 100% enrollment-based.
  - Previous goal was to phase in 80% enrollment-based/20% success-based. Currently at 90% enrollment-based/10% success-based.
  - Funding for this year will be 50% enrollment-based/25% completion-based/25% success-based.
  - Next year's funding is still being defined; to be 0% enrollment-based/100% success-based.
- B. Udacity is a MOOC provider interested in partnering with Columbus State. Representatives met on campus January 29th with faculty and administrators.
  - Some faculty expressed interest, however there are a number of issues to be negotiated.
  - Coursera has evidently also contacted Columbus State.
- C. In an effort to address concerns about incorrect placement for English and/or math classes, interest has been expressed to explore products other than COMPASS. This concern may work its way to an OAA Committee.
- D. In response to a question from our last OAA Co-Chairs meeting, an approved default shell is being made available for faculty viewing in Blackboard, as advised by Tom Erney.
- E. The college is reviewing the grants process, and may ultimately involve faculty more directly. Watch for more information.
- F. Faculty emeritus status nominations must be submitted, by department chairpersons to Dr. Cooley, by August 1 each year, beginning 2013 -2014 academic year. Going forward, the Board of Trustees will confer emeritus status on retirees only once each year, at the September board meeting.
- G. Spring 2013 enrollment numbers (as of 2/18/13):
  - Total College Headcount – 25,449
  - Delaware Campus Headcount – 1,300
  - Total College Credit Hours – 223,316.50



- Average Credit Hours Per Student – 8.78
- H. Enrollment Management Task Force – Jack has asked for a faculty representative from the OAA Committees (not necessarily a co-chair).
- CSEA will also appoint a faculty member, and we will coordinate one faculty member appointment for each division.
  - The task force meets every Wednesday at 1:00.
  - Please solicit volunteers from your committee.

#### IV. Items from Student Support Committee

##### A. Late Registration Fee/Exceptions

- Committee recommendation to change the late registration fee to \$50 (currently \$100)
- Change the deadline for on-time registration to 5 days prior to the start of the term (currently 2 weeks prior to the start of the term)
- Additional exceptions or waivers to the late registration fee:
  - If student transfer to other institution and discovers institution's requirements have not been fully met.
  - If student is unable to register based upon revised assessment.
  - If a verified financial aid error occurs

Motion to approve: Antoinette Perkins; Second: Gilberto Serrano.

**The motion carried.**

##### B. Wait List

The committee recommends that the College implement the Wait List option to the Colleague system. The committee understands that Wait List is a feature that has to be applied to all courses since it is a college-wide application in Colleague. Therefore, if a department wants to exclude some or all of its courses, the department will need to complete the process.

Implementing the Wait List feature at Columbus State would prove beneficial to students as well as faculty and academic advisors. At the present time, current and new students who wish to register for a seat in a full section are advised to watch the semester schedule daily and/or try to register beginning at 12:01 AM following the drop for non-payment date. This is a first-come first-served process that enables new students to register for a course that current students may need to complete their certificate or degree requirements. This system does not support the College's student success and degree completion initiatives since current students who are closed out of classes have to wait until the next term (or later) to continue pursuing their educational goals.

The Wait List option will also alleviate the amount of faculty and academic advising that is required. Currently, faculty and advisors receive numerous e-mails from

students requesting advice because they were closed out of required courses. As indicated above, these students are advised to check for open seats daily and/or wait for the drop for non-payment date. To provide additional assistance during the registration period, faculty members also check current enrollments on a daily basis, evaluate class sizes, and contact other faculty to inquire about possible failures in current pre-requisite courses. Unfortunately, due to the current first-come first-served system, their efforts do not ensure that the students who most need the courses are given priority. The Wait List option will provide a more equitable process, enabling students to continue in their chosen field in a more consistent and time-efficient manner.

**This item was tabled until the next meeting.**

***ACTION:***

Amy and Eric will find out answers to the following questions.

- If the Wait List "Off" option is selected, does it permanently affect the course? Or will the request need to be made each semester?
- What is the deadline date for the student to re-confirm that s/he wants to remain on the Wait List?
- Who is the contact person for determining whether the Wait List should be On, Off, or not implemented?
- Will a Late Registration Fee be charged to students who are accepted into a class from the Wait List?

C. Distance Learning Student Success Task Force recommendations

The Student Support Committee recommends approval of the following recommendations to support improved faculty development of those teaching distance learning courses.

**Recommendations:**

- Each department is to be required to assemble a Peer Mentoring Committee, consisting of tenured faculty, in conjunction with the staff of the ITDL, to train and mentor all distance learning faculty (tenure-track and adjunct) within the department. Additionally, consistent records of completion of the required training are to be maintained by the chair and distance learning lead faculty within the department.
- Every faculty member is required to complete, at a minimum, "BB9 101 Getting Started with Blackboard" to gain the basic skills in navigating Blackboard and its features.
- Additional sessions should be added to the new faculty orientation agenda to include stronger emphasis on effectively teaching distance learning courses. This is to append the Proposal for Faculty Orientation & Training developed written by

Rich James and reviewed by the OAA Faculty Entry, Training & Professional Development Committee.

**This item was tabled until the next OAA Co-Chairs meeting.**

**ACTION:**

- Waiting for Tom Erney's review and response.

**V. Items From Curriculum Committee**

**A. COLS 1100 Curriculum**

**Rationale:**

The curriculum and course materials provided did not reflect traditional classroom structure. Faculty reported to the OAA Curriculum Committee that topics did not clearly follow the structure of the textbook and that the syllabus was disjointed.

In the agreement for the approval of the COLS 1100 course, it stated that the course will be developed by Faculty. While the OAA Curriculum Committee is aware that faculty worked on a task force to develop the course, we are not confident that the final documents and syllabus accurately reflected faculty input. Specifically the syllabus and readings were not presented in a consistent and logical way to be best utilized in the classroom, or that allowed for construction of lectures and presentations that reflected course content.

**Recommendation:**

To ensure that the content is developed and maintained by Faculty; there will be established a standing Faculty Committee with equal representation from A+S and C+T, along with one member from the OAA Curriculum Committee, hereby referred to as COLS1100 Faculty Oversight Committee. The COLS1100 Faculty Oversight Committee will also be responsible for, and have the corresponding authority, for the COLS1100 curriculum, content and continual improvement review. The COLS1100 Faculty Oversight Committee will direct Advising in the implementation of the COLS1100 course content.

**This item was tabled until the next OAA Co-Chairs meeting.**

**B. COLS 1100 Textbook**

**Rationale:**

Faculty were told the textbook cost would be \$20. In reality it is approximately \$60, a significant price difference and an unnecessary burden upon the student. Furthermore, all necessary materials can be obtained online and posted on Blackboard. Not only will this save the student \$60, it will allow the COLS1100 Faculty Oversight Committee to be more responsive with the curriculum materials. It will also encourage more interactive assignments in preparations for future classes.

**Recommendation:**

No textbook be required.

Motion to approve: April Magoteaux; Second: Eric Neubauer.  
**The motion carried.**

C. COLS 1100 Staffing

**Rationale:**

Part of the course approval process through the OAA Curriculum committee contained the agreement that Full-time faculty have first right of refusal to teach the course, within a reasonable number of sections. We are not confident that this is being adhered to.

**Recommendation:**

We recommend that the COLS1100 Faculty Oversight Committee present the algorithm to be used to determine COLS1100 staffing to the OAA Chairs for approval.

Motion to approve: Amy DiBlasi; Second: Eric Neubauer.  
**The motion carried.**

D. Definition of "Attendance"

The Committee recommends that based upon faculty input and consensus, the department/program has the authority and responsibility to define attendance policies.

Motion to approve: Eric Neubauer; Second: Jackie Teny-Miller.  
**The motion carried.**

E. Use of Extra Credit

The Committee recommends that based upon faculty input and consensus, the department/program has the authority and responsibility to define policies related to extra credit and research participation

Motion to approve: Antoinette Perkins; Second: April Magoteaux.  
**The motion carried.**

**VI. Committee Updates**

No reports given.

Adjournment: The meeting adjourned 12:15 PM

Next Meeting: Friday, April 5 from 10 a.m.-12 p.m. in WD-404

Recorder: Ann Wenger

Recommendations approved by the OAA Curriculum Committee regarding COLS1100 to be brought before the OAA Co-Chair Committee

### Recommendation # 1 – COLS1100 Curriculum

#### **Rationale:**

The curriculum and course materials provided did not reflect traditional classroom structure. Faculty reported to the OAA Curriculum Committee that topics did not clearly follow the structure of the textbook and that the syllabus was disjointed.

In the agreement for the approval of the COLS 1100 course, it stated that the course will be developed by Faculty. While the OAA Curriculum Committee is aware that faculty worked on a task force to develop the course, we are not confident that the final documents and syllabus accurately reflected faculty input. Specifically the syllabus and readings were not presented in a consistent and logical way to be best utilized in the classroom, or that allowed for construction of lectures and presentations that reflected course content.

#### **The Committee Recommends:**

To ensure that the content is developed and maintained by Faculty; there will be established a standing Faculty Committee with equal representation from A+S and C+T, along with one member from the OAA Curriculum Committee, hereby referred to as COLS1100 Faculty Oversight Committee. The COLS1100 Faculty Oversight Committee will also be responsible for, and have the corresponding authority, for the COLS1100 curriculum, content and continual improvement review. The COLS1100 Faculty Oversight Committee will direct Advising in the implementation of the COLS1100 course content.

### Recommendation # 2 - Textbook

#### **Rationale:**

We are told the textbook would be \$20. It was around \$60. That is a significant price difference and an unnecessary burden upon the student.

#### **The Committee Recommends:**

No textbook be required. All the needed material needed can be obtained online and populated in Blackboard. Not only will it save the student \$60, it will allow the COLS1100 Faculty Oversight Committee to be more proactive and reactive with the curriculum materials. It will also encourage more interactive assignments and prepare the students for the future classes.

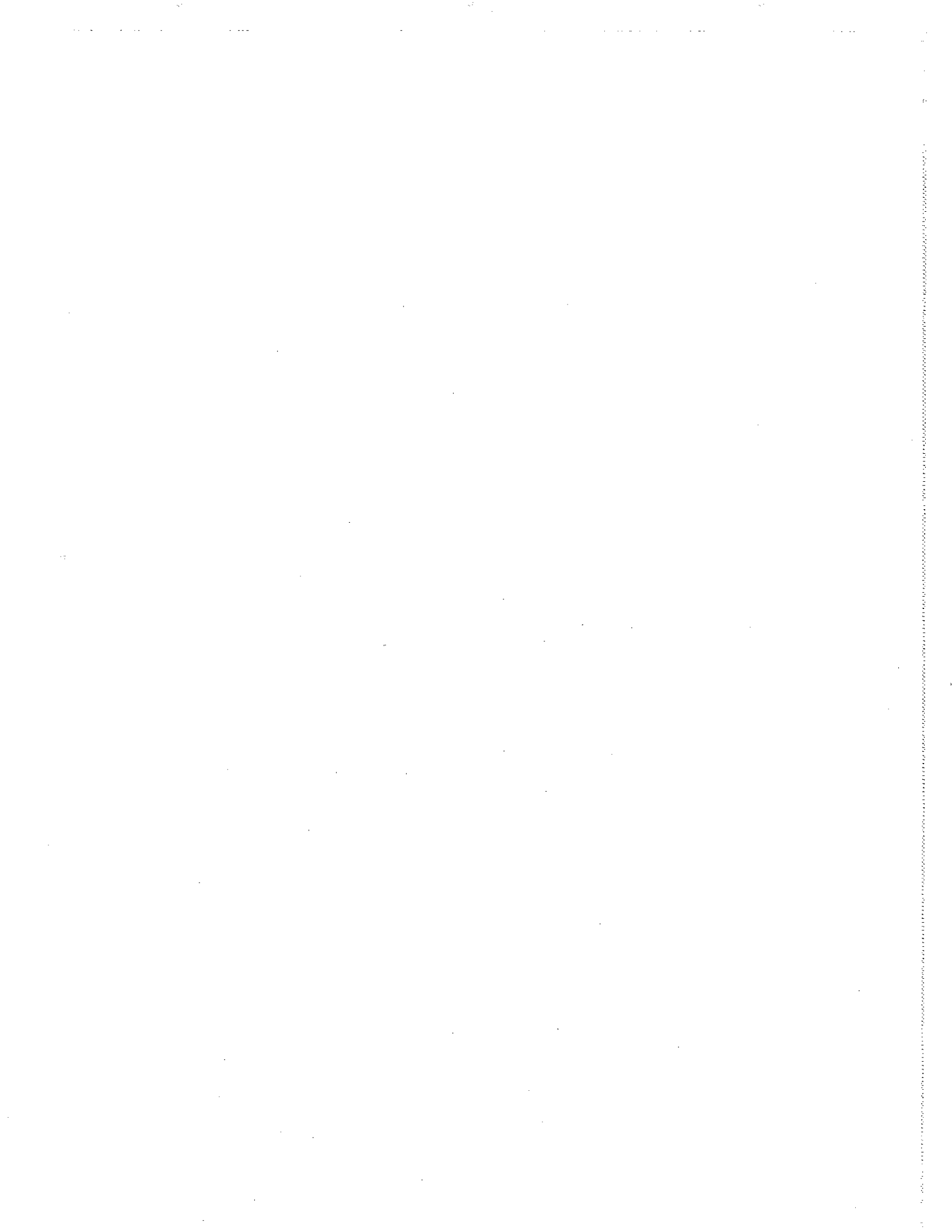
### Recommendation # 3 – COLS1100 Staffing

#### **Rationale:**

Part of the course approval process through the OAA Curriculum committee contained the agreement that Full-time faculty have first right of refusal to teach the course, within a reasonable number of sections. We are not confident that this is being adhered to.

