



## Minutes from the Distance Learning Meeting 2/21/07

### **Meeting called by Buehler ☺**

Time: 2:00 – 3:15 p.m.

### **Attendees:**

**Rick Arellano, Lesley-Anne Buehler, Richard Grotegut, Jim McManus, William Paoli, Jo Raine Rogers & Chris Warden**

(Matt Freeman and Tina Mosleh are virtual members)

**Recorder:** Lesley-Anne Buehler

**Item Agenda one:** WASC and our piece of the pie.

**What we, the DL committee need to do...**

**What is due and when...**

**What resources are there to help us?**

**easy as one two three...go to this website and look under the reference**

**WHAT DO WE NEED TO DO?**

[Members who were present picked their statement (s) area to address. These are being placed on our WIKI web and will be updated as more people sign up for their section. <http://goingthedistance.pbwiki.com/>] **A full list is listed at the end of these minutes as well].**

### **Item #2:**

Review of last meetings' demo on E-Tudes Course Management System (CMS). Lot's of really positive feedback about E-Tudes.

Demo was given by Ms. Vivie Sinou from Foothill College.

For more information on E-Tudes in case you missed the demo

Go here: <http://etudes-ng.fhda.edu/portal/site/!gateway/page/!gateway-200>

It was asked if there were other Course Management Systems we (Ohlone) could review. It was pointed out that several areas of Ohlone would need input into the selection of the CMS because things like the following need to be considered when implementing it. A recent survey conducted by Ohlone Faculty & Students showed approval of the current CMS WEBCT, but that both groups are open to something new.

### ***CMS***

Ease of use.

Ease of transition from one CMS to another. How big a learning curve?

Support

Storage

Future Integration with Datatel and/or other ERP

24/7 hotline support

Compatibility with Publisher E-paks

....and other....

### **CMS investigated so far:**

WebCT/Blackboard

E-Tudes/Sakai

Teacher Toolkit (Jon Degallier Ohlone)

Angel

Moodle (open source)

### **Item #3**

Reminder for members to spread the word that on Monday 2/26/07.

Ohlone will have the honor of hosting the facilitator from the 2007 Curriculum Institute, Ms. Patricia James on the 26th of this month.

Ms. James currently works at Mt. San Jacinto College ([www.msjc.edu](http://www.msjc.edu)) as the Distance Education Coordinator and serves on the California State Academic Senate Statewide Technology committee. Ms. James will address any issues or concerns you may all have regarding this policy or any other issues with respect to distance learning. I am looking forward to answering all those questions regarding the Distance Learning approval process and what should be a part of that process.

Feb 26th at 3:00 in room 3101

(This session will be videotaped so can be accessed by Curriculum Committee members who cannot attend)

Meeting adjourned at 3:15 p.m.

*All statements are listed here for your convenience too...Names highlighted after a statement are ones which have been chosen by members already...*

### **Definition of Distance Learning**

Distance learning is defined, for the purposes of accreditation review, as a formal interaction designed for learning in which any portion of the interaction occurs when the student is separated by location from the instructor, resources used to support learning, or other students. Distance learning may employ correspondence study, audio, video, or computer technologies. Educational interactions delivered through these means may occur on campus as well as off campus. These interactions may be synchronous or asynchronous.

### **COMPLETE LIST of Guidelines/Statements for**

#### **Implementation Curriculum & Instruction**

🕒 Each electronically-delivered course or program of study results in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded.

**(Lesley)**

🕒 A degree or certificate program delivered partially or entirely through electronic means is coherent and complete and results in learning outcomes comparable to those delivered through other means. **Lesley**

🕒 Student experiences result in achievement of intended learning outcomes whether electronically-delivered courses provide for synchronous or asynchronous interaction between faculty and students and among students.

🕒 Portions of courses delivered through electronic means adhere to the same principles as courses delivered entirely through these means. **Rick**

## **Institutional Context and Commitment**

### **Role and Mission**

🕒 Delivery of courses and programs through electronic means is consistent with the institution's role and mission.

**Alison**

🕒 Review and approval processes ensure the appropriateness of electronic delivery to meeting the course and program objectives.

🕒 Specific needs of students for whom electronically delivered courses are intended are identified and addressed.

**Alison**

### **Learning Resources**

🕒 Appropriate learning resources are available to students who take electronically delivered courses. **Rick**

## **Students and Student Services**

🕒 Students receive clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

🕒 Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress.

⌚ Students have the background, knowledge, and technical skills needed to successfully use the technology involved in their course work.

⌚ Advertising, recruiting, and admissions materials clearly and accurately represent the courses and programs, and the services available.

### **Commitment to Support**

⌚ The institution demonstrates a commitment to ongoing program support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree/certificate.

⌚ The institution ensures that qualified faculty provide appropriate oversight of courses delivered electronically.

⌚ The institution gives appropriate consideration to the technical skills and needs of faculty assigned to teach through electronic means.

⌚ The faculty evaluation process provides a means to evaluate technical skills when appropriate.

⌚ The institution provides faculty training and support services specifically related to teaching via electronic means.

**(Jim M)**

### **Evaluation and Assessment**

⌚ The institution evaluates the educational effectiveness of electronically delivered course work, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such evaluation data.

⌚ The institution provides for assessment of student achievement in each course and at completion of a program.