

Memorandum: Year-End Report to Executive Staff Member

To: Corey McCray, Executive Vice President for Academic and Student Affairs
From: Matthew Watts, Online Learning Committee Chair 2017-2019
Date: April 30, 2019
Subject: Governance Committee Year-End Report 2018-2019

Status of charge 1: The Online Learning Committee (OLC) has demonstrated support for TCC's transition to Canvas with the following:

- 80% of OLC teaching faculty used Canvas for at least one class in the Spring 2019 semester.
- 100% of OLC teaching faculty have completed the training required for online instructors
- The OLC recognized the need for software such as Turn-it-in and Zoom, essential for maintaining quality distance learning, and passed motions to recommend these be acquired.
- The OLC also worked with Distance Learning to approve the current blueprint and decide which LTI tools are essential.
- Surveys data from students in the Fall 2018 pilot and faculty in the Spring 2019 pilot were analyzed and are presented in Appendix A.

The committee has sufficiently met this charge for the time allotted. The OLC should continue to support the transition to Canvas in the next academic year.

Status of charge 2: A subcommittee, led by William "Bill" Conner, was created to handle this charge. The subcommittee worked with Amanda Goldstein of Distance Learning to create the Proposed TCC Standards for Online and Hybrid Courses. The document was approved by the committee and is included in Appendix B. The committee has partially met this charge and recommends the review process for online courses be a charge for next year.

Status of charge 3: A subcommittee, led by Forrest Crock, was created to handle this charge. A review of available research was presented to and approved of by the committee and is included in Appendix C. The committee also approved of the following background and recommendation. The committee has met this charge.

Background:

Based upon a survey of national research regarding "compressed, shorter duration online courses", a pilot of "start of semester" shorter duration online courses (pilot held in CST and ENG courses at the VB campus at the request of the then Vice President of Academic and Student Affairs from Spring 2017 to present) and initial TCC student satisfaction surveys, the subcommittee noted that shorter duration online courses are having a positive impact upon student satisfaction.

The research indicates that student retention and satisfaction are higher in shorter duration online courses (8, 10 and 12 week courses). (This is not based primarily upon "late start" shorter duration online courses but those starting at the beginning of the semester, as well as, later offerings.)

Recommendation:

Based upon national research, TCC enrollment, TCC student success, and TCC student feedback, the Online Learning Committee recommends that the quantity of shorter duration courses (less than 16 weeks) being offered by TCC increase significantly in order to accommodate our students' needs and for TCC to remain a viable option in the competitive online learning community.

Furthermore, the Online Learning Committee recommends a comprehensive evaluation of courses in each online program be conducted in collaboration with the Department of Distance Learning and Deans to ascertain obstacles that may hinder this initiative and propose solutions that address outliers.

Status of charge 4: While this charge falls under the purview of the Classroom Teaching and Learning with Technology Committee (CTLTC), the OLC was piloting an informal merge with this committee and thus hosting this charge. A subcommittee, led by Ané Pearman, has worked with OIS and other stakeholders to assess the situation. The committee approved of the following recommendation to fulfill this charge.

Recommendation:

The OLC recommends that whoever purchases and/or installs software on Tidewater Community College computers documents the purchase, license, and installation on a college-wide centralized list. The Committee makes this recommendation so that a software license is available for re-installation due to malfunction or deletion, and so that the license is available for reassignment when appropriate.

Merge with CTLTC: As mentioned above, the OLC piloted a merge with the CTLTC this year. Based on the success of the pilot, the CTLTC voted unanimously to dissolve as a committee and this was approved of by the PAPC. The OLC then proposed changes to its bylaws, including the new name of Distance Learning and Technology Committee (DLTC). The bylaws revisions include an update purpose statement to include the purpose of the CTLTC and the addition of two voting members, one adjunct faculty and one OIS representative, to support the expanded purview of the committee. The bylaws were also approved of by the PAPC and are included in Appendix D.

In addition to working on these charges, the committee has maintained currency on the TCC website, posting summaries shortly after meetings and then replacing those with minutes once approved. The chair has attended all PAPC meetings and provided timely updates. Finally, the chair would like to recognize the hard work of the Department of Distance Learning, specifically John Morea, as being instrumental with all the accomplishments of the committee.

Respectfully,
Matthew Watts
Chair 2017-2019

Appendix A

Student Survey of Canvas Pilot Fall 2018

In the Fall semester of 2018, 221 students in 9 different classes piloted the Canvas LMS. They were administered a survey and 33 of the students completed the survey. All individuals in this sample were using Canvas for the first time, most of them having used Blackboard in the past or concurrently in other classes they were taking. Figure 1 shows the distribution of Operating systems used and Figure 2 shows the distribution of browsers used.