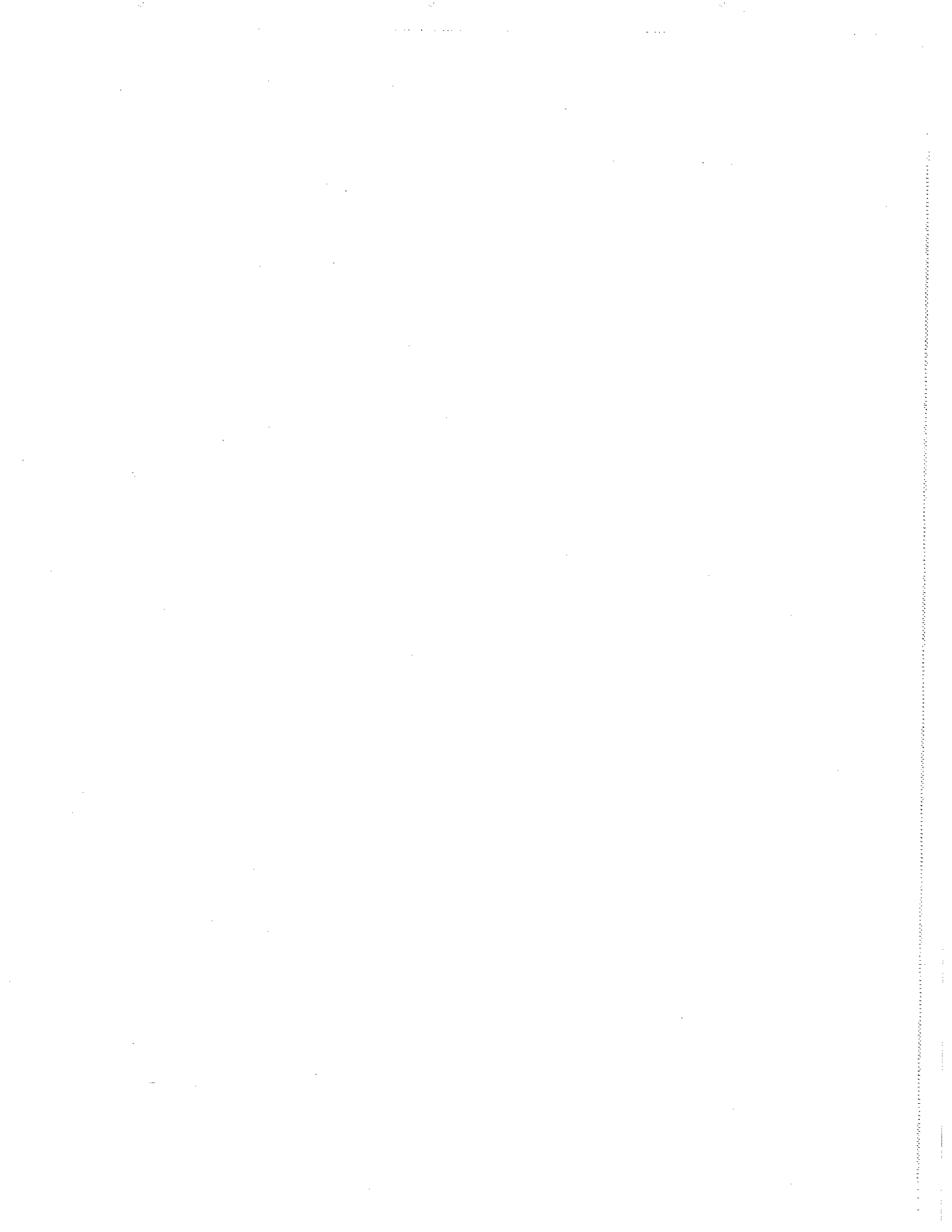
#### **The Committee Recommends:**

We recommend that the COLS1100 Faculty Oversight Committee present the algorithm to be used to determine COLS1100 staffing to the OAA Chairs for approval.



**Proposed Recommendations for Course Assignments for COLS 1100 and 1101**

1. Two separate pools – COLS 1100 and 1101. Staffing of COLS 1100 is located in advising services with Marissa Vernon and her team. Staffing of COLS 1101 is located in the Developmental Education Department.
  - a. Talk of establishing seniority based on teaching COLS 1100 and 1101 vs. seniority with the College. (Faculty must have completed the COLS 1100 training in order to be assigned a class and faculty with seniority teaching the COLS 1100 course should be given preference over newer or beginning COLS 1100 faculty).
2. Maximum of 3 course sections (Exceptions may be made in the event that a Full-Time Faculty member is not able to meet the hours required for their contract and in that case, Full-Time Faculty may be given the option to teach over the 3 course limit for COLS 1100. Recommendation for the three hour limit was made in order to preserve the academic integrity of the course. The idea being that faculty teaching more than three sections in addition to a possible full-time teaching load may not be able to keep up with the grading and preparation for the course. Three one hour COLS 1100 courses also corresponds with the 3 hour course that is common in many departments, thus many faculty could potentially replace one three hour course with three one hour COLS 1100 courses if necessary.)
  - a. Graduating scale assignments
    - i. Offer of up to three courses to FT Faculty by seniority (Seniority by teaching COLS) Provide a cascading system among FT Faculty by seniority and by availability and time constraints – 1 course to most senior faculty members, 1 course to less senior faculty members and then back to senior faculty members for second course if a second course is requested. Process is completed with the third course
    - ii. Offer up to three courses to Advisors by seniority (Seniority by Teaching COLS) Cascading system should follow seniority and availability model listed above.
    - iii. Then offer to Adjuncts
    - iv. *Question arose – What happens when FT Faculty members wants to teach but has no experience vs. those in the pool who have? Suggestion is that First right of refusal would still go to FT faculty members according to seniority before going to advisors or adjuncts. All interested and qualified FT faculty members should be given the sections requested (up to three unless the exception for a full load comes into play before any sections are offered to advisors.*
3. Regional Learning Centers and Specialty Programs (Aviation, DE, Preferred Pathways, Block,) Advisors (vs OTHER STAFF) who are housed at RLC are with that student population should be offered course first.
  - a. *Ideally move to Cohort where SES Faculty have 1<sup>st</sup> right of refusal to teach SES students.*
4. Complaints about the faculty member or advisor
  - a. COLS 1100 – Marissa has the right to tell the instructor not qualified to teach.
  - b. COLS 1101 – Celeste has the right to tell the instructor not qualified to teach.
  - c. Complaints must be based on student complaints/poor student evals.
  - d. If receiving complaints – observation(s) should be conducted.
5. *Web courses – Developer gets first right to teach (Full-Time Faculty and Advisors).*
6. Move to ONE annual training in Summer prior to start of Autumn Semester
  - a. That will eliminate those who are hired in Spring and want to teach and bump someone with experience teaching COLS.
  - b. UNLESS the pool of qualified faculty/advisors/adjuncts needs replenished.
  - c. Effective Summer 2013 if possible.





**OAA Subcommittee on Dual Enrollment**  
Karen Gray, Tracy Little, and Shawn Casey

***Report to the OAA Curriculum Committee***  
March 6, 2013

**Summary**

The Subcommittee on Dual Enrollment met September 18, 2012 to discuss policy and procedure recommendations. A tentative list of recommendations was submitted to the OAA Curriculum Committee [see *My Organizations > College Curriculum Committee CCC-ORG > Dual Enrollment > Policy and Procedure Recommendations*]. The Sub-Committee met again February 21, 2013 to review the current procedure manual and draft the attached Policy Statement. Karen Gray also shared the attached Dual Enrollment Summary Sheet.

**Decisions Required**

The Subcommittee recommends that the attached draft policy be developed to align with current College policy to ensure continued quality improvement, oversight, and alignment with transfer agreements for all dual enrollment courses. Further, we recommend the continued development of the existing procedure manual for the purposes of the Dual Enrollment office, including record keeping and assessment, and adaptation of the procedures for the purposes of individual departments, including quality assurance and improvement and alignment with existing transfer agreements.

**Background Documents**

1. Draft Dual Enrollment Policy
2. 2012/2013 Summary for Dual Enrollment
3. Initial Policy and Procedure Recommendations

## Draft Dual Enrollment Policy

- (1) Courses administered through the Columbus State Community College Dual Enrollment Program are college catalogued courses with the same departmental designations, course descriptions, numbers, titles and credits. Additionally, these courses reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college department. To ensure the continuity of Dual Enrollment Courses, site visits are conducted on an annual basis.
- (2) Dual enrollment faculty are reviewed by the respective college academic department and must meet the academic requirements as set by the Ohio Board of Regents. All Dual Enrollment teachers are provided with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, and course delivery. Dual Enrollment instructors not adhering to the course requirements will be removed from the program for non-compliance. *Would this be a good place to reference the procedure manual?*
- (3) Student qualifications for entry into the program adhere to Ohio Board of Regents guidelines.
- (4) The Office of Dual Enrollment and the Office of Academic Affairs will establish procedures to administer this policy....or something like that?

## 2012/2013 Summary for Dual Enrollment

Fall 2012: Number of Schools: 8    Number of Course Sections: 41    Number of Students: : 302

**Demographics:** Female 58% Male 42%    Race: Hispanic 4%, Asian 4%, Two or More Races 7%, Race/Ethnicity Unknown 7%, Black or African American 8% White 68%    Student Performance broken down by subject and compared to on campus performance:

Course	Total D/E	Total CSCC	A's as Percent of Total	CSCC Students A's	B's as a Percent of Total	CSCC Students B's	C's as a percent of Total	CSCC Students C's	D's as a percent of Total	CSCC Students D's	Failing grades as a % of Total	CSCC Failing Grades	Dual Enrollment Success Rate
BIO-1113	10	157	30%	34%	50%	24%	20%	18%	0%	8%	0%	9%	70%
BOA-1101	22	188	50%	39%	23%	16%	23%	6%	0%	3%	5%	20%	96%
BOA-1102	3	209	66%	42%	0%	19%	33%	6%	0%	7%	0%	16%	99%
BOA-1103	19	121	79%	36%	11%	24%	0%	8%	5%	5%	5%	12%	90%
CHEM-1111	5	346	40%	14%	60%	29%	0%	25%	0%	11%	0%	10%	100%
ENGL-1100	87	3796	40%	23%	39%	26%	11%	15%	2%	3%	2%	21%	90%
FREN-1101	33	68	61%	22%	30%	26%	9%	19%	0%	9%	0%	15%	100%
GERM-1101	13	39	62%	23%	38%	28%	0%	18%	0%	3%	0%	13%	100%
HART-1201	1	93	0%	25%	100%	28%	0%	16%	0%	5%	0%	14%	100%
IEP-1109	2	19	50%	47%	50%	16%	0%	5%	0%	11%	0%	11%	100%
MATH-1116	2	111	100%	20%	0%	27%	0%	25%	0%	6%	0%	14%	100%
MATH-1148	11	845	73%	9%	18%	20%	0%	23%	0%	13%	9%	18%	91%

POLS-1100	10	270	30%	16%	30%	24%	40%	21%	0%	8%	0%	20%	100%
SES-1002	15	77	67%	56%	13%	18%	0%	1%	0%	1%	0%	6%	80%
SES-1005	15	88	47%	55%	27%	10%	7%	5%	0%	3%	0%	11%	81%
SES-2426	9	11	11%	55%	33%	45%	33%	0%	0%	0%	0%	0%	77%
SPAN-1101	94	433	77%	25%	21%	24%	2%	10%	0%	12%	0%	16%	100%

**Spring 2013:** Number of Schools: 8    Number of Course Sections: 43    Number of Students: 410

**2013/14 Plans for Dual Enrollment**

**Expansion to 14 new schools:** Canal Winchester, Gahanna, Big Walnut, Dublin Jerome, Dublin Coffman, Dublin Scioto, Pickerington, Grandview, Westerville, Bishop Watterson, Olentangy, New Albany, Buckeye Valley, Delaware Hayes

**Early College:** Africentric, Reynoldsburg BELL, (new) Licking Heights Early College High School

**Total Number of Schools for 13/14: 23 Projected Student Enrollment: 1,000**

**Delivery Options and Cost Models DRAFT ONLY**

- High School Location/High School Teacher = \$25/semester hour
- High School Location/CSCC Faculty Member = \$62/semester hour (assuming district passes along faculty costs to student)
- CSCC Campus/High School Teacher = \$54/semester hour
- CSCC Campus/CSCC Faculty Member = \$88/semester hour
- Online Delivery/CSCC Faculty Member = \$62/semester hour

September 18, 2012  
Subcommittee Recommendations

Dual Enrollment

Possible Policy Recommendations:

1. Course must be the same course as the current approved CSCC Course.
2. Instructors must use the approved CSCC syllabus and textbook for the course.
3. If the course is in the TAG's or CTAG's it must meet the requirements set by the OBOR and agreed to by CSCC curriculum committees.
4. Dual Enrollment Policy and Procedures will be housed in the Office of Academic Affairs at Columbus State.
5. Faculty teaching the course must meet the same qualifications as CSCC faculty and must go through the same review process (List Qualifications)
6. There is a mandatory training for Dual Enrollment faculty conducted by CSCC that involves instruction about how the course is taught at CSCC and State Guidelines concerning the course.
7. NACEP Policies?

