

Distance Education Advisory Committee Meeting Minutes
Friday, February 12, 2010
2:00 p.m. – AD 198A

Members Present: Ana Thompson (Presiding), Ben Lareu, David Siemens, Liz Ott, Marty Finch, Michelle DeSalvo, Sharyn Polley, Susan Nelson, Todd Wykert, Kathy Thatcher.

Members Excused: Bill Mixer, Dino Madsen, Gary Donnelly (on sabbatical), Margo Perry, Teresa Corkill

Members Absent: Kerri Mahlum, Peter Van Houten

Guests: Dana VanBurg, Todd Jones(Elluminate)

I. Call to order

The meeting officially started at 2:15pm.

II. Approval of minutes: November 12, 2009 meeting.

Susan moved to approved minutes, Marty seconded. Minutes approved as written.

III. Announcements

a) Upcoming meeting schedule

- i. Friday, March 19, 2-3PM – AD 198A
- ii. Friday, April 23, 2-3PM – AD 198A

b) Track Trainings began Jan 21 at the CoE

- i. Schedules are posted on DE site under the *Faculty Resource* tab.
- ii. Please see attached copy

c) Moodle upgrade: May 18-21, 2010

- Moodle will be down and unavailable May 18-21, 2010.
- Susan asked if there is a need to back up the summer shells. Ana said that instructor should back up their own courses to keep a saved copy. This is helpful in case something is accidentally deleted, major changes are made to a course, and to maintain a record of student interaction. Summer courses will be created soon so instructors can develop course material for the summer semester. After the upgrade, summer courses will be available and ready once again.
- Reminder: there will be no minimester on-line classes due to the scheduled Moodle upgrade.

d) 2010 WyDEC Conference

- The conference will be hosted and held at Northern Wyoming College District, Sheridan College from May 24-26 with Sunday golf outing on May 23 (golf fees will not be covered by DE). Registration for Casper College employees is free.
- Please register at <http://wydec.wy.edu/conference/register/>. DE will pay for lodging and meals that will not be covered at the conference.
- Please contact Teresa Millan for hotel reservation no later than March 15, availability of accommodations may not be guaranteed after March 15. Breakfast is not included with lodging. Internet connection is free.
- Mileage will be reimbursed through DE if college vehicle is not available. Please e-mail Teresa Millan, tmillan@caspercollege.edu if you used your own vehicle.
- This year's theme: "The Scene of Engagement," deadline for submitting proposals is April 12, 2010.

The information for the proposals is located on the conference site (<http://wydec.wy.edu/conference/>) under "Proposals". The proposal will need to be submitted online from the website (look for the button at the bottom of the "Proposals" page) and the topic will need to fall under the following track categories:

- Student Preparation, Engagement, and Retention
- Innovative Teaching Strategies and Technologies
- Assessment of Learning in Distance Courses
- Technical, Academic, and Student Support Strategies
- Student and Instructor Expectations and Experiences

And meet at least one of the conference objectives:

- Examine key elements of best practices in teaching and learning at a distance
- Share information about new and emerging learning technologies
- Discuss current trends and developments in Distance Education
- Facilitate networking opportunities

To submit a proposal, you will need to provide a track, type (forum, hands-on or poster), a title, an abstract, and your presenter information. Ana recommended that presenters include the level of presentation (i.e., beginner), and technologies/tools you may need (i.e., internet connectivity, projector, white board, computer lab, etc.). Presentations are usually given in PowerPoint format. Deadline for submissions is April 12, 2010 and confirmation of acceptance is April 15, 2010.

- For more information about the WyDEC Conference, check the DE website under *Faculty Resources* tab. Flyers were also handed out at the meeting. See attached.
- e) Improvements applied to the DE site
- A new paragraph has been added to give more information about DE.
 - Student Health 101 and SMARTHINKING links have also been added.
 - Please e-mail Ana with your comments and feedback.
- f) Other
- There was a slow down on Moodle for a short time last Monday. Ana mentioned that uploading of very large files, heavy usage of network are a few of the causes of the slow down. Dave said that similar problems should be eliminated after the Moodle and network upgrades.