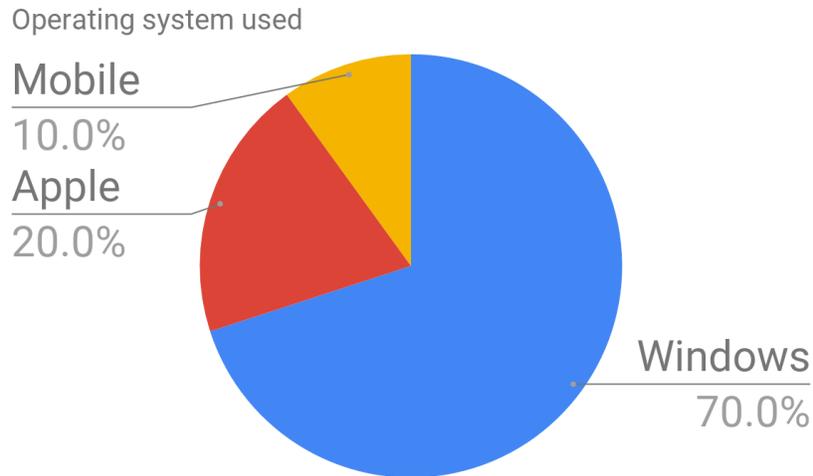


Figure 1 - Operating system used by students

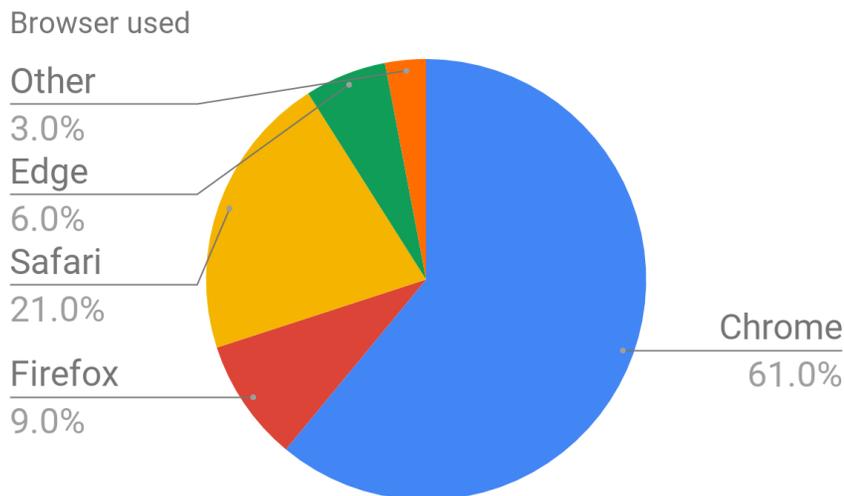


Figure 2 - Browser used by students

Students were asked about how the LMS was used in their course (Figure 3). It should be noted that very few students used a web conference feature suggesting the one in Canvas at the time (The Big Blue Button) is not enough for online courses. The low percentage of students that viewed videos in Canvas is also low for online classes considering comments from faculty about the difficulty they had uploading videos.

How was Canvas used?

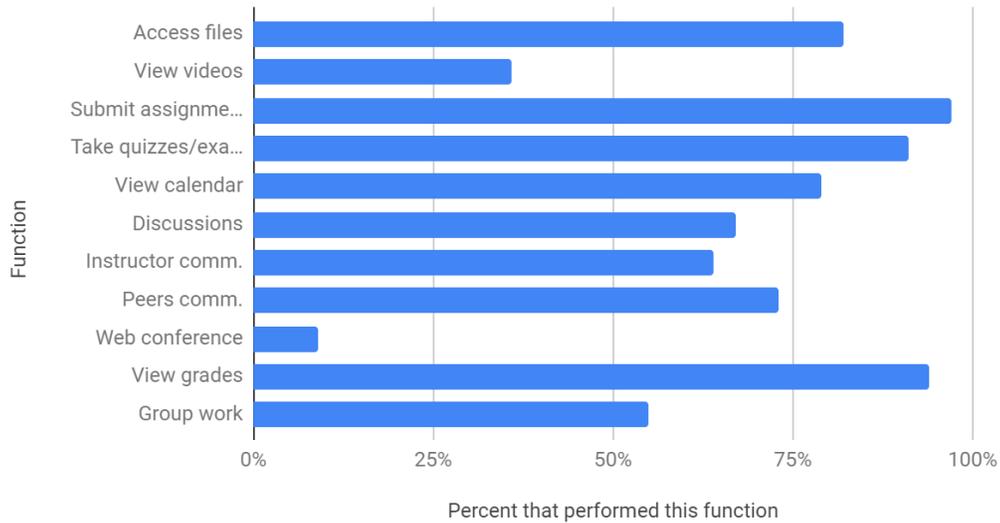


Figure 3 - Which features of the LMS were used

Students were then asked to weigh in on the impact that Canvas had on their learning (Figure 4). Most of the average responses were between 2 and 3 as expected with positive feedback for Canvas promoting active participation in class.