Possible Procedure Recommendations

1. Establish robust training procedure for faculty conducted by Columbus State Dual Enrollment leads.
2. Application process and procedure
3. Procedures for placement of students into courses and assessment of college readiness.
4. Removal of faculty from teaching course.
5. Expectations, roles and responsibilities of schools participating in Dual Enrollment.
6. Parent Night and Community Support for program.
7. Dual Enrollment project plan for each new participating school.
8. Assessment Plan – How to assess success of faculty, course and students?
9. Procedure Manual that includes OBOR, NACEP and Dual Enrollment policy and procedures

## COLUMBUS STATE COMMUNITY COLLEGE

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### Dual Enrollment

- (1) Courses administered through the Columbus State Community College Dual Enrollment Program are college catalogued courses with the same departmental designations, course descriptions, numbers, titles and credits. Additionally, these courses reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college department. To ensure the continuity of Dual Enrollment Courses, site visits are conducted on an annual basis.
- (2) Dual enrollment faculty are reviewed by the respective college academic departments and must meet the academic requirements as set by the Ohio Board of Regents. All Dual Enrollment teachers are provided with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, and course delivery. Dual Enrollment instructors not adhering to the course requirements will be removed from the program for non-compliance
- (3) Student qualifications for entry into the program adhere to Ohio Board of Regents guidelines.
- (4) The Office of Dual Enrollment and the Office of Academic Affairs will establish procedures to administer this policy. A Dual Enrollment Procedure Manual is available through the Office of Dual Enrollment.

# OAA Faculty Committee

## Decisions/Actions/Recommendations

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The following form has been developed to document recommendations, actions and/or decisions, taken by an OAA Faculty Committee, that impact the College, its policies, processes, and/or faculty-related work. This form should be submitted to Sally Cooper (per decision made at June 1, 2012 co-chairs meeting) for distribution. Please attach any back-up documents when submitting this form.

OAA Committee Name: Student Support Committee

Date: February 21, 2013

Submitted by: Eric Neubauer and Amy DiBlasi

Was this decision/action/recommendation made by a quorum of the Committee? (A quorum is defined as having 60% of committee members present, evenly divided between Career and Tech and Arts and Sciences Division committee members; no proxies permitted.) Yes No

Was this decision/action/recommendation recorded in official minutes of the Committee? Yes No

Are any attachments included with this form? Yes No

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Give a brief description of decision/action/recommendation made by the Committee:

The Student Support Committee unanimously voted to recommend that the Testing Center Advisory Sub-Committee become a stand-alone, ongoing committee or council, with the following stipulations: 1) that this new stand-alone ongoing committee/council have as part of its membership a minimum of two (2) faculty members from the Arts and Sciences Division and two (2) faculty members from the Career and Technical Division; 2) that two of the four (4) faculty members come from the OAA Committees, preferably one Arts and Sciences and one Career and Technical faculty member from the OAA Student Support Committee.

The decision to create a stand-alone, ongoing Testing Center Advisory Committee/Council with faculty membership and involvement will 1) allow the college to make informed decisions as to how best to meet the testing needs of both faculty and students given the resources available to it; 2) provide a structure within which Testing Center practices and related activities can be discussed and input provided by both faculty and staff; 3) provide a structure within which decisions can be made and recommendations provided by both faculty and staff regarding Testing Center practices, related activities, and resources, as well as any decisions and/or recommendations that could potentially affect changes in the policies and procedures of the college; 4) provide a model that will allow for significant faculty involvement in the evolving governance structure of the college, especially in the realm of oversight and communication among the faculty driven committees (such as the OAA Co-Chairs Committee) and other non-faculty driven college committees.

Does the Committee recommend that their decision/action/recommendation be subject to further review by the OAA co-chairs at a regularly scheduled committee meeting? Yes No

If "no", give reason:

If "yes," in addition to further review at the OAA co-chair committee meeting, does the committee's decision/action/recommendation need additional faculty input?

We believe that all committee recommendations should be discussed and voted on at the co-chairs level prior to moving forward.



# OAA Faculty Committee Decisions/Actions/Recommendations

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The following form has been developed to document recommendations, actions and/or decisions, taken by an OAA Faculty Committee, that impact the College, its policies, processes, and/or faculty-related work. This form should be submitted to Sally Cooper (per decision made at June 1, 2012 co-chairs meeting) for distribution. Please attach any back-up documents when submitting this form.

**OAA Committee Name:** Student Support Committee

**Date:** March 28, 2013

**Submitted by:** Eric Neubauer and Amy DiBlasi

*Was this decision/action/recommendation made by a quorum of the Committee? (A quorum is defined as having 60% of committee members present, evenly divided between Career and Tech and Arts and Sciences Division committee members; no proxies permitted.)* Yes No

*Was this decision/action/recommendation recorded in official minutes of the Committee?* Yes No

*Are any attachments included with this form?* Yes No

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*Give a brief description of decision/action/recommendation made by the Committee:*

The Student Support Committee unanimously voted to approve the recommendations proposed by the Distance Learning Student Success (DLSS) Task Force regarding Blackboard Orientation for students with the stipulation that there be an acceptable implementation process developed to ensure students comply with the Blackboard training requirements, and that the Student Support Committee (or other applicable OAA committees) be consulted before any implementation process is put in place (or any further actions related to Blackboard Orientation for students).

*Does the Committee recommend that their decision/action/recommendation be subject to further review by the OAA co-chairs at a regularly scheduled committee meeting?* Yes No

*If "no", give reason:*

*If "yes," in addition to further review at the OAA co-chair committee meeting, does the committee's decision/action/recommendation need additional faculty input?*

We believe that all committee recommendations should be discussed and voted on at the co-chairs level prior to moving forward.

## Columbus State Community College

### Distance Learning Student Success Task Force

**To:** Office of Academic Affairs Student Support Committee

**Date:** 3/19/2013

#### **Introduction and Abstract:**

The Distance Learning Student Success Task Force (DLSS) supports the recommendations of the College-Wide Structure for Distance Learning Courses Committee (a.k.a. Shell Committee). After review of the current college procedures regarding student orientation, in addition to information gathering and analysis of best practices, the DLSS recommends that the Blackboard Orientation for students be available and encouraged in every distance learning course and that faculty require students to show proof of completion.

#### **Project Rationale:**

The Blackboard Learning Management System is employed across campus at an increasing rate and will continue to be used with greater frequency and student usage. Improving basic familiarity with the system will lead to greater student success. Attainment of technological proficiency is inherent to both the mission statement of the college and Arts & Sciences and Career & Technology department syllabi.

#### **Action Items:**

- Create a tracking system of student completion of the Blackboard Orientation within the early alert system and/or Datatel.
- Institute a campus-wide procedure regarding ramifications to students in non-compliance who register for a distance learning course (implementation plan utilizing CougarWeb and/or Starfish to be determined upon approval).
- Create a campus-wide survey for students who have completed the Blackboard Orientation once the requirement has passed the approval of appropriate OAA committees.

#### **Assessment Plan:**

- The ITDL has distributed a survey to students who have completed the Blackboard Orientation and results indicate that the majority (94%) of students who complete the survey find it helpful.
- The ITDL will gather and track student usage of the Blackboard Orientation after it has been instituted as a requirement for students enrolled in online courses. Additional data can be gathered related to student satisfaction after having completed the survey (questions to be determined by the Distance Learning Student Success Taskforce).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Task Force, Chair*

Review from: **OAA Student Support Committee**

Accepted: \_\_\_\_\_ Not Accepted: \_\_\_\_\_

Comment:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Chairperson, Student Support Committee*

Review from: **Office of Academic Affairs**

Accepted: \_\_\_\_\_ Not Accepted: \_\_\_\_\_

Comment:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*Senior Vice President, Office of Academic Affairs*



## Blended Learning Taskforce Report - PAGE 1 of 21

To: Tom Erney, Dean Instructional Services  
 Office of Academic Affairs Instructional Success Committee  
 Office of Academic Affairs Student Support Committee

Date: February 26, 2013

### Introduction:

### Background

The Blended Learning Taskforce, formed in April 2012, was charged with making recommendations for expanding and formalizing the blended learning program at Columbus State Community College (CSCC). As stated in the Blended Learning Taskforce charter, “[t]he intent of the Blended Learning Task Force is to create a blended learning program that will maximize college resources and increase overall student success” (see Appendix A). Working from this charge, the taskforce developed the following eight taskforce deliverables and associated action items:

Deliverable	Action Item
Investigate current state of blended learning at CSCC	Develop a survey to evaluate blended learning strategies currently in practice at CSCC.  Use and evaluate data and statistics.
Recommend scheduling changes (e.g. specific building)	Recommend changes to the college schedule to facilitate the success of students enrolled in blended learning courses.
Blended learning training program	Evaluate the University of Central Florida’s BlendKit faculty training course.
Blended learning program promotion to students and college community (e.g. communication of course requirements, syllabus, schedule, etc.)	To be developed.
Blended learning data collection and evaluation	Meet with faculty from University of Central Florida to gather information about their blended learning program.  Use and Evaluate data and statistics.
Blended learning definition (for students and faculty)	Review CSCC current hybrid course definition.  Develop checklist to provide more clarification for faculty and students as to what is a blended course.

Blended learning course development process, methodology, and blended course format	Research blended learning models. Recommend AQR criteria specific for blended courses.
Blended learning best practices repository	Research literature and web resources for best practices relating to blended learning courses.

The following report summarizes the work of the Blended Learning Taskforce and concludes with the recommendations of the taskforce.

### Blended Learning Definition

The committee reviewed the current definition of “hybrid” learning and revised it to reflect the more current and widely-used term of “blended” for mixed mode courses. The term “blended” will be used, therefore, throughout the remainder of this report to describe mixed mode courses. After reviewing the definition of ‘blended learning’ from several colleges, the taskforce decided that the current CSCC definition appropriately defined the blended courses at CSCC and provided the flexibility for faculty to develop courses in a manner that best assists the learners to accomplish course outcomes. The following definition was agreed upon by the taskforce and reflects only minor modifications to the current hybrid course definition. (i.e. The term “hybrid” has been replaced with “blended and other minor changes are highlighted in “red” font.)

*A ~~hybrid~~ blended course is ~~held both~~ an online course with ~~and~~ at required real-time, face-to-face sessions. ~~Hybrid~~ Blended course instruction is split between learning activities online and in a specified location, based on course content. To participate in the online portion of a ~~hybrid~~ blended course, a student must have basic computer knowledge along with access to a computer and the Internet. A student may use a computer at home, at a campus lab, a library, or elsewhere. The face-to-face sessions require meetings at dates and times specific to each different ~~hybrid~~ blended course. The face-to-face sessions may be held in a campus classroom, lab or at an external location, such as a clinical site for health-related classes.*

The taskforce determined that a supplemental checklist should be provided to faculty to assist with defining whether a course is a blended course or web course. The following list of items is intended to further clarify what constitutes a blended course.