IV. Reports

- a) Online Tutoring – SMARTHINKING DE Pilot Spring 2010 – Ana
- To date, 97 students have used SMARTHINKING
 - We have so far utilized 12 hrs and 39 minutes on-line interactions.
- b) Google Tools, Nursing – Ana
- Nursing will start utilizing Google Calendar for student clinical.
- c) FTE Report, copies of the reports were handed out at the meeting. See attached.
- Total DE sections increased by 11.2% from Spring 2009.
 - As of February 10, 2010 DE % of FTE is 18.92%

V. Old Business

- a) Online Student Orientation - Ana
- Resources and Tutorials are available on DE website. The online student tutorial is still in progress. Due to departmental changes last semester, there have been some delays in the project. A draft will be presented to the committee this semester.
- b) Kaltura – Dave Siemens
- There have been some issues with Kaltura due to updates installed a few weeks ago by Kaltura itself. Kaltura is a good tool for faculty to use and it keeps large multimedia files off of our network and the course files area. We are working with Remote Learner and Kaltura to correct any issues within the

next week.

c) Other Concerns

- Liz asked if there is a campus wide quality control for DE classes that is in place. Ana said that we have a document originally developed by Paul Marquard and it is currently being reviewed by Distance Ed. When Moodle courses are created, a basic template that follows Quality Matters (QM) standards is part of the course, to serve as a guide for high quality courses.
- Ana mentioned that we are using the QM template. Deans should have a copy, however, we can send it out to the committee. Ana also announced that Kelly Politte's HLTK 2400 class was recognized as meeting QM standards. Congratulations Kelly! Susan Nelson went thru the process and completed it the previous year. Kudos to Susan!
- The QM seal is of national recognition and it requires a lot of work to adhere to the standards. The evaluation process is very rigorous and is completed by a three person team outside of the institution. One of the members is always a subject matter expert and two of the members are always faculty.

VI. New business

a) DE Mission and Vision statement draft

- Ana asked if there would be volunteers for a mini committee to participate in a review of the DE Mission and Vision statement. No volunteers came forward. The drafted document will be sent to the committee members for everyone's input.
- Some members of the committee voiced concern about the commitment of the institution to Distance Education. Discussion followed regarding concerns over Shawanna Murphy not teaching Nutrition or Basic Biology this fall as a full-time supply instructor. Ana stated that Distance education is fully supported by the college and continues to grow.

VII. Adjournment

The meeting adjourned at 3:06PM. HAPPY VALENTINE and have a safe weekend!

VIII. Next meeting.

Friday, March 19, 2010, 2-3PM, AD 198A

Prepared and submitted by: Teresa Millan

Following are supplemental attachments to the minutes.

Last updated: 3/1/2010

Location: BU126 – Center for Excellence

**Casper College Distance Education Faculty Trainings/Open Labs –
Spring 2010**

Date	Time	Track/Unit
1/21/10	12:00 PM - 1:00 PM 1:00 PM - 2:00 PM	Track 1: Unit 1 Moodle Open Lab
1/26/10	3:00 PM - 4:00 PM 4:00 PM - 5:00 PM	Track 1: Unit 1 Moodle Open Lab
1/28/10	10:00 AM - 11:00 AM 11:00 AM - 12:00 PM	Track 1: Unit 1 Moodle Open Lab
2/9/10	11:00 AM - 12:00 PM	Open Lab
2/16/10	1:00 PM - 2:00 PM 2:00 PM - 3:00 PM	Track 2: Unit 2 Moodle Open Lab
2/18/10	12:00 PM - 1:00 PM 1:00 PM - 2:00 PM	Track 2: Unit 2 Moodle Open Lab
2/23/10	9:00 AM - 10:00 AM 10:00 AM - 11:00 AM	Track 2: Unit 2 Moodle Open Lab
3/04/10	1:00 PM - 2:00 PM	Open Lab
3/16/10	10:00 AM - 11:00 AM 11:00 AM - 12:00 PM	Track 3: Unit 3 Moodle Open Lab
3/18/10	12:00 PM - 1:00 PM 1:00 PM - 2:00 PM	Track 3: Unit 3 Moodle Open Lab
3/23/10	3:00 PM - 4:00 PM 4:00 PM - 5:00 PM	Track 3: Unit 3 Moodle Open Lab
4/08/10	11:00 AM - 12:00 PM	Open Lab
4/13/10	12:00 PM - 1:00 PM 1:00 PM - 2:00 PM	Track 4: Unit 4 Moodle Open Lab
4/15/10	3:00 PM - 4:00 PM 4:00 PM - 5:00 PM	Track 4: Unit 4 Moodle Open Lab
4/20/10	10:00 AM - 11:00 AM 11:00 AM - 12:00 PM	Track 4: Unit 4 Moodle Open Lab
4/27/10	1:00 PM - 2:00 PM	Open Lab