Impact of Canvas

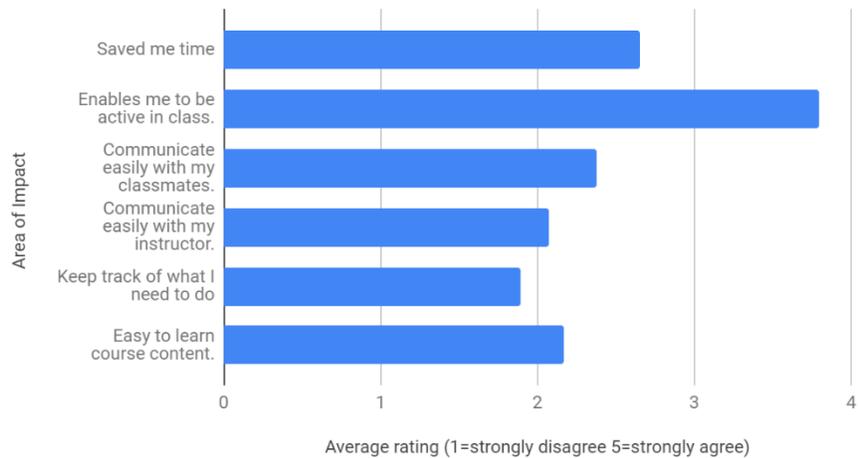


Figure 4 - How did Canvas impact the students learning

When students were asked where they went for support when they had problems (Figure 5) the most popular venues were the Canvas student guides and asking a friend. The percent that used each of the options was significant enough to justify its importance.

Sources for Canvas Technical Support

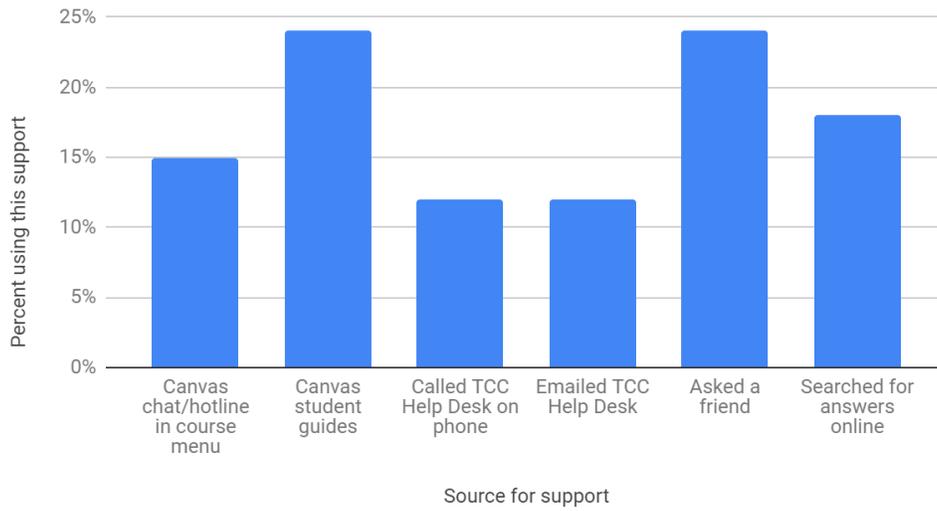


Figure 5 - Where did students get technical support

When asked to rate their overall experience with Canvas (Figure 6) most students (88%) were satisfied to some degree, with only 12% being dissatisfied. This is an impressive result when transitioning students to a new LMS and suggests the faculty and administrators involved in the pilot performed very well to support the students.

Rating of Overall Experience vs. Level of Satisfaction

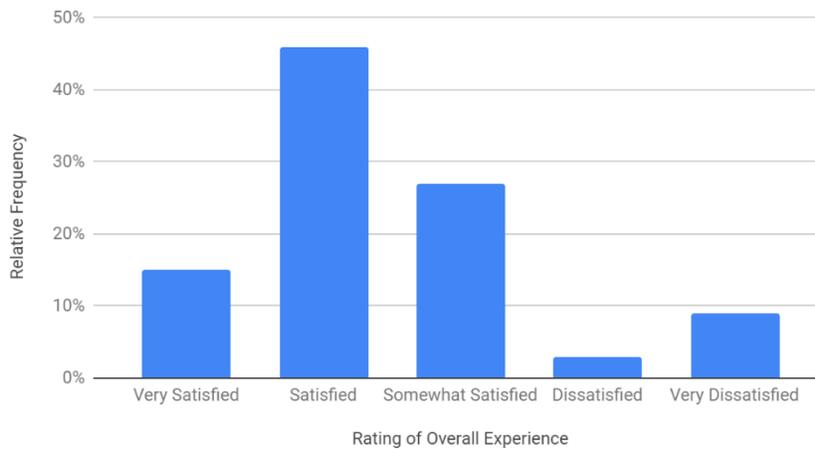


Figure 6 - Overall experience with Canvas

At the end of the survey students could leave comments. There were 3 comments that were recurrent and suggest a matter of importance. The most frequent comment was that Canvas was difficult to navigate and/or confusing when compared to Blackboard. This type of feedback would occur with any LMS transition and should be resolved once the transition period had ended. Complaints about the faculty not knowing how to use Canvas were also repeated by several students. This suggests the importance of faculty, especially online faculty, completing training with Canvas prior to teaching with it. The last comment that was echoed dealt with students having difficulty uploading media. This could be a browser specific issue but the raw

data for making that correlation was not available. In any event, this should be mitigated with the Canvas student orientation, which includes tutorials on this process.