- Students must be physically present in a classroom or specified site.

(Clarification: Blended courses require students to have a physical presence in the classroom or onsite on specific date(s) and times and this activity cannot be done at a distance location.)

- Proctored testing alone does not constitute a blended course designation.

(Clarification: Proctored testing may be done at a distance utilizing an approved proctoring site. A blended course needs to have a face-to-face lecture and/or lab component.)

- Synchronous web activities alone do not constitute a blended course designation.

(Clarification: Synchronous web activities, such as online meetings, online group projects, etc. may be done at a distance and do not require the physical presence of the student on campus or at a specific site.)

In order to address blended learning needs of the college, one must first understand the current blended learning environment. The following data was collected regarding the current state of blended learning at CSCC.

- Survey of blended learning course activities
- Student success statistics from Autumn Quarter 2009-Spring Quarter 2012 (Appendix B)
- List of Autumn Semester 2012 “hybrid” course offerings

Survey of Blended Learning Courses Activities: The taskforce created a survey tool instrument that was sent to faculty teaching “hybrid” courses during Summer Quarter 2012. Forty-five faculty responded to the survey. Items on the survey were designed to identify which activities are used by the faculty in the classroom and which activities are done online.

Highlights of the survey results revealed:

- 62% of survey responders indicate that lectures in blended learning courses occur both online and in the classroom.
- 42% of survey responders indicate discussion/interaction in blended learning courses occurs both online and in the classroom. 37% of survey responders indicate that “in class” is where student discussions/interactions occur.
- The results of the laboratory question indicate that 46.7% of the responders do not teach courses with laboratory components. 26% of the responders teach the laboratory components in the classroom.
- The results of the group project question indicate that 60% of the responders do not teach courses with group projects. Of the courses that do include group projects, 17.8% conduct group projects in the classroom and 15.6% conduct group projects both online and in class.
- 64% of the survey responders do not have student presentations as part of their hybrid courses. Of the responders that do have student presentations, 22.2% are done in the classroom.
- 73% of the survey responders do not have guest speakers as part of their hybrid courses. Of the responders that do have guest speakers, 20% of the presentations are done in the classroom.
- 60% of the homework submission in hybrid courses at CSCC is done online.
- Collectively, 73% of responders use “in office” hours/ phone to for office hours. A smaller percentage, 11% of the responders, use Webex with a combination of in-office hours to be available to students.-
- 57% - 66.7% of the responders indicate that “Draft or final draft submission” and “Return of drafts/final drafts with comments” was not applicable to their courses.

- 53.4% of midterms are proctored within the testing center or in the classroom. 35.6% of the proctored midterms are done at the testing center. 22.2% of the responders stated that a midterm exam was not applicable to their course(s).
- 71.1% of the responders indicate that the final exam is proctored either at the testing center or in the classroom.
- 84.4% of responders to the survey state that verbal testing is not applicable to their courses and 68.9% note that "practical, hands-on, testing" is not applicable to their courses. However, 6.7% and 22.2% of the responders do have verbal and hands-on practical testing, respectively, and do this type of testing proctored in the classroom.

#### Student Success Data (see Appendix B)

The Blended Learning Taskforce reviewed student success that shows the grades, withdraws, and GPA of students enrolled in traditional, web, and hybrid courses at CSCC from summer 2009 - spring 2012 (see Appendix B). This report shows that in all quarters, except for one (summer 2009), the students' average GPA was higher in hybrid sections of courses. Although the data are not statistically valid as a comparison between course delivery modalities, the data does suggest that further study may be of value at the course level to evaluate the student success data of each modality for the same course.

#### List of Autumn Semester 2012 Course Offerings

The list of Autumn Semester 2012 courses offered as hybrid was reviewed as a "snapshot" of the current volume of hybrid courses offered at CSCC. There were a total of 131 courses offered as hybrid courses. To compare, 616 courses were offered traditionally and 306 courses were offered as web courses. Of the 616 traditional courses offered, there were 2782 sections of the courses offered collectively on all campus sites.

#### University of Central Florida:

The taskforce met with faculty from the University of Central Florida (UCF) where they have a very successful blended learning program. Via web conference with the UCF faculty, the taskforce learned that the blended learning program at UCF has many of the same features at the course level as do the web courses at CCSC. However, UCF also provides a very comprehensive blended learning training kit called BlendKit for faculty training.

Summary of information from UCF web conference:

Below is a summary of the information provided during the UCF web conference.

- UCF blended learning courses are primarily offered to students at the graduate level. This is being expanded to undergraduate course offerings.
- UCF uses the term "mixed mode" to describe blended learning.
- The faculty at UCF determine the structure of the blended learning course (i.e., how many times the class meets, what content is delivered online, etc.). Each course is unique.
- Faculty development is key to course success. UCF offers a training kit called BlendKit to help prepare faculty for teaching a blended course.



- One UCF faculty member noted the importance of interaction with the content, interaction with technology, and interaction with peers.

### University of Central Florida's Blendkit

Two taskforce members (Ann Palazzo and Suzanne Patzer) completed the University of Central Florida's Blendkit faculty training course to determine if this open source blended learning training course would be a good fit for the faculty training needs at Columbus State.

Based on the experience of the task force members, it was recommended that CSCC should create its own blended learning training program for faculty. The University of Central Florida's Blendkit training was thought to be too cumbersome and not course specific. The Blendkit course did offer several resources that would be beneficial to creating a blended learning repository for faculty use.

### Awareness and Promotion of Hybrid Courses Document

The Blended Learning taskforce reviewed the earlier work of the Arts and Sciences Hybrid Task Force from the document titled "Awareness and Promotion of Hybrid Learning." (Appendix C) The previous work of this CSCC committee and the recommendations presented in this document align with recommendations developed by the current blended learning taskforce and will provide a foundation for the development and implementation of the Blended Learning Taskforce action items and recommendations. Based on the work and research of the Blended Learning Taskforce, the taskforce members developed the following recommendations to be moved forward for approval by the appropriate OAA committees.

#### **The recommendations of the Blended Learning Taskforce are:**

1.) Change the term "hybrid" course to "blended" course at Columbus State to describe courses that have both an online component and an on-campus or onsite requirement.

2) Update the Blended Learning definition at Columbus State to read:

"A blended course is an online course with required real-time, face-to-face sessions. Blended course instruction is split between learning activities online and in a specified location, based on course content. To participate in the online portion of a blended course, a student must have basic computer knowledge along with access to a computer and the Internet. A student may use a computer at home, at a campus lab, a library, or elsewhere. The face-to-face sessions require meetings at dates and times specific to each different blended course. The face-to-face sessions may be held in a campus classroom, lab or at an external location, such as a clinical site for health-related classes."

3) Update Datatel to remove the "hybrid" course designation from the scheduling screens, so that scheduling personnel will select the correct "blended" option for courses meeting the definition.

#### **Rationale for recommendations 1-3:**

**The Honors Committee has requested to have the “H” on the schedule of courses represent honors courses. (Please see attached email from Laurie Johns regarding the need for this change and the need for review of this recommendation before the opening of autumn semester registration, April 15.) Changing the designation of “hybrid” courses to “blended” courses (and thereby changing the schedule abbreviation to “B”) will eliminate confusion across campus.**

**In the last two years, a national trend has emerged in distance learning education to use the term “blended” to describe courses that have traditionally been referred to as hybrid courses.**

**At the February 26, 2013, meeting of The Teaching & Learning Technology Roundtable (TLTR), a majority vote from members was accepted without opposition to send a recommendation to the OAA Committee to change the term “hybrid” to “blended.”**

4) Develop a formal and structured blended learning process. For example: Identify courses and faculty for a pilot of the blended learning program.

5) Communicate and promote blended learning to students, faculty and staff. For example:

- Promote student success and awareness of blended learning by developing a mechanism on the schedule of courses or at the point of registration that provides the student with specific course requirements.
- Encourage departments to set goals of increasing blended course development and implementation.
- 

**Rationale for recommendations 4-5:**

**Developing a formal and structured blended learning process will promote consistency with blended course design and will provide training to faculty on blended techniques that can be used in courses to promote student success. Clearly communicating to students the blended course requirements will promote student success.**

**Implementation:**

Upon approval of the recommendations by the appropriate OAA committees and the Office of Academic Affairs, the Blended Learning Taskforce will continue to develop action items for each of the recommendations.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Chair person, Taskforce

**Review from: OAA Instructional Success Committee**

Comment:

Signature: \_\_\_\_\_ Date:

\_\_\_\_\_  
Chairperson, OAA Instructional Success Committee

**Review from: OAA Student Support Committee**

Accepted \_\_\_\_\_ Not Accepted \_\_\_\_\_

Comment:

Signature: \_\_\_\_\_ Date:

\_\_\_\_\_  
Chair person, OAA Student Support Committee

**Review from Office of Academic Affairs:**

Accepted \_\_\_\_\_ Not Accepted \_\_\_\_\_

Comment:

Signature: \_\_\_\_\_ Date:

\_\_\_\_\_  
Senior, Vice President, office of Academic Affairs

## Appendix A

### Blended Learning Task Force Charter

#### SCOPE

##### **Purpose:**

Background: CSCC has a large and effective (or comprehensive) online learning program, but far fewer courses are currently offered in a hybrid/blended format (a portion of course content delivered online and a portion delivered face-to-face). Many traditional CSCC classroom courses have the potential of being converted to an effective blended format. Thoughtfully developed blended learning courses combine the best of web-based and face-to-face classroom practices that can meet all course objectives.

Additionally, the college lacks adequate classroom space to accommodate enrollment growth. A college-wide blended learning program will provide more space as course content is transferred from the classroom to the online format.

Purpose: The intent of the Blended Learning Task Force is to create a blended learning program that will maximize college resources and increase overall student success.

Benefits: Implementing a blended learning program will address the needs of both the college and its students. According to the University of Central Florida, “when properly implemented, blended learning can result in improved student success, satisfaction, and retention . . . compensate for limited classroom space . . . offer conveniences” for students, and can be “a method to infuse new engagement opportunities into established courses(cite needed here)”

##### **Objectives:**

The Blended Learning Task Force will bring together CSCC faculty, the TLTR, OAA faculty committees, instructional technologists, and professional experts in blended learning to create a blended learning strategy for the college. The Task Force will:

- Research proven best practices in blended teaching and learning
- Analyze college data regarding student success factors in blended courses
- Share information relating to student success with the Distance Education Student Success Task Force
- Develop a recommended college-wide strategy for successful development and implementation of blended learning courses that focuses on courses not currently offered in an online format

##### **Deliverables:**

Task Force activities will result in a college-wide strategy for blending learning, including the development of the following:

- Blended learning definition (for students and faculty)
- Blended learning course development process, methodology, and blended course format
- Investigate current state of blended learning at CSCC
- Recommend scheduling changes (e.g. specific building)
- Blended learning best practices repository

- Blended learning training program
- Blended learning program promotion to students and college community (e.g. communication of course requirements, syllabus, schedule, etc. )
- Blended learning data collection and evaluation

**Stakeholders:**

- Faculty members
- Students
- Staff
- Workforce Providers
- Institution

**High-level work breakdown structure and budget:**

**Tasks:**

- Task Force committee meetings
- TLTR and OAA meetings
- Consultation with external experts
- Training for ITDL staff
- Research
- Data collection and analysis
- Conference attendance
- Creation of process
- Creation of training
- Creation of promotions

**SUPPORT ELEMENTS**

**Links to college projects/goals/AQIP:**

Blended learning has been found to increase student success and retention. This aligns with the current OBOR and college Student Success initiative. Thoughtfully planned blended learning strategies will improve the teaching and learning process. This aligns with three institutional goals:

- To recognize, develop, and support excellence in both learning and teaching.
- To provide a learner-centered environment that provides the support services which assure that learners attain their educational goals.
- To enhance learning opportunities for students, faculty, staff, and administrators through the effective use of technology.