Track/Unit Training Items

Track 1: Unit 1 Moodle. Course Calendar, Access Privilege Levels, Faculty Sandbox, Logging in, Edit Profile, Moodle Layout, Changing a View, Navigation, Editing a Course (Blocks, Block Descriptions, Add a File, Moving Resources), Administration Block (Settings, Course Formats, Enroll Students, Files).

Track 2: Unit 2 Moodle. Activities within your sandbox, Communication (Forum, Choice, Online Text Assignment), Course Content (Resources, Book, Links to WWW).

Track 3: Unit 3 Moodle. Assessment (Quizzes), Assignments (Online Text, Upload a single file, Offline assignment, Advanced uploading of files).

Track 4: Unit 4 Moodle. Adding Pictures/Graphics, Responding to Assignments, View Log of Student Activity The New Gradebook 1.9, Additional Moodle Resources.

REGISTER NOW

THE SCENE
OF

Engagement

WyDEC

2010

WYDEC DISTANCE EDUCATION CONFERENCE

MAY 24-26

**Hosted by Northern Wyoming Community College District
Sheridan College, Sheridan, WY**

<http://wydec.wy.edu/conference>

THE CONFERENCE INCLUDES:

Sunday golf outing

Concurrent forum & hands-on sessions

Monday evening barbeque & social

Poster display presentations

Vendor expo & demonstrations

Master Distance Educator Award Banquet

Drawings & door prizes

Wednesday afternoon day trip activities

WHO SHOULD ATTEND?

Anyone who has an interest in distance learning efforts and possibilities should attend this conference.

Instructors • Administrators • Instructional Designers • Instructional Technologists
Academic Support Specialists • Student Support Specialists • Continuing Education Professionals
Workforce Development Leaders • Learning Resource Specialists • Technical Support Specialists

Engaged educators engage learners.

Featured Keynote

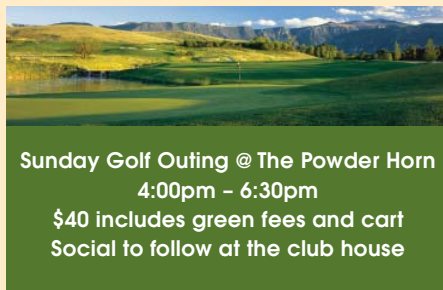
Dr. W. Gardner Campbell

As a faculty member and as an administrator, Dr. Gardner Campbell has been involved in teaching and learning technologies for nearly two decades. He is passionately committed to the use of information and communication technologies to increase student engagement and stimulate creativity and integrative learning, whether face-to-face, entirely online, or in a hybrid environment. Dr. Campbell is currently Director of the Academy for Teaching and



Learning at Baylor University, where he also serves as Associate Professor of Literature, Media, and Learning in the Honors College.

Dr. Campbell presents regularly at conferences and workshops on ICT in teaching and learning. He has also published articles in Renaissance studies, film studies, and ICT in teaching and learning for the MLA Press, Literature/Film Quarterly, EDUCAUSE Review, and Change.



Sunday Golf Outing @ The Powder Horn
4:00pm – 6:30pm
\$40 includes green fees and cart
Social to follow at the club house

Wednesday Afternoon Day Trips

Itineraries are currently being planned for group or individual trips including: Sibley Lake hiking/fishing, historical sites and art gallery tours, antique shopping, Custer Battlefield Museum

Registration

Early Registration Deadline: May 3, 2010

Registration fees for Wyoming community college and University of Wyoming employees are waived thanks to generous support from the **Wyoming Community College Commission** and the **University of Wyoming**.