Faculty Survey of Canvas Spring 2019

In the spring semester of 2019, all faculty were given the option to use Canvas for their classes. The faculty who opted to use Canvas were administered a survey and 10 of the faculty completed the survey. Due to the low participation in this survey it is recommended that another survey be disbursed to faculty in the future. 80% of these faculty were using Canvas for the first time, while the remaining 20% had used it for over 3 years. In figure 1 we see the distribution of academic areas of the respondents. In figure 2 we see the modality of the class e.g. online.

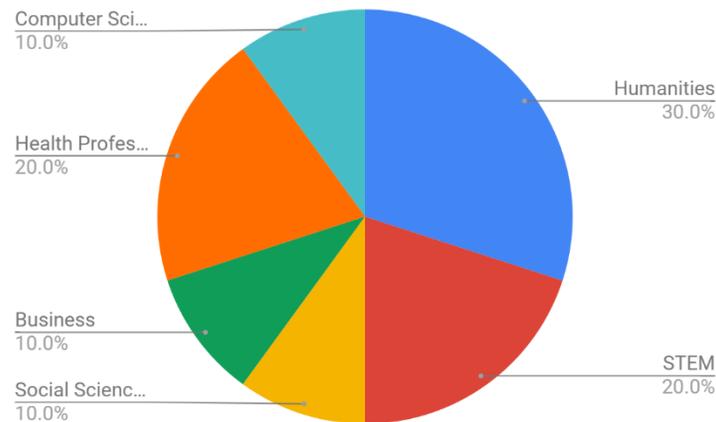


Figure 1 - Discipline taught by the faculty member

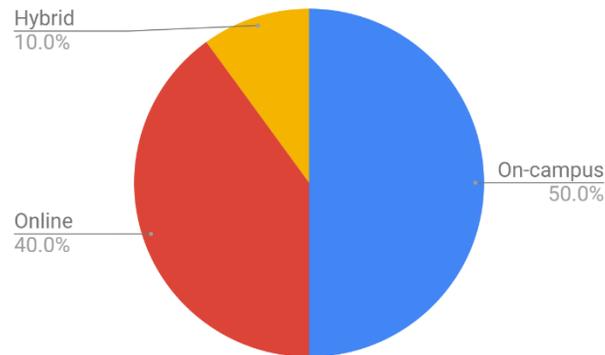


Figure 2 - Format of course

60% of faculty surveyed used Canvas as the sole LMS for their course, demonstrating readiness for the summer transition. According to the results of the survey, Canvas was used for all purposes except web conferencing and group work (Figure 3). This further supports the committee's recommendation for a college-wide Zoom license.

In this course, for what purposes did you use Canvas? (Select all that apply)

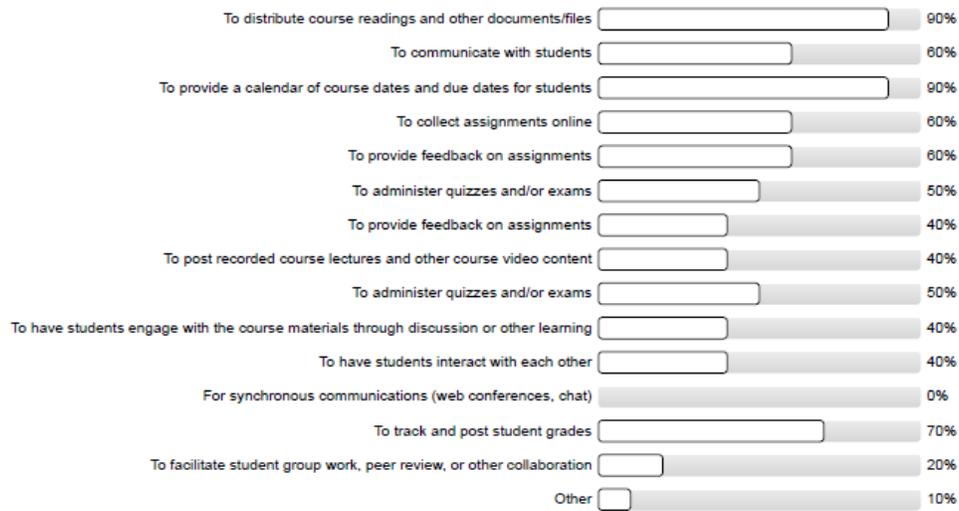


Figure 3 - Which purposes did the LMS serve.