One of the blended learning strategy outcomes is to maximize the classroom space at the college. This goal aligns with the current AQIP action item "Master Planning Project," specifically A:4:D: "Analysis of the College's current use of its facilities, classrooms, laboratories and office resources, and proposed options for enhancing effectiveness, efficiency, and sustainability." (<http://www2.csc.edu/about/cqi/docs/masterp-2012.pdf>)

**Costs:**

- Conferences
- Travel
- Consultants

- Speakers
- Training
- Training materials
- Hardware
- Software
- Promotional materials
- Release time
- Webinars

**Documentation:** University of Central Florida Blended Learning Toolkit

- Sloan Consortium Blended Learning articles, workshops
- Sloan-C, eMerge conferences
- Data collected – college statistics
- Bibliography

**Assumptions:** This project has the full support of the project sponsor, stakeholders, and all departments.

- The scope of the project is limited to that described in the project charter.
- Formal charter and scope change procedures will be followed.
- Funding for this Task Force will be provided by the Distance Education Division or other college budgets.
- The college has sufficient infrastructure to support a blended learning program.
- TLTR and OAA faculty committees approve the strategy.
- Data will prove blended learning will improve student success.
- CSCC's Distance Education division will support the blended learning training and course development process.
- Given the fact that the college has successfully adopted courses in both the face-to-face and online format, faculty members will embrace teaching blended courses.
- Students will become familiar with the blended learning paradigm and enroll in blended courses.
- The IT department will provide additional resources if necessary.
- The purpose of this project will be communicated throughout the college prior to implementation.

**Risks:**

- Budget cuts
- Change in college's distance learning commitment

- Lack of faculty support
- Lack of adequate training
- Time constraints given the scope of the project.
- Lack of awareness about the nature of blended learning among faculty, chairpersons
- Logistics of classroom scheduling
- Technology failures

## ASSIGNMENTS

### Core Team Members:

- Faculty members: Jane Roberts, Melissa Logue, Bill Highley, Ann Palazzo, Charlie Galucci, Susan Acceturo, Cameron Kishel
- Ex-officio: Brian Seeger-KRP liaison, Tom Erney, Suzanne Patzer, Rob Harley, Elina Vayntraub-ITDL liaisons

**Project Manager:** Not applicable

**Signatures: (Sponsors):** Jack Cooley, VP Academic Affairs, Tom Erney, Dean of Distance Education

Student Success Data (see Appendix B)

SECTION AND TERM	A	B	C	D	E	W	OTHER	GPA	GPA STD DEV
09SU - Trad (1579 sections)	7741	5966	3546	1078	2099	2218	0	2.595	0.812
09SU - Web (518 sections)	3111	2468	1398	485	1277	1186	0	2.352	0.697
09SU - Hybrid (155 sections)	596	563	332	86	218	211	0	2.467	0.838
09SU - Blended (1 section)	2	3	2	1	8	3	0	1.16	
All 09AU - Trad (2661 sections)	14458	13620	8678	3105	6703	4659	0	2.411	0.765
All 09AU - Web (648 sections)	3840	3260	2055	773	2266	2041	0	2.144	0.694
All 09AU - Hybrid (232 sections)	1282	916	506	185	437	363	0	2.562	0.826
All 09AU - Blended (1 section)	0	5	2	1	3	6	0	1.18	
All 10WI - Trad (2536 sections)	13823	12515	8385	3057	6353	5032	0	2.394	0.795
All 10WI - Web (662 sections)	4354	3508	2215	896	2338	2234	0	2.16	0.703
All 10WI - Hybrid (248 sections)	1284	1100	563	193	506	384	0	2.548	0.787
All 10SP - Trad (2540 sections)	13093	11816	7947	3074	6324	5282	0	2.363	0.823
All 10SP - Web (687 sections)	4082	3519	2312	854	2578	2340	0	2.097	0.698
All 10SP - Hybrid (268 sections)	1464	1148	612	189	499	470	0	2.503	0.779
All 10SU - Trad (1741 sections)	8053	6488	4010	1343	2714	2581	0	2.524	0.804
All 10SU - Web (644 sections)	3570	2897	1754	596	1714	1575	0	2.259	0.702
All 10SU - Hybrid (201 sections)	953	704	404	123	278	263	0	2.569	0.845
All 10SU - Blended (1 section)	3	2	1	1	5	7	0	1.11	
All 10AU - Trad (2862 sections)	14692	13484	8676	3233	7262	5489	0	2.318	0.845
All 10AU - Web (754 sections)	4315	3636	2431	966	2727	2572	0	2.056	0.692
All 10AU - Hybrid (273 sections)	1434	1228	595	177	465	401	0	2.577	0.787
All 11WI - Trad (2730 sections)	13849	12425	7906	2931	6285	5591	0	2.333	0.892
All 11WI - Web (758 sections)	5075	3945	2449	1034	2781	2544	0	2.165	0.726
All 11WI - Hybrid (269 sections)	1389	1101	623	208	539	462	0	2.488	0.835
All 11SP - Trad (2630 sections)	12860	11026	7483	2811	6102	5266	716	2.358	0.833
All 11SP - Web (762 sections)	4651	3729	2473	1022	3098	2699	6	2.049	0.72
All 11SP - Hybrid (295 sections)	1575	1165	600	228	556	538	9	2.479	0.816
All 11SU - Trad (1774 sections)	8229	6405	3841	1256	2705	2899	0	2.49	0.811
All 11SU - Web (729 sections)	4318	3316	2025	729	2132	1999	0	2.196	0.719
All 11SU - Hybrid (210 sections)	1066	823	417	135	306	298	0	2.565	0.806



SECTION AND TERM	A	B	C	D	E	W	OTHER	GPA	GPA STD DEV
All 11AU - Trad (2828 sections)	14368	13111	8280	3110	6910	5260	0	2.392	0.79
All 11AU - Web (831 sections)	4747	4047	2575	1040	3098	3197	0	2.038	0.691
All 11AU - Hybrid (281 sections)	1588	1062	584	232	505	473	0	2.559	0.818
All 12WI - Trad (2652 sections)	14012	12095	8012	2820	6260	5100	0	2.415	0.803
All 12WI - Web (817 sections)	5264	4310	2772	1107	3157	2810	0	2.134	0.692
All 12WI - Hybrid (288 sections)	1537	1240	643	220	526	470	0	2.554	0.795
All 12SP - Trad (2610 sections)	12511	11022	7340	2716	5847	4860	575	2.373	0.806
All 12SP - Web (827 sections)	4878	3979	2646	1118	3282	3007	1	2.043	0.708
All 12SP - Hybrid (300 sections)	1458	1170	629	207	563	462	0	2.467	0.779

## Appendix C

### AWARENESS AND PROMOTION OF HYBRID COURSES

#### Recommendations

1. **Ways to help students make an informed choice when registering for web hybrid course**
  - Pop-up window describing hybrids when they click on a hybrid course during registration
  - Have Institutional Advancement coordinate a campaign that includes a website with both student and teacher testimonials and a video of a student describing a hybrid
  - Increase awareness among students by increasing awareness among faculty and chairs
  - More consistency across departments and divisions in terms of the definition of hybrids
2. **Ways to help advisors be more aware of the nature of web hybrid courses, better understand student success in such courses, and better communicate expectations of web hybrid courses to students who come for advising**
  - Highlight advantages and disadvantages and create reference documents
  - Analyze data to see if there is evidence to support the assumption that hybrids are better for students than webs
3. **Ways to promote participation in web hybrids**
  - Training in the development and teaching of hybrids should come *before* promotion of courses
  - Get chairs more involved
  - Minimize web and promote hybrids so students become more aware of them
  - Reluctant instructors should never be forced to teach hybrids since they require motivation, creativity, and adaptability
  - Each department should have a committee to examine hybrids
  - Allow individual instructors to have web sites to promote their own courses

### ORIENTATION AND FIRST MEETINGS

#### Recommendations

##### 1. Elevator Sheet:

Designed by Carolyn Kaufman, the *Elevator Sheet* is a quick quiz that helps students ascertain which course modalities best fit their individual personality. In addition, it provides important information regarding on-line and face-to-face learning. It is recommended that the visual presentation of the material could be improved so that it is more eye catching and is available in different formats, i.e., brochure, handout, etc. It was also recommended that this sheet be placed around elevators, at desks in Records & Registration and Counseling & Advising offices. This

sheet could also be given to the ASC 190 Lead Instructors, who could recommend it as a class activity.

## 2. CSCC Global:

It is recommended that this web page, which contains information on distance learning courses, be made more visible. Perhaps a prominent link on the [www.csc.edu](http://www.csc.edu) page or on the course schedule page.

## 3. Student Course Promotion:

It is recommended that Institutional Advancement, or some other appropriate group, make a video of CSCC students discussing the difference between modalities. This video should have a prominent place on the CSCC website and could be shown on TV monitors located throughout the campus.

# PROFESSIONAL DEVELOPMENT

## Best Practices

### 1. Skills and Awareness:

Faculty teaching on-line (hybrid) courses should demonstrate the following skills:

- Faculty presence in their courses (can be achieved by posting frequent announcements, by changing the color of buttons on the course menu in Blackboard, by changing the banner in Blackboard, by frequently updating course resources and/or other content areas in Blackboard).
- Establish clear goals of the hybrid course for themselves and for their students (understand why the hybrid format is being used and how it can benefit the instructor/learner).
- Frequent course reviews (in addition to the college AQR process, faculty should review their own courses on a quarterly basis to process what is working and what is not working).
- Enroll in course as a student (faculty are encouraged to contact ITDL to have a student log-in created for each of their courses. This gives the instructor access to the student perspective, which is not always clear from the instructor view point).
- Understanding of Blackboard and LMS basics (Faculty should be REQUIRED to have this knowledge before being assigned a hybrid course).
- SoftChalk basics (SoftChalk is an excellent way to enhance course instruction, track student progress, mine statistics, and provide repeatable activities that offer immediate feedback).
- Basics of HTML training.
- Understanding of how to troubleshoot issues (especially in regards to technology). Faculty should also have knowledge of who to contact when various issues arise.
- How to create a community of learners (via team building projects).

- Motivating students and preventing procrastination
- Etc.

## 2. **Training and Support:**

Faculty teaching in the on-line environment should be familiar with how to implement the following technologies and how to use them to further instruction:

- SoftChalk
- Blackboard 9.1 (especially features like the announcement feature, assignment feature and GRADE CENTER)
- Discipline specific training
- Web 2.0 tools
- JING
- Camtasia (either full suite or relay)
- Podcasting
- Mobile Devices
- Social Media
- Electronic Pens
- Clickers

Ultimately, a Division handbook would serve to flesh out the above-listed concepts in addition to others. A handbook would provide general expectations and promote consistency in instruction across the Division.

## **Recommendations**

### 1. **Faculty Professional Development Resource Center:**

Create a faculty development center dedicated to providing resources and support for teaching (hybrid, face-to-face, web) in one centralized location. Faculty should be given re-assigned time to provide workshops, create materials for general use and to act as mentors to new (on-line) faculty and adjunct faculty on specialized topics. The Faculty Professional Development Resource Center should be supported by the faculty with a focus on academics. It should be a place for faculty to collaborate with other faculty members to generate questions for further discussion and to look at providing answers/solutions.

Even though faculty have access to learning about technologies at ITDL, faculty have expressed that they would like to have access to a place that:

- Offers training by the faculty for the faculty.
- Addresses using technology to advance teaching and learning (vs. troubleshooting technology related issues).
- Provides models and/or “how-to” examples of integrating technology in teaching or simply of best practices in teaching hybrid and on-line courses.
- Provides space for faculty mentorship, meeting place, etc. without the concern of competing for space for instruction.

### 2. **Faculty Dashboard:**

It has been expressed that it is possible to create a faculty dashboard that would contain such information as:

- Courses being taught since 2004 (in addition to course descriptions, credit hours, degrees, grade distributions, quality reviews, etc.)
- Blackboard content statistics
- Blackboard maintenance tasks (i.e. course copies, imports, exports, archives)
- Trainings (both current trainings being offered and trainings that were taken by the individual faculty member)
- Direct access to Cougar Web to enter grades
- Direct access to the CSCC academic calendar
- Information hub (including blogs, news, faculty requests to ITDL, course copy requests, listing of DL leads, etc.)
- Listing of emerging technologies and campus wide licenses
- Listing of faculty content experts to consult for various trainings

This dashboard could be considered as an electronic version of a one-stop-shop for all faculty to get access to whatever information they would need to enhance their teaching, create reports, find out about the latest in trainings, facilitate general work, etc.

### 3. Faculty Training Modules:

As mentioned under the area entitled: *Faculty Professional Development Resource Center* – the need for more training for the faculty is imperative to both instructor and student success. To this end, and invaluable resource would be to create a structured professional development plan to prepare faculty to teach in a DL environment

A simple solution would be to offer training modules (or courses) that help instructors assimilate the use of technology in more than one session. Completion of various modules would earn faculty BRONZE LEVEL status, SILVER LEVEL status, and GOLD LEVEL status respectively. The training modules would be set up in such a way that there would be core courses and then electives, in order to complete each level. The completion of each level would be publicized throughout the campus (particularly at the aforementioned **Faculty Professional Development Resource Center** and **Faculty Dashboard**). Consequently, all faculty would be apprised of experts in various areas and would be encouraged to contact them for basic questions, assistance, and mentorship, etc.