Register online at:

<http://wydec.wy.edu/conference/register>

Lodging

Sheridan College Lofts



Reservations: 307-674-6446 ext. 2301

\$25 pp double / \$35 pp single / \$50 private suite

www.sheridan.edu/housing/sheridan.pdf

Holiday Inn

Reservations: 1-888-HOLIDAY

Front Desk: 307-672-8931

Ask for WyDEC Conference rate **\$82 per night**

www.holidayinn.com

Room blocks for the **Sheridan College Lofts** have been reserved for the nights of **May 23-26**. Sixty (60) single rooms, twenty (20) double rooms, and eight (8) private suites have been blocked for the Sheridan College Lofts. Sixty (60) rooms have been blocked for **Holiday Inn** for the nights of **May 23-25**. All blocks will be released **May 2, 2010**.

Call for Proposals

Proposal Deadline: April 12

This year's theme is **The Scene of Engagement**. From discussion forums to class wikis to support services, this theme gives us the opportunity to focus on how we engage our students through the learning process. We encourage ourselves to be engaged learners as well. Do you have innovative teaching strategies and technologies you would like to share? Are you an online student who would like to share your experiences from the other side of the screen?

We invite proposals for forum presentations, hands-on workshops, & poster displays featuring topics in these categories:

- **Beam Them In**
Student Preparation, Engagement, and Retention
- **Exploring New Galaxies**
Innovative Teaching Strategies and Technologies
- **Search for Intelligent Life**
Assessment of Learning in Distance Courses

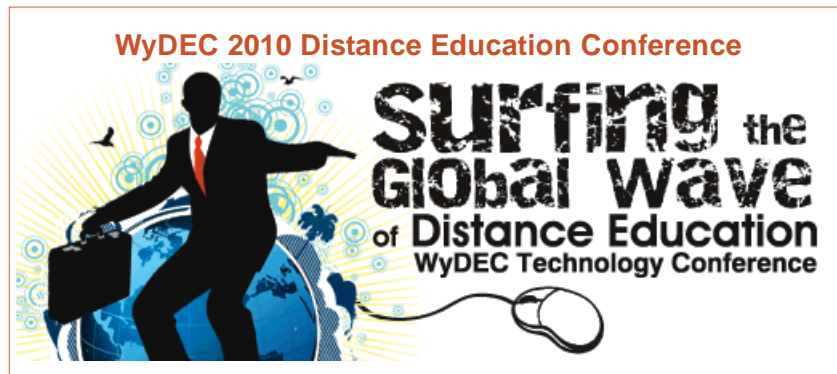
- **Safe Landings**
Technical, Academic, & Student Support Strategies
- **Parallel Universes**
Student and Instructor Expectations & Experiences

Submit your proposals at: <http://wydec.wy.edu/conference/proposal>

Engaged educators engage learners.



2010 Distance Education Conference

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[Membership](#)

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Program

PDF of program will be available later

Below is a basic conference schedule.

Adobe Reader is required for viewing and printing the schedule. You can [get Adobe Reader at this link](#) or by clicking the icon below.



May 24-26, 2010

- Sunday
 - 4:00 - 6:30 pm: Golf outing (optional, pre-registration required)
 - 9 holes - \$40.00 for green & cart fees
- Monday
 - 7:30 - 9:00 am: Registration
 - 12:00 - 1:00 pm: Lunch - Roberts Commons Ballroom
 - 5:30 - 7:30 pm: Social Hour @
- Tuesday
 - 8:00 - 8:45 am: Registration & Continental Breakfast
 - 8:45 - 10:00 am: Welcome & Keynote Speaker
 - 10:15 - 11:15 am: Presentation Sessions
 - 11:30 am - 12:30 pm: Lunch
 - 12:45 - 1:45 pm: Presentation Sessions
 - 1:45 - 2:00 pm: Snack & Vendor break
 - 2:00 - 4:00 pm: Presentation Sessions
 - 6:00 - 8:30 pm: WyDEC Master Distance Educator Awards Banquet
- Wednesday
 - 8:00 - 8:30 am: Continental Breakfast
 - 8:30 - 9:30 am: Closing Speaker
 - 9:30 - 10:00 am: Wrap-up