Faculty were then asked to weigh in on the impact that Canvas had on their teaching (Figure 4).

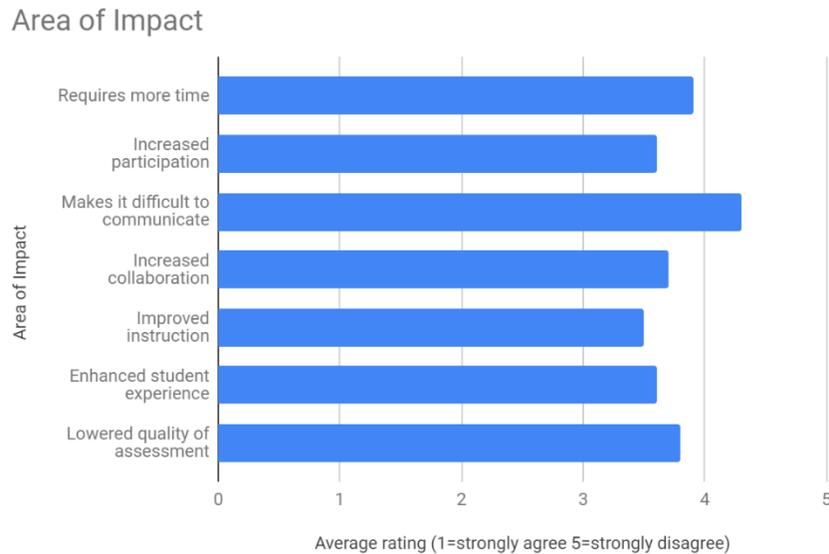


Figure 4 - How did Canvas impact the students learning

The respondents were neutral on these issues and lean toward supporting Canvas for most. When faculty were asked where they went for support when they had problems (Figure 5) the most popular option was documentation on the Canvas website, while nobody in the survey used the help button in Canvas.

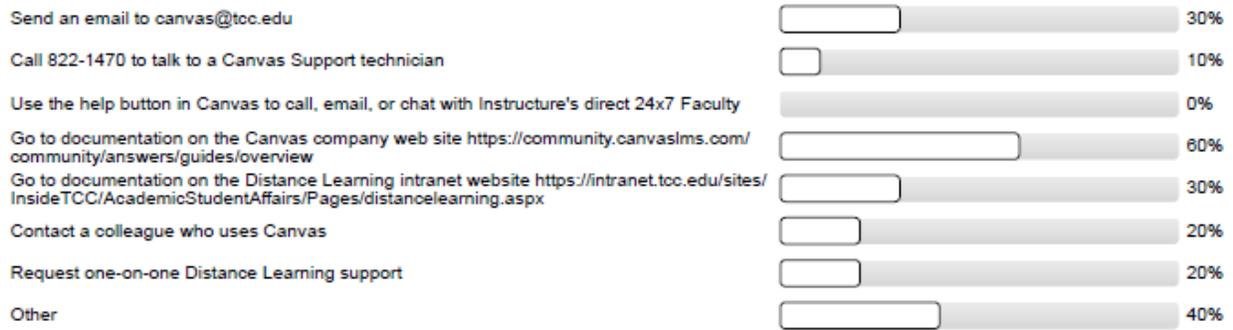


Figure 5 - Where did faculty get technical support

When asked to rate their overall experience with Canvas (Figure 6) most faculty (80%) were satisfied to some degree, with none being dissatisfied. This is an impressive result when transitioning to a new LMS and suggests the administrators involved in the pilot and training performed very well to support the faculty.

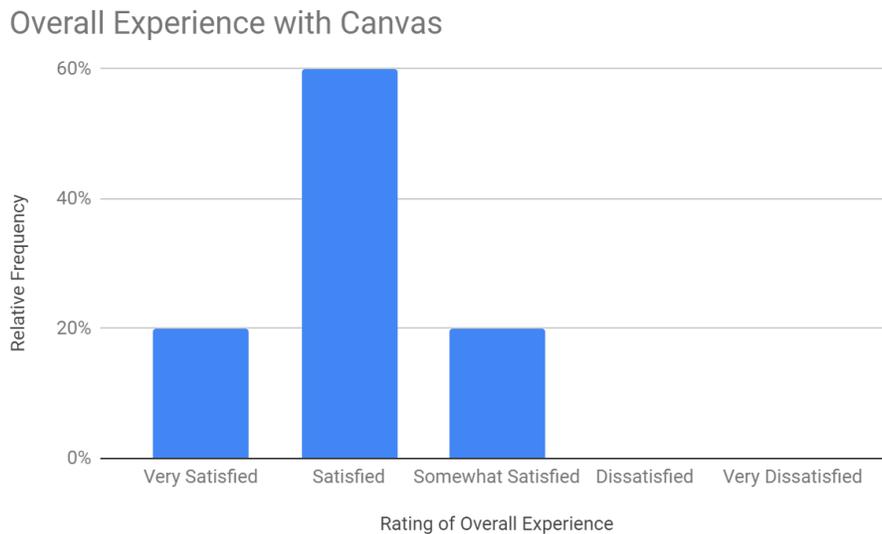


Figure 6 - Overall experience with Canvas

Throughout the survey faculty were allowed to leave comments. There were 3 comments that were recurrent and suggest a matter of importance. The most frequent comment involved dissatisfaction with the grading options in Canvas, so this could be a focus at future training sessions. There were also some complaints about discussions. Again, this could be adjusting from Blackboard or it could mean more focus is needed during training and orientations.