These training modules would ensure that faculty teaching on-line would have access to basic, intermediate and advanced skills in operating technology for implementation and for achieving learning goals. It is the recommendation of this committee that all on-line instructors have at least basic training (i.e. achieve BRONZE LEVEL status) BEFORE being permitted to teach in an on-line environment. This would need to be mandated by the upper administration and be consistent from department to department.

As faculty pass through each level, they should be awarded with (at the very least) some form of certificate for completion. To this end, the training modules serve to support faculty in the tenure and promotion process.

#### **4. Division Standards for Online Instruction:**

Many faculty feel that there is a lack of clear expectations for faculty/adjuncts teaching hybrid courses. What is an acceptable conversion of hours? How are hours determined for assigned on-line activities and lectures versus face-to-face meetings? What are acceptable expectations for time-on-task? How will/should this vary from the faculty to adjuncts due to designation of hours in the contract? What are expectations regarding technology? How do we develop course consistency at the departmental level and across the division? To answer these questions and to provide clearer guidance to all faculty and adjunct faculty teaching hybrid and on-line courses, we need to create division standards that could be disseminated in the form of a handbook.

#### **5. Restructured Review Process for On-line Courses:**

The current AQR (Academic Quality Review) process used to evaluate the quality of content and instruction in on-line courses is not a good fit for our institution. For one reason or another, reviews don't get done, reports don't get read and feedback is not implemented. Additionally, many faculty fear reprisals from their peers, which is especially a concern for faculty still in the tenure and promotion process. A solution would be to develop a course review team at the Division level, which would include faculty from across the division as well as content matter experts (faculty from the department of the course being reviewed). This restructuring of the review committee would lead to a more honest review of each course and go a long way toward developing common standards and course consistency.

#### **6. Classroom Scheduling:**

Priority for Smart Classrooms should be reserved for faculty teaching hybrid courses and who demonstrate a high degree of the use of technology in their face-to-face sessions. Many times, rooms are assigned due to the class size versus to the needs of the instructor and the students. Many faculty, who do not want to use technology, are arbitrarily assigned to Smart rooms leaving faculty dependent on technology assigned to rooms with a chalkboard. A priority scheduling list would go a long way to ensure that faculty who need Smart rooms will be assigned in them. Recommendations for such a list could be compiled by DL leads and/or Department Chairs

### **SELECTION OF COURSES FOR HYBRID/WEB MODALITY**

#### **Recommendations**

The most important factor influencing student success in hybrid courses is the background of the student rather than the type of course being offered. Background factors may include but aren't limited to a student's participation in hybrid orientation or training, a student's previous experience with hybrid or web courses, and the grades a student obtains in prerequisite course work. Students who initially appear to be good candidates for hybrid courses but perform poorly in those courses should be advised not to take additional courses in this modality.

## Which Course Types Are The Best Match for My Personality?

1. My need to take this course now is:
  - a. High. I need it immediately for a specific goal.
  - b. Moderate. I could take it on campus later or substitute another course.
  - c. Low. It's a personal interest that could be postponed.
2. I am someone who:
  - a. Easily meets deadlines and turns work in early or on time.
  - b. Tends to wait until the last minute, but completes the task on time.
  - c. Frequently turns in assignments late or doesn't complete them.
3. When an instructor hands out directions for an assignment, I prefer:
  - a. Figuring out the instructions myself.
  - b. Trying to follow the instructions on my own and then asking questions if needed.
  - c. Having the instructions explained to me.
4. As a reader, I consider myself to be someone who:
  - a. Usually understands the text without any help.
  - b. Sometimes needs help with the text.
  - c. Is a slow reader or often needs concepts explained by a teacher.
5. Classroom discussion is:
  - a. Rarely helpful for me.
  - b. Sometimes helpful for me.
  - c. Always helpful for me.
6. When I am asked to use computer technology, including various websites, email, and discussion boards:
  - a. I'm good with the internet and can troubleshoot my own problems.
  - b. I am about as good with the internet as the next person and am willing to learn to do new things.
  - c. I am not very internet savvy and quickly get frustrated or avoid dealing with technological problems.
7. My computer situation is best described as:
  - a. I have a computer that is less than 3 years old and fast.
  - b. My computer is not so new and sometimes unpredictable.
  - c. I don't own a computer; I will use the computers at the college or somewhere else to do my online course work.
8. As a writer, I would say I am someone who:
  - a. Enjoys writing and communicates well in writing, including using proper grammar, spelling, and punctuation.
  - b. Is comfortable communicating in writing, but sometimes finds it difficult to express myself, including using proper grammar, spelling, and punctuation.
  - c. Does not like writing and finds it difficult to communicate in writing.
9. I have dropped or failed out of a course once the term has started.
  - a. Never
  - b. Once
  - c. More than once

For each question, give yourself 3 points for each A, 2 points for each B, and 1 point for each C.

**25 and over** – As a self-motivated learner, you are a great candidate for Distance Learning and Hybrid classes!

**17 to 24** – Online courses may work for you, but a hybrid may be a better bet, since you will do part of the course each week from home and part in the classroom. Still, you may need to make some adjustments in your schedule and study habits in order to succeed. Online courses may work for you, but you may need to make a few adjustments in your schedule and study habits in order to succeed. Online courses take at least as much time and effort and in some cases more than traditional face-to-face classes

**16 or less** – Online and hybrid courses are probably not the best alternative for you. Online courses may work for you, but you may need to make a few adjustments in your schedule and study habits in order to succeed. Online courses take at least as much time and effort and in some cases more than traditional face-to-face classes.

### **Which Course Types Are The Best Match for My Personality?**

1. Distance Learning students sometimes end up neglecting their course work because of personal or professional circumstances, unless they have compelling reasons for taking the course.
2. Distance Learning gives students greater freedom of scheduling, but it can require more self-discipline than on-campus classes.
3. Printed and/or online materials are the primary source of directions and information in Distance Learning; you will need to work from written directions without face-to-face instructions.
4. Some students prefer the independence of Distance Learning; others find it uncomfortable.
5. Some people learn best by interacting with other students and instructors, but Distance Learning may not provide much opportunity for this interaction.
6. Distance Learning uses computers and other technology for teaching and communication.
7. Distance Learning requires at least as much time as on-campus courses and in many instances up to three times as much.
8. Distance Learning classes often require written assignments and projects; your primary form of communication with others in the class (including your professor) will be written.
9. Students who have dropped a college class often don't have the self-discipline or motivation to work independently and complete an online course.

### **Online vs. Hybrid vs. Traditional Classes: Advantages and Disadvantages**

#### **Distance Learning Courses:**

Web course instruction is held completely online, although most web courses require testing at one of the CSCC testing sites.

#### **Advantages**

- This format helps keep your schedule flexible
- The course is online and can be accessed from anywhere
- There are decreased commuting costs (save money on gas)

#### **Challenges**

- You need a high level of self-motivation, self-discipline, and strong time management skills.
- A fast computer with internet access that is less than 3 years old is needed (can be a significant cost), and you need strong computer and problem-solving skills.
- Some students miss real-time social interaction, and online components require excellent writing skills

#### **Hybrid Course:**

A hybrid course includes *both* required online work and required real-time face-to-face sessions.

#### **Advantages**

- There is a moderate level of real-time social interaction and students receive regular face-to-face time with an instructor.
- There are reduced commuting costs (save money on gas) since a portion of your work is online.



# BLENDED LEARNING TAKEFORLE REPORT - PAGE 21 OF 21

## Challenges

- You need a fairly high level of self-motivation, self-discipline, and time management skills.
- A fast computer with internet access that is less than 3 years old is needed (can be a significant cost), and you need strong computer and problem-solving skills.

## Traditional Courses:

Traditional courses meet in weekly face-to-face sessions to learn about and discuss required course materials, such as textbook readings.

## Advantages

- There is plenty of real-time social interaction, and students receive regular face-to-face time with an instructor
- Your primary form of communication is not writing

## Challenges

- You need to be in class at a particular time each week



## Faculty Professional Development Funds: Proposed Guidelines

A total of \$250,000 has been reinstated from the general budget for faculty professional development for use during Summer 2013, Autumn 2013, and Spring 2014.

- 90% of this total (\$225,000) will be distributed among departments, based proportionally upon the number of full-time tenure track faculty per department.
- 10% of this total (\$25,000) will be held for discretionary use as determined or approved by the Faculty Entry, Training, and Professional Development (FETPD) Committee.
- The College cannot fund or reimburse any professional development expenses (e.g., travel, registration fees) incurred before July 1, 2013.

Each department is responsible for:

- Establishing its own committee, consisting solely of full-time tenure track faculty members who are elected by their peers from the department, and whose charge is to represent their peers in making decisions regarding the allocation of the department's professional development funds.
- Using the *Request for Professional Development Funds Information Form* to aide in determining which requests will be approved for funds.
- Reporting related information to the FETPD Committee when requested.
- Keeping up-to-date records of their department's distribution of funds. The amounts spent must be tracked by the department chairperson, and an accurate balance of funds must be shared with the committee in a timely manner, so as to effectively make funding decisions.
- Reporting the return of any unused funds to the FETPD Committee in a timely manner, in order to allow use of those unused funds for other professional development needs.

The FETPD Committee is responsible for:

- Providing each departmental committee the *Request for Professional Development Funds Information Form*.
- Allocating the discretionary funds, as well as any returned unused departmental funds, for professional development among the faculty.
- Collecting information about and reviewing the overall funding process, at the conclusion of the funding period, in order to determine and provide input about funding decisions for the future.

-Pending Approval of OAA Co-Chairs Committee-

## Request for Professional Development Funds Information Form

*Each faculty member requesting funds for expenses related to professional development activities, such as travel or conference registration fees, must complete and submit this form, along with any other appropriate college request forms (e.g., Travel Request form), to the professional development funding committee for their department.*

Note that in the following, *event* refers to any professional development experience, including but not limited to conferences, meetings, workshops, or seminars, for which travel or professional development funds are being requested.

1. Which of the following best describes the reason for attending the event?

to maintain/renew/establish the licensure/certification/degree/credentials that attendee must hold in order to continue offering/teaching/supervising a course/program

to maintain/renew/establish course/program accreditation

to gather/discuss ideas or generate support towards a curricular update or new course/program offering

to obtain professional development or continuing education related to accreditation/curriculum

to obtain professional development or continuing education related to pedagogy/techniques/technologies

to gather/discuss ideas or generate support towards initiatives to promote student success and the College's mission

other (please concisely describe) \_\_\_\_\_

2. Is the attendee providing significant leadership/facilitation/partnership of the overall event? Yes\_\_\_ No\_\_\_

3. Has the attendee been invited or selected to present a session at the event? Yes\_\_\_ No\_\_\_

4. Will the attendee be a voting delegate at the business portion of the event? Yes\_\_\_ No\_\_\_

5. Is the attendee an officer of the organization involved in (sponsoring, hosting, etc.) the event? Yes\_\_\_ No\_\_\_

6. Will the attendee preside/facilitate/moderate at least one session at the event? Yes\_\_\_ No\_\_\_

7. In order to attend the event, how many substitute hours should be needed to cover your classes? \_\_\_\_\_

8. Is the attendee willing to share what they learn from the event upon their return? Yes\_\_\_ No\_\_\_

9. State the name, location, date of, and reimbursed cost of any CSCC-funded events you have attended within the past eighteen months. If more space is needed, please continue your listing on the back of this page.

Event Name	Location (city/state)	Date(s)	Reimbursed Cost

10. Provide any other information that you think is pertinent in determining whether your funding request will be granted. Please be concise. If more space is needed, please continue on the back of this page.