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Casper College Distance Education FTE

Term	Distance Education FTE	Annualized Distance Ed FTE	Total FTE	Total Annualized FTE	Distance Ed % of FTE	
01/SU	79.33		308.4		25.72%	
01/FA	192.25		3113.2		6.18%	
02/SP	238.50		2829.6		8.43%	
		255.04		3125.6	8.16%	
02/SU	109.75		369.1		29.73%	
02/FA	281.58		3238.8		8.69%	
03/SP	329.20		3091.0		10.65%	
		360.27		3349.5	10.76%	
03/SU	113.42		374.7		30.27%	
03/FA	385.40		3360.8		11.47%	
04/SP	359.10		3012.4		11.92%	
		428.96		3374.0	12.71%	
04/SU	159.17		394.2		40.38%	
04/FA	368.38		3149.8		11.70%	
05/SP	400.25		2990.3		13.38%	
		463.90		3267.2	14.20%	
05/SU	182.67		428.3		42.65%	
05/FA	446.20		3320.0		13.44%	
06/SP	394.70		3004.1		13.14%	
		511.79		3376.2	15.16%	
06/SU	187.60		394.1		47.60%	
06/FA	401.80		3190.1		12.60%	
07/SP	424.50		2934.1		14.47%	
		506.95		3259.2	15.55%	
07/SU	226.40		451.6		50.13%	
07/FA	447.20		3395.8		13.17%	
08/SP	461.90		3061.6		15.09%	
		567.75		3454.5	16.44%	
08/SU	194.90		438.9		44.41%	
08/FA	449.17		3459.7		12.98%	
09/SP	539.42		3191.3		16.90%	
		591.75		3545.0	16.69%	
09/SU	231.92		505.1		45.91%	
09/FA	571.92		3690.9		15.50%	
10/SP	628.83		3323.3		18.92%	2/10/2010
	Annualized FTE = (Summer + Fall + Spring) / 2					

Casper College Distance Education Student Demographics

Term	Unduplicated Students	Male	Female	Average Age		Natrona County	Other Wyoming	Out-of-State	Out-of-Country
10/SP	1485	412	1073	27.4		1166	270	47	2
09/FA	1393	352	1041	27.3		1131	227	35	0
09/SU	627	153	474	27.5		422	174	31	0
09/SP	1373	369	1004	27.4		1104	224	45	0
08/FA	1164	254	910	27.3		882	238	43	1
08/SU	510	124	386	28.8		337	143	30	0
08/SP	1199	306	893	28.2		988	177	34	0
07/FA	1183	280	903	27.9		912	239	35	0
07/SU	577	119	458	27.7		391	156	28	2
07/SP	1120	267	853	29.3		870	213	37	0
06/FA	1134	248	886	29.2		888	214	32	0
06/SU	528	119	409	30.4		371	131	26	0
06/SP	1081	246	835	30.8		813	233	35	0
05/FA	1071	276	795	29.3		839	196	36	0
05/SU	534	120	414	30.5		380	130	23	1
05/SP	1125	277	848	30.0		897	188	40	0
04/FA	987	262	725	30.4		769	189	29	0
04/SU	483	104	379	30.5		342	118	22	1
04/SP	1014	272	742	29.7		782	191	40	1
03/FA	972	276	696	28.5		711	224	36	1
03/SU	348	73	275	30.5		256	78	14	0
03/SP	943	234	709	30.6		686	219	36	2
02/FA	780	237	543	29.3		568	178	32	2
02/SU	356	83	273	28.9		278	70	8	0
02/SP	692	183	509	28.8		518	127	47	0
01/FA	550	143	407	29.4		419	102	28	1
01/SU	250	60	190	29.9		204	37	9	0
01/SP	583	151	432	29.9		459	98	26	0
00/FA	404	121	283	29.1		330	62	12	0
00/SU	161	51	110	29.4		122	34	5	0
00/SP	344	114	230	27.2		269	57	18	0
99/FA	300	97	203	30.2		216	72	12	0
99/SU	136	35	101	27.7		108	20	8	0
99/SP	321	115	206	28.0		255	55	11	0
98/FA	184	59	125	30.4		144	29	11	0
98/SU	133	34	99	31.0		112	16	5	0
98/SP	175	81	94	27.8		138	32	5	0
97/FA	122	52	70	29.7		103	15	4	0
97/SU	122	37	85	29.2		104	13	5	0
97/SP	131	53	78	30.6		104	22	5	0
96/FA	78	18	60	32.8		68	6	4	0
96/SU	18	5	13	30.0		16	1	1	0



Underlying Principles of Quality Matters

The Quality Matters rubric and process are:

- ✓ **Continuous**
 - The Quality Matters process is designed to ensure that all reviewed courses will eventually meet expectations.
 - The process is integral to a continuous quality improvement process.