Appendix B

Online Learning Committee Proposed TCC Standards for Online and Hybrid Courses

The Online Learning Committee (OLC) proposes these standards to the Chief Academic Officer as a framework for quality online and hybrid course design and delivery at Tidewater Community College (TCC). These standards comply with the best practices for designing and delivering online and hybrid courses.

Standard 1: Faculty Certification

- Successful completion of the Teaching and Learning in Canvas (TLC) course.
- Successful completion of the Online Mentorship process during the first semester of teaching online.

Standard 2: Course Design

- Learning outcomes from i-INCURR and module-level objectives are identified and clearly aligned to learning activities, assessments, and course content.
- Course offers ample opportunities for interaction and communication, including student-to-student, student-to-instructor, and student-to-content interactions.
- Course provides a variety of formative and summative assessments.
- Course provides learning activities and assignments to support the development of General Education Competencies, as designated in i-INCURR.
- Modules are structured consistently and include learning objectives and outcomes, content, activities, and assignments.

Standard 3: Course Development

- Course uses a Learning Management System (LMS) for delivering content, communicating with students, and collecting student work products.
- Course is well organized and easy to navigate; students can clearly understand how to begin the course and how to progress through the course content.
- Course includes clear expectations and instructions for students related to grading, late work, communication, and participation.

- Course is accessible including, but not limited to the appropriate use of color, images, font styles, hyperlinks, closed captioning, and alternative text.
- Course includes links to appropriate student support services.
- Course content follows appropriate copyright law [and creative commons licensing standards].

Standard 4: Course Delivery

- Instructor provides timely feedback to students to empower students to make informed academic decisions prior to official drop/withdrawal dates.
- Instructor is present in the course (e.g., regular announcements, interaction in discussion boards, use of LMS Inbox, instructor introduction, etc.).

Appendix C

A Summary of Research on Short term Courses

Ané Pearman

Forrest Crock

- Many studies have been completed which demonstrate the success rate between short-term (less than 15 weeks) and standard term (15-16 week) courses.
- All our research studies appear to point to a success rate that rivals or surpasses those of standard term courses.

This report includes some highlighted portions of the research designed to show the results of previous research on success rates of students taking short term courses. Our research is not all encompassing but amalgamates a portion of the available research.

In the Community College Journal of Research and Practice (34: 39-54, 2010), researchers collected data from a total of 21,164 students in developmental reading and math courses. Of the 21,165 students, 3,360 were students in shorter term courses and the remainder of the students, 17,805, were in the regular term courses. Developmental courses were selected as a way to isolate community college students from students who were from traditional four year institutions taking a class for transfer. **The results of this study stated that there was a higher success rate in the shorter-term classes (6 week and 8 week) to that of a normal class length (15 weeks).** ¹(Table below)

	5-6 wk	8-9 wk	15 wk
English 20	75.8	86.9	56.7
Math 20	57.91	49.37	48.38
Math 40		67.08	53.56
Reading 42	80.62		63.11
Reading 43	75		63.53
Reading 54	81.19		66.82

It has also been reported that students in shorter duration courses generally attend class and participate **in discussion more so than traditional length classes. The studies also cited that students generally had an improved retention of information from short term courses, which led to better success in sequential courses, including those of a series of developmental courses a student must take.** ¹

According to the Community College Survey of Student Engagement, students in community college exhibit more engagement and a higher success rate in both developmental and gate-keeper courses. Rate of completion were 1.8-2.4 times better with developmental English courses and 1.5-2.2 times better for students in an English gatekeeper course. They also cited the California Acceleration Project (CAP) which stated that students who took part in accelerated classes were more likely to obtain a certificate, two year degree, or move on to a 4 year institution. ²

Quality of material is another component of the argument of whether short- or longer-term classes are superior or inferior to one another. It was discovered that teachers who taught shorter term courses adjusted the nature of their assessments and readings in shorter term courses. It has been argued that adjustments should be made for pedagogical reasons and not for calendar reasons and we as an institution should be careful about how we implement shorter term courses. They also discovered that tenured professors tend to change their overall instruction and assessment much more so than adjunct or new professors, who tend to keep more the overall structure of their course the same as if it was in a normal length semester.³