Continuation of responses for items 9 or 10, if needed:

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_____	_____	_____
Faculty Submitting Request (print)	Faculty Submitting Request (signature)	Date

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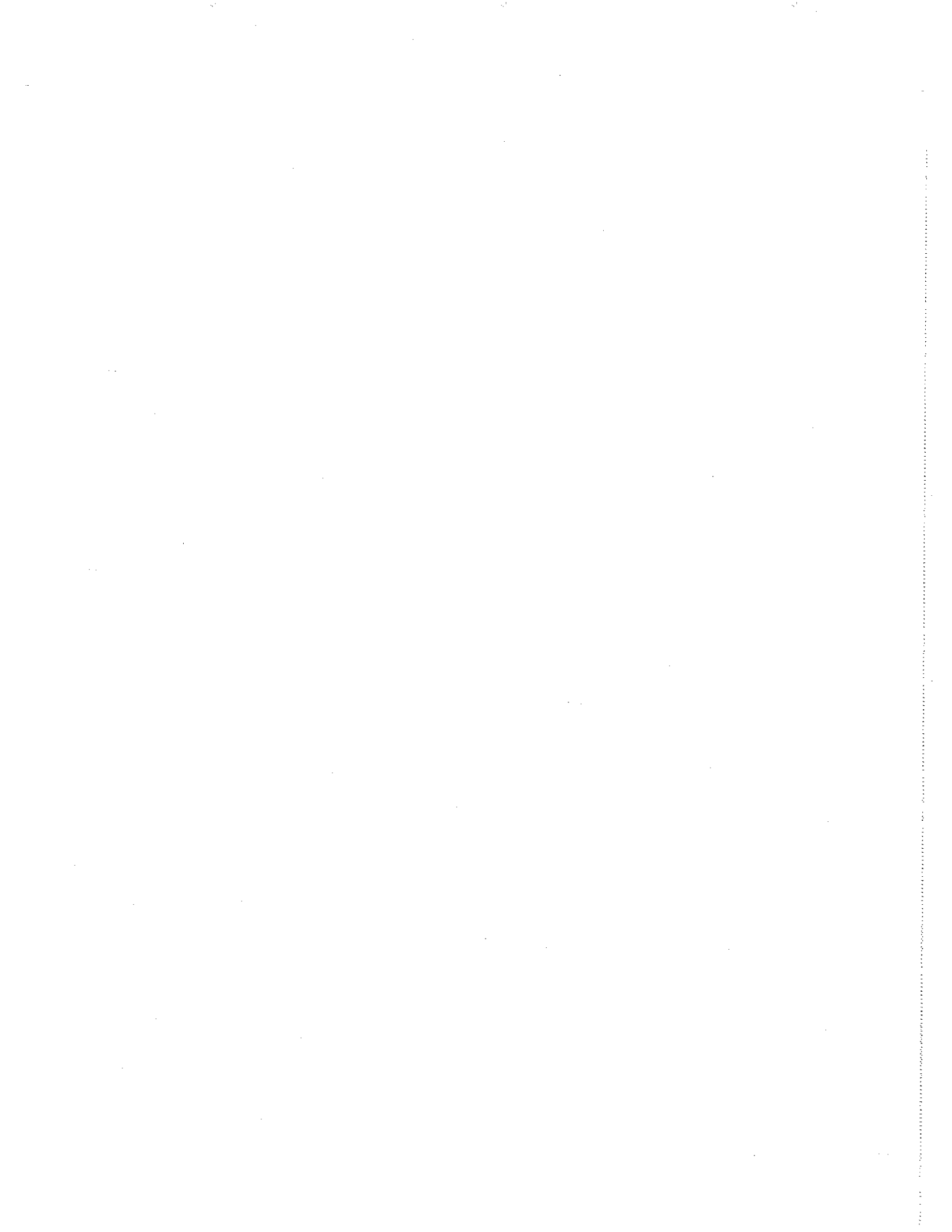
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Department's Professional Development Funding Committee Decision:

Approved       Not Approved

Rationale:

_____	_____	_____
Department Committee Representative (print)	Department Committee Representative (signature)	Date





## Testing Center Hours of Operation by Location

- Exams will **NOT** be administered one hour prior to closing
- COMPASS/ESL Placement Testing will not be administered two hours prior to closing
- Photo identification is **REQUIRED** at all centers.
- Know your Cougar ID number! You can look it up at [password.csc.edu](http://password.csc.edu)

**Please note that Testing Center Hours will be changing at each location starting Summer Semester 2012.**  
**For additional information, go to our website at [www.csc.edu/testingcenter](http://www.csc.edu/testingcenter)**

### **COLUMBUS CAMPUS**

Current Hours (65hrs) 550 East Spring St. Columbus, OH 43215 • 614-287-2478 • Aquinas Hall, Room 002

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12:00 – 6:00pm	9:00am – 8:00pm	9:00am – 8:00pm	9:00am – 8:00pm	9:00am – 8:00pm	9:00am – 4:30pm	9:00am – 4:30pm

Proposed Hours (57hrs)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
CLOSED	9:00am – 8:00pm	9:00am – 8:00pm	9:00am – 8:00pm	9:00am – 5:00pm	9:00am – 5:00pm	9:00am – 5:00pm

### **DUBLIN CENTER**

Current Hours (16hrs) 6190 Shamrock Court Dublin, OH 43016 614-287-7062 Suite 100, Room 11

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
CLOSED	4:00pm – 8:00pm	CLOSED	4:00pm – 8:00pm	10:00am – 2:00pm	2:00pm – 6:00pm	CLOSED

Proposed Hours (24 hours)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
CLOSED	12:00pm – 8:00pm	12:00pm – 8:00pm	CLOSED	9:00am – 1:00pm	09:00am – 1 pm	CLOSED

### **GAHANNA CENTER**

Current Hours (55.5hrs) 380 Granville St. Gahanna, OH 43230 614-287-2728 Room 105

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
CLOSED	9:00am – 8:00pm	9:00am – 8:00pm	9:00am – 8:00pm	9:00am – 8:00pm	9:00am – 4:30pm	9:00am – 1:00pm

Proposed Hours (24hrs)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
CLOSED	12:00pm – 8:00pm	12:00pm – 8:00pm	CLOSED	9:00am – 1:00pm	09:00am – 1 pm	CLOSED

### **WESTERVILLE CENTER**

Current Hours (39.5hrs) 7233 Northgate Way Westerville, OH 43082 614-287-7022 Bldg. 1, Room 110

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
CLOSED	10:00am – 2:00pm 4:00pm – 8:00pm	10:00am – 2:00pm 4:00pm – 8:00pm	10:00am – 2:00pm 4:00pm – 8:00pm	10:00am – 2:00pm 4:00pm – 8:00pm	CLOSED	9:00am – 4:30pm

Proposed Hours (24hrs)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
CLOSED	12:00pm – 8:00pm	12:00pm – 8:00pm	CLOSED	9:00am – 1:00pm	09:00am – 1 pm	CLOSED

### **DELAWARE CAMPUS**

Current Hours (36hrs) 5100 Cornerstone Dr. Delaware, OH 43015 740-203-8383 Moeller Hall, Room 157

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
CLOSED	9:00am – 5:00pm	2:00pm – 8:00pm	9:00am – 5:00pm	2:00pm – 8:00pm	9:00am – 5:00pm	CLOSED

Proposed Hours (36hrs)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Delaware Campus hours will remain the same						

\* The Testing Center adheres to the College schedule of campus closings



VI - B - 1

## Proposal to Streamline Testing Services

After careful review of Testing Center traffic, we are proposing a change to Testing Center Hours of Operation and some test administration processes in an effort to streamline services creating a more efficient use of staff resources; while continuing to provide a high level of customer service to both faculty and students.

### Goals:

- Provide hours conducive to our diverse student population; Evenings & Weekends
- Standardize Regional Learning Center Hours of Operation
- Create Optimal use of current staff
- Standardize procedures and physical spaces of testing center
- Provide best testing environment possible for students.
- Allow us space in testing centers weekly to test community partners.

**Step One:** Reduction in hours. Review attached document

**Step Two:** Deadline Date Management

\*See slide with student traffic (Spring Semester)

- No deadlines on Weekends
  - Tests can be available on weekends, but cannot end on a weekend
- We would like to give assigned deadline days to specific classes with heavy traffic
  - Examples :
    - Acct 1211 Monday
    - Soc 1101 Tuesday
    - Acct 1212 Weds
    - Psy 1100 Thursday
    - Dev Ed Friday
- Have all tests to be administered in the Testing Center turned in 2 weeks prior to the end of the semester.

**TARGET IMPLEMENTATION DATE: SUMMER SEMESTER 2013**



# Proposal to Streamline Testing Services

Presented by:

Sydni Howard, Supervisor Testing Services

&

Michelle Teasley, Director Testing Services

# Goals

- Provide hours conducive to our diverse student population; Evenings & Weekends
- Standardize Regional Learning Center Hours of Operation
- Create Optimal use of current staff
- Standardize procedures and physical spaces of testing centers
- Provide best testing environment possible for students.
- Allow us space in testing centers weekly to test community partners.

# Step 1: Reduction in Hours

## COLUMBUS CAMPUS

Current Hours (65hrs) 550 East Spring St. Columbus, OH 43216 • 614-287-2478 • Aquinas Hall, Room 002

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Current Hours	8:00am - 5:00pm	9:00am - 5:00pm	9:00am - 5:00pm	9:00am - 5:00pm	9:00am - 4:30pm	9:00am - 6:30pm
Proposed Hours (67hrs)	8:00am - 5:00pm	9:00am - 5:00pm	9:00am - 5:00pm	9:00am - 5:00pm	9:00am - 5:00pm	9:00am - 7:00pm

## DUBLIN CENTER

Current Hours (18hrs) 6100 Sharnock Court Dublin, OH 43018 614-287-7052 Suite 100, Room 111

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Current Hours	8:00am - 5:00pm	CLOSED	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	CLOSED
Proposed Hours (24 hours)	8:00am - 5:00pm	CLOSED	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	CLOSED

## GAYHANA CENTER

Current Hours (55.5hrs) 300 Greenville St. Gahanna, OH 43030 614-287-2730 Room 105

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Current Hours	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 4:30pm	8:00am - 5:00pm
Proposed Hours (24hrs)	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 4:30pm	8:00am - 5:00pm

## WESTERVILLE CENTER

Current Hours (39.5hrs) 7233 Northgate Way Westerville, OH 43082 614-297-7022 Bldg. 1, Room 110

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Current Hours	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	CLOSED	8:00am - 6:30pm
Proposed Hours (24hrs)	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	CLOSED	8:00am - 6:30pm

## DELAWARE CAMPUS

Current Hours (30hrs) 5100 Cornerstone Dr. Delaware, OH 43015 740-300-0000 Mosler Hall, Room 157

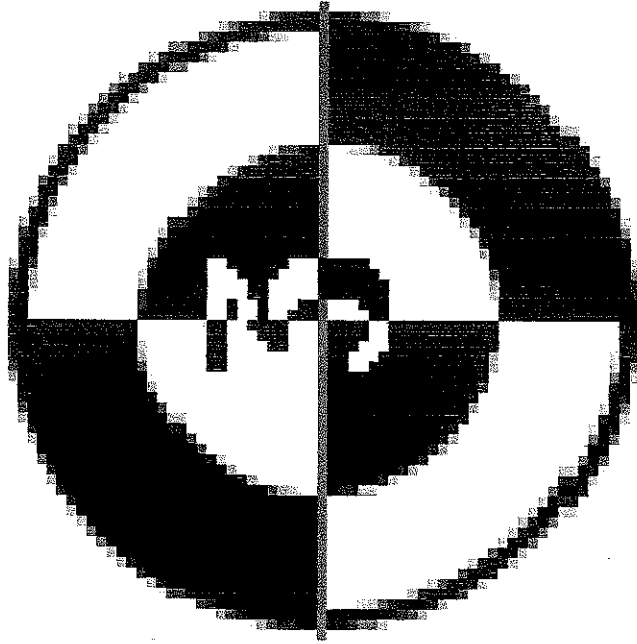
Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Current Hours	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	CLOSED
Proposed Hours (35hrs)	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	8:00am - 5:00pm	CLOSED