- ✓ **Centered**
 - On research - the development of the rubric is based in national standards of best practice, the research literature, and instructional design principles.
 - On student learning - the rubric and process are designed to promote student learning.
 - On quality - the review sets a quality goal at the 85% level or better (courses do not have to be perfect but better than good enough).

- ✓ **Collegial**
 - A Quality Matters review is part of a faculty-driven, peer review process.
 - The review process is intended to be diagnostic and collegial, not evaluative and judgmental.

- ✓ **Collaborative**
 - The review is based on collaboratively identified evidence found in the course rather than the personal preference of an individual reviewer.
 - The review is flexible and not prescriptive (many ways to meet each standard).
 - The review team consists of three experienced online instructors as reviewers along with the course faculty developer.

Quality Matters Rubric Standards 2008-2010 edition with Assigned Point Values

	Standard	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.	3
	1.3 Etiquette expectations (sometimes called “netiquette” for online discussions, email, and other forms of communication are stated clearly.	1
	1.4 The self-introduction by the instructor is appropriate and available online.	1
	1.5 Students are asked to introduce themselves to the class.	1
	1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1
	1.7 Minimum technical skills expected of the student are clearly stated.	1
Learning Objectives	2.1 The course learning objectives describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3 All learning objectives are stated clearly and written from the students’ perspective.	3
	2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3
	2.5 The learning objectives are appropriately designed for the level of the course.	2
Assessment and Measurement	3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation.	3
	3.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	2
	3.5 “Self-check” or practice assignments are provided, with timely feedback to students.	2
Resources and Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3
	4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.	3
	4.3 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	2
	4.4. All resources and materials used in the course are appropriately cited.	1
Learner Engagement	5.1 The learning activities promote the achievement of the stated learning objectives.	3
	5.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.	3
	5.3 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)	2
	5.4 The requirements for student interaction are clearly articulated.	2
Course Technology	6.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3
	6.2 The tools and media support student engagement and guide the student to become an active learner.	3
	6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.	3
	6.4 Students have ready access to the technologies required in the course.	2
	6.5 The course components are compatible with current standards for delivery modes.	1
	6.6 Instructions on how to access resources at a distance are sufficient and easy to understand.	1
	6.7 The course design takes full advantage of available tools and media.	1
Learner Support	7.1 The course instructions articulate or link to clear description of the technical support offered.	2
	7.2 Course instructions articulate or link to an explanation of how the institution’s academic support system can assist the student in effectively using the resources provided.	2
	7.3 Course instructions articulate or link to an explanation of how the institution’s student support services can help students reach their educational goals.	1
	7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.	1
Accessibility	8.1 The course incorporates ADA standards and reflect conformance with institutional policy regarding accessibility in online and hybrid courses.	3
	8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.	2
	8.3 Course pages have links that are self-describing and meaningful.	2
	8.4 The course ensures screen readability.	1

To meet Quality Matters review expectations a course must: Answer ‘Yes’ to all 3-point Essential Standards AND Earn 72 or more points.

2009-2010 Distance Education

Mission/Purpose

The mission of Distance Education at Casper College is to extend high-quality, fully-accredited educational opportunities to a diverse population of students who prefer or have need of alternative methods of delivery. These approaches to instruction provide greater opportunities for students to obtain the education they need to achieve their goals, while continuing with demanding personal and employment schedules.

Goals

- Provide faculty training and support for the course management system (C MS) and quality course development
- Collaborate with the Assessment office to proactively develop effective methods of assessment to improve student learning
- Maintain a proactive student learning environment via current technologies, effective support and continuous learning