One of the hypotheses, as posted by Matt Reed, as to why there is a greater student success rate for shorter term courses is that students possibly take only 1 or 2 courses at a time and then can concentrate all their effort into one course. He also states that more traditional students at four year institutions there is a good argument for them taking traditional length courses as quite a few of the students primary function is to be a student, with fewer tasks weighing them down. But most of the community college students often have other activities, so they are already multi-tasking so being able to take one class at a time is a major benefit. ⁴

References

1. Sheldon, Caroline Q. & Durdella, Nathan R. "Success Rates for Students Taking Compressed and Regular Length Developmental Courses in the Community College", Community College Journal of Research and Practice 34: 39-54, 2010 <http://uf4cd.org/wp-content/uploads/2015/02/research-compressed-calendar-santa-monica-college.pdf>
2. Hanover Research "Best Practices in Retention at Community Colleges" Hanover Research October 2014 <https://www.hanoverresearch.com/wp-content/uploads/2017/08/Best-Practices-in-Retention-at-Community-Colleges.pdf>
3. Ferguson, Janet M & DeFelice, Amy E. "Length of Online Course and Student Satisfaction, Perceived Learning, and Academic Performance" International Review of Research in Open and Distance Learning ISSN: 1492-3832 Volume 11, Number 2, May 2010 <http://www.irrodl.org/index.php/irrodl/article/view/772/1547> (x)
4. Reed, Matt "8 Week Semesters" Confessions of a Community College Dean, March 13, 2017 <https://www.insidehighered.com/blogs/confessions-community-college-dean/8-week-semesters>

Additional information that comes from research done on traditional four year colleges and universities:

- Choudhury, Ifte "Influence of a Compressed Semester on Student Performance in a Construction Science Course" American Society for Engineering Education 2017
- McDonald, Paige L. et. Al "Design for success: Identify a process for transition to an online course delivery model in health professions education" Medical Education Online, 2018
- Lutes, Lyndell, & Davies, Randall " Comparison of Workload for University Core Courses Taught in Regular Semester and Time Compressed Term Formats" Education Sciences, March 7th, 2018

Appendix D

Distance Learning and Technology Committee Bylaws

I.Name: Distance Learning and Technology Committee (DLTC)

II. Purpose: The DLTC discusses and provides recommendations on policy and procedures that support quality instruction and learning, in the classroom and online. The DLTC supports faculty, staff, and students by developing better strategies for the use of technology in the classroom and online environments. This committee reports through the Executive Vice President for Academic and Student Affairs (EVPASA).

III. Membership

- Two teaching faculty, at least one qualified to teach online, elected from each campus by the faculty at each campus
- One adjunct faculty
- One counselor or librarian elected college-wide
- One student services representative from any campus
- One academic dean representative from any campus
- One representative from OIS elected college-wide
- Two representatives from academic and student affairs, with at least one from the Department of Distance Learning.
- One student representative
- As many as three members appointed by the President's Advisory and Planning Council chair (PAPC) to ensure that each campus has representation on the committee, considering appointments from centers as well.
- Past chair (ex-officio)

A. Each voting member of the committee elected by their constituency group shall serve a two-year term. Each member of the committee, with the exception of the student representative, must be under contract to TCC while serving on the committee. If a member should step down from the committee prior to the end of their term, a replacement shall be appointed by the committee chair to serve out the remainder of the term. At the end of the term, the replacement will be eligible for election to serve a subsequent two-year term.

B. Members may be re-elected or re-appointed in accordance with PAPC By-Laws.

IV. Voting

A. All members of the DLTC may vote. Members must be listed on the current membership list.

B. Quorum - A quorum is a simple majority of the filled vacancies for voting members. A quorum is required for any votes on official business.

C. All committee business shall be formally presented and voted on during regularly scheduled monthly meetings, provided a quorum is present. In the case of time-sensitive action items when a quorum is not present, the chair may elect to call for a virtual vote by the full membership within three business days following the meeting. All actions taken based on the virtual vote will be binding provided the number of votes received constitutes a quorum.

V. Election of Officers

- A. DLTC officers will be elected by the members of the committee.
- B. Elections of officers will be held at the last meeting of the spring semester.
- C. On June 1 of each year, the DLTC officers shall begin their one-year term.
- D. The chair may serve up to two consecutive one-year terms if elected by the committee members.