\* The Testing Center address in this College schedule of campus 05/21/14

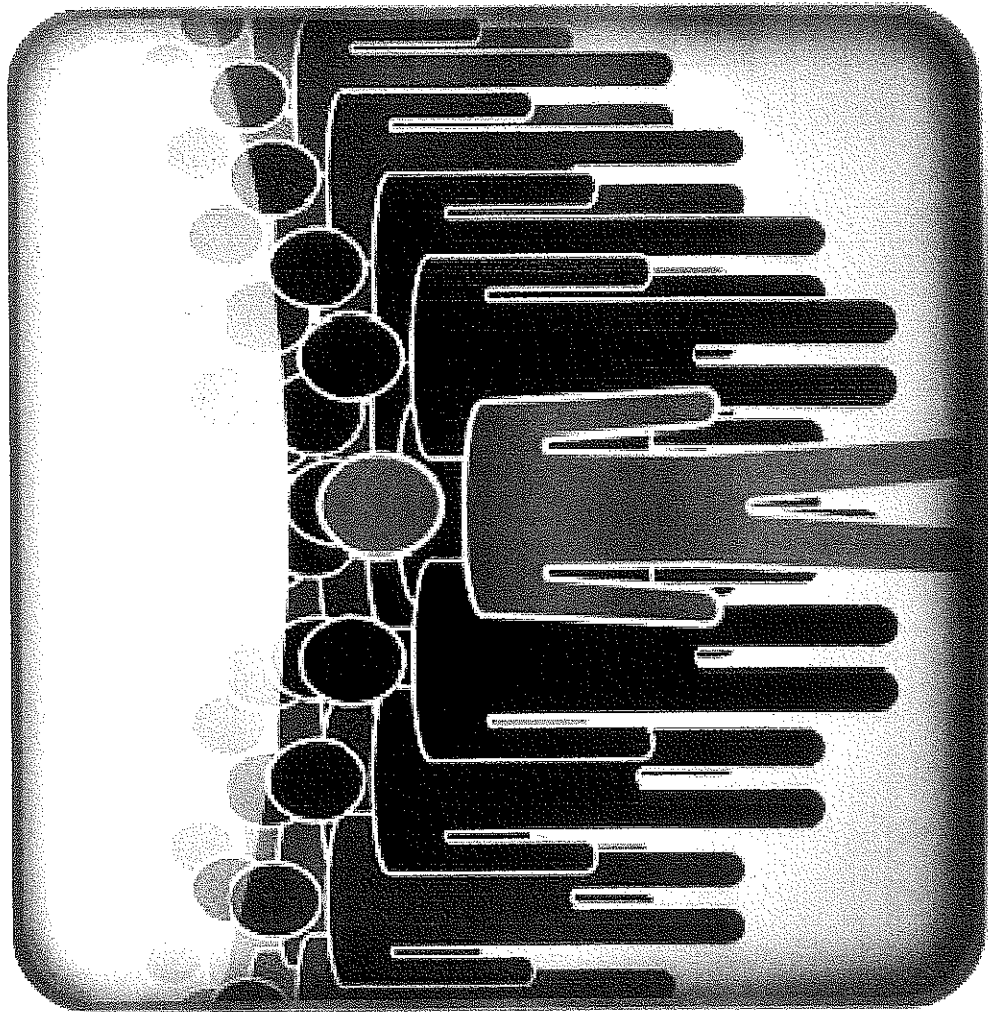


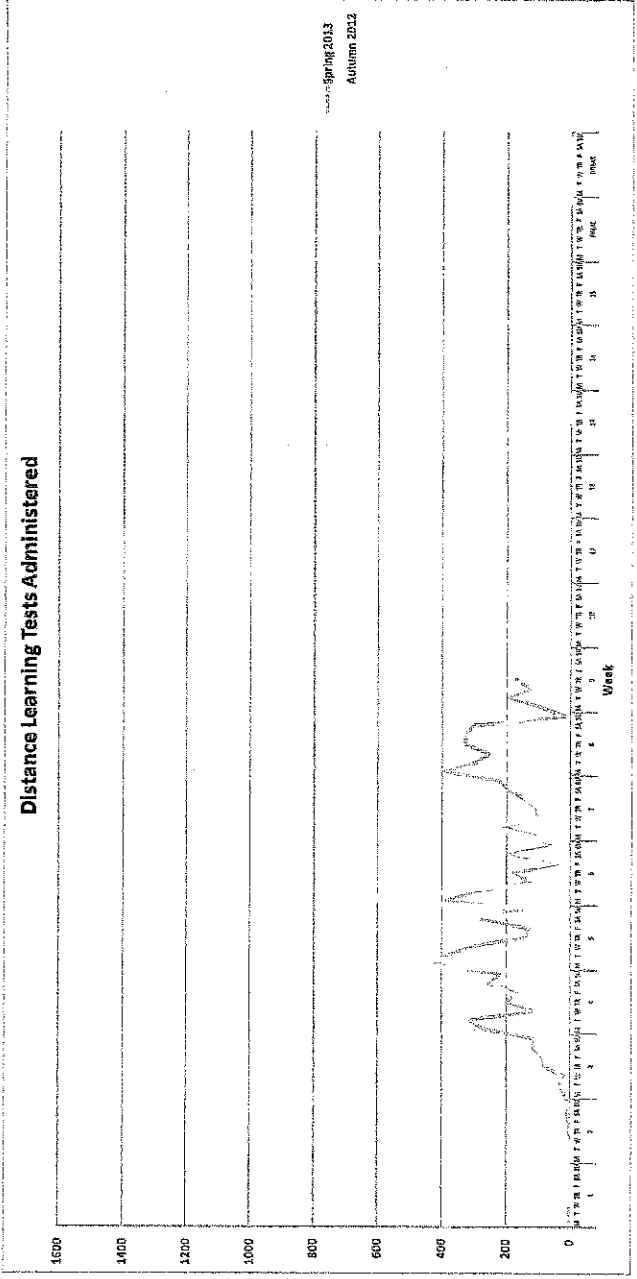
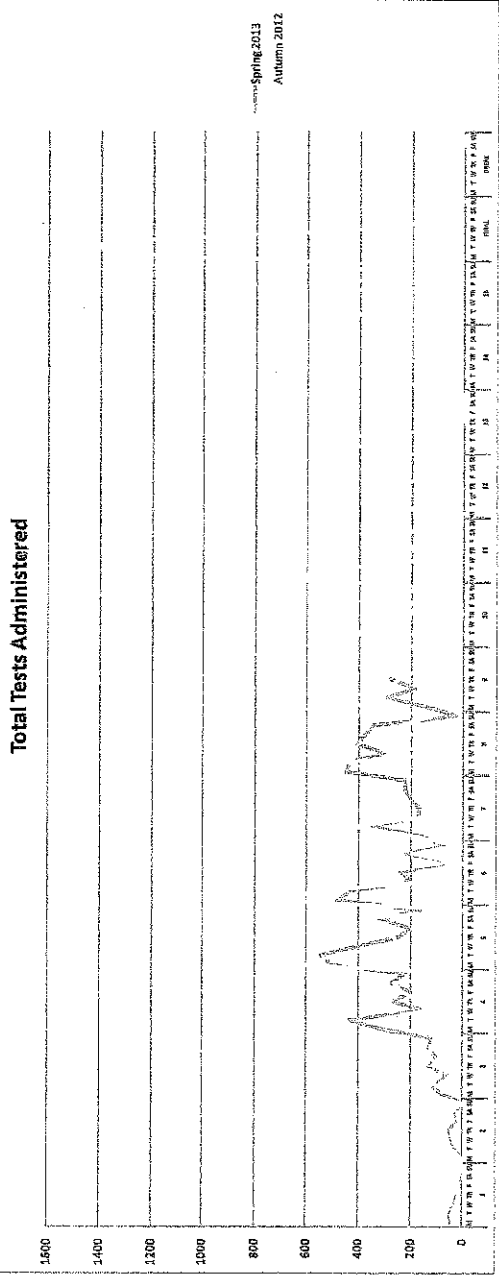
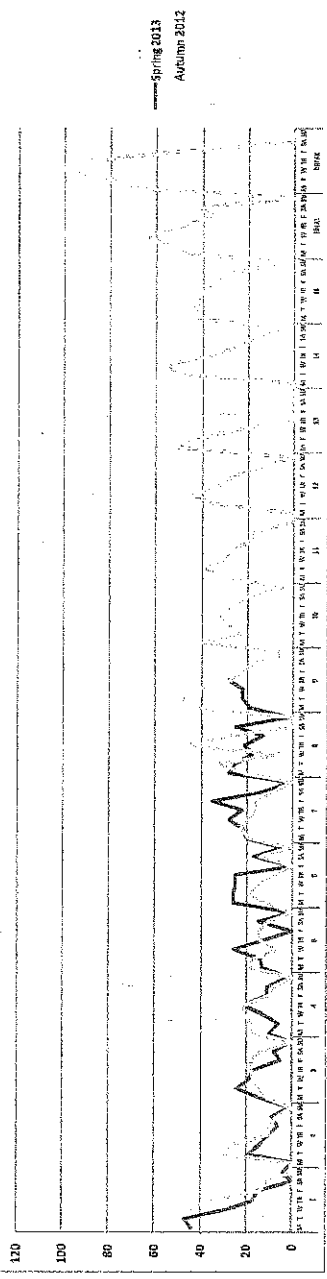
VI B-5

# Countdown to Test Deadline

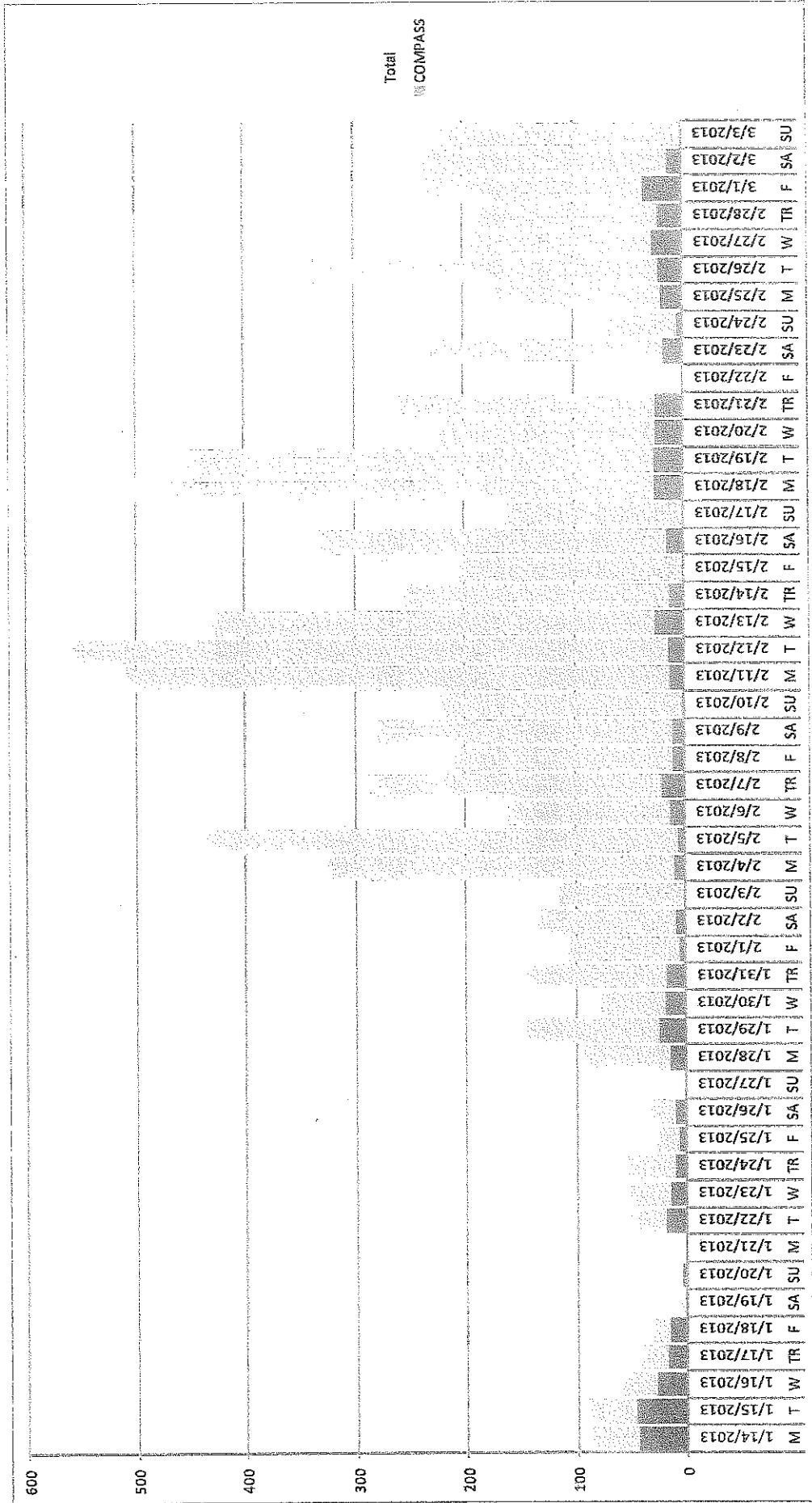


# Testing Center on Heavy Deadline Dates





# Spring Semester 2013 Testing Center Student Traffic



# Step 2: Deadline Date Management

- No Deadline Dates on Weekends
  - *Test can be available on Weekends, just not end on the weekend*
- All Tests need to be submitted to the Testing Center at least 2 weeks prior to FINALS WEEK.
- Courses with high student counts will be assigned specific deadline days
  - Examples: Acct 1211- Monday
  - Soc 1101 - Tuesday
  - Acct 1212 – Wednesday
  - Psy 1100-Thursday
  - Dev Ed - Friday



# Feedback