VI. Officers

- A. The chair shall:
 - 1. Call regular meetings
 - 2. Create an agenda for each meeting
 - 3. Distribute agenda and draft minutes of previous meeting electronically to all committee members prior to each scheduled meeting
 - 4. Preside over meetings. In the absence of the chair, the chair shall designate a committee member to preside.
 - 5. Attend PAPC meetings
 - 6. Provide reports, including a mid-year report (January) and an end-of-year (May) report, to the PAPC in accordance with the Governance Timeline.
 - 7. Provide the EVPASA with reports and recommendations in a timely manner.
 - 8. Verify on a monthly basis that the committee's web postings are accurate and up-to-date.
 - 9. Report upcoming openings on the committee to the PPAPC chair by March 15.
 - 10. Submit a complete roster of members for the upcoming year to the PAPC by April 15
 - 11. Report the chair-elect for the each academic year to the President's Advisory and Planning Council by May 1.
 - 12. Meet with the EVPASA upon appointment, between the time the charges are given and the next meeting, and after the end-of-year report is submitted.
 - 13. Attend the Administrator's Work Day (August) session as the DLTC representative
 - 14. Report relevant information to DLTC members from the PAPC
 - 15. Keep an updated record of actions in process and completed by the DLTC during the chair's term
 - 16. Review the previous year's minutes before August 1, and add all unfinished business to the agenda of first meeting of the academic year.
 - 17. Upon end of a chair's term, he or she will provide the incoming chair with a current copy of the DLTC Bylaws and all meeting minutes from the previous year, and all reports submitted to the PAPC.
 - 18. The chair shall ensure that in the preparation of each meeting agenda, there shall be included as an agenda item the review, consideration and response to drop-box submissions submitted to the committee.

19. The chair shall ensure that drop-box items are considered and responded to during each meeting.
20. The chair shall ensure that by the 25th of each month wherein the committee has met, the recorder has prepared and submitted to the Office of Institutional Effectiveness a meeting summary that summarizes the meeting activities and includes the actions taken to consider and respond to the drop-box submissions..

B. The Vice Chair shall:

1. Perform the duties of the chair in the chair's absence
2. Perform other official duties in consultation with the chair.

C. The Recorder shall:

1. Take accurate minutes (including attendance records) of each committee meeting
2. Submit draft of minutes from the previous month to the committee chair no less than 10 days prior to the meetings
3. Assist with verifying electronic posting of approved minutes
4. Arrange meeting space for all regular DLTC meetings
5. Track membership rotation and report to the committee chair before March 15
6. Perform other official duties in consultation with the chair
7. Organize the elections for officers for the upcoming year.
8. The recorder shall ensure that in the preparation of each meeting agenda, there shall be included as an agenda item the review, consideration and response to drop-box submissions submitted to the committee.
9. Each month wherein the committee has met, the recorder will prepare a summary of the meeting activities that includes the consideration and response to drop-box submissions and shall provide that "meeting summary" to the Office of Institutional Effectiveness by the 25th of said month.

VII. Meetings

- A. The DLTC will meet between September and May on the third Friday of every month unless otherwise specified.
- B. The location(s) of the meetings will be decided by the chair.
- C. All meetings are open. If, for any reason, the committee feels the need for a closed meeting, the committee chair will give written notice of the request and the justification for the closed meeting to the EVPASA at least three weeks prior to the proposed meeting. The EVPASA should inform the committee chair of their decision at least one week prior to the proposed meeting.
- D. The chair may call special or non-voting meetings on matters that may require further discussion at a time and a place agreed upon by the membership during a regularly scheduled meeting or via electronic means. DLTC subcommittees are free to hold meetings as they see fit - virtually or face-to-face.
- E. Special or summer meetings will be held on an as needed basis with no less than two weeks' notification.
- F. Committee meetings will be held face-to-face, but have an option to attend virtually as needed.

G. Virtual (online) meetings may be called by the chair as agreed upon at a regularly scheduled meeting. The agenda shall be distributed as defined above. The recorder shall take attendance by a voice poll and take written minutes.

VIII. Attendance

A. DLTC members are expected to attend meetings, participate in discussions, and contribute to carrying out the charges of the committee.

B. The chair shall be empowered to declare vacant the seat of any member who fails to attend more than three properly designated meetings per academic year. A replacement may be appointed by the committee chair to serve out the remainder of the term.

C. Represented groups may send designees as representatives only after notifying the chair in writing

IX. Subcommittees

A. Standing subcommittees may be created and officially charged by the DLTC to address specific, ongoing issues. All standing subcommittees must propose a set of bylaws to be approved by the committee within 1 year upon being constituted.

B. Ad Hoc Subcommittees may be established on an as needed basis by a vote of the DLTC.

X. Amendments

A. These bylaws may be amended by a majority vote of the committee members. The chair must disseminate to members copies of the proposed amendment and allow for discussion. Votes on changes will occur at the next regularly occurring meeting.

B. If a bylaws change vote passes, the recorder and chair will amend the bylaws.

C. The chair will report the bylaws change to the PAPC. The PAPC has the right to review bylaws to ensure the integrity of the Governance Structure.

D. If the PAPC does not reject the bylaws amendment within 30 days, the chair and recorder will amend the bylaws accordingly on the DLTC website.

XI. The DLTC as part of the general function of the TCC Governance Structure

A. The DLTC recognizes that its bylaws must be in accordance with the Governance Structure.

B. The DLTC will review its bylaws every even year.