

September 18, 2016

To: Ad Hoc Group

From: JPR

Re: Notes from Friday, September 16 meeting

Discussion of thoughts regarding balance between online and brick and mortar operations.

- Glen Tenney talked about the importance of online course offerings for the Business Department. He offered that their departmental experience may be different than the rest of GBC. Business curriculum is generally the "first on the list" of degrees offered online by ANY institution. It is important for GBC to be competitive in that market. "If we don't have them, someone else will." 80% of business department offerings are online. "We didn't plan it, we just found that it is where we need to be."
- Tom Reagan. Administratively, is section is open that's live, and another online, the online will always fill quickly and we struggle to get 8 or 9 students in the live class.
- Jonathan Foster. Is the choice being made because of accessibility or because there is a perception an online class will be easier?
 - Some discussion surrounding this question. Lisa Frazier had conducted surveys that may help to address this question.
- David Sexton. It is a scheduling issue for criminal justice. Many working professionals with varying shift schedules.
- Scott Gavorsky. Work can be done in alignment of facilities and operations. For instance, there are not enough lecture capture rooms which would allow for more hybrid delivery... providing option for students to enroll on campus or on line for the very same course. It is extremely difficult to schedule lecture capture.
 - Scott: The question of acquiring new lecture-capture physical assets has to be coupled with paying for the service that goes with it. I would argue this is something as faculty we need to keep an eye on, because there are a number of grants from faculty and deans which have acquired lecture-capture equipment only to create a burden in paying to add them to the service--especially since grants rarely cover long-term operating costs. (There is also the issue of max capacity, as we discovered in the graduation streaming a few years back and have ran into a few times even with WebCampus, which we can talk about at a future meeting.)
- Byron Calkins asked: what is the college's capacity for "live" classes?
 - Will address with VP Sibert
- General question: are we scheduling "live" courses at the right time?
- John Rice. Can the balance be found in enrollment management? Do we need so add online sections pell mell as they fill, or ought we steer students into live classes when they fill?
 - Ought this be handled at the department or institutional level?
- Glen Tenney. Is this an academic calendar issue as well? Many institutions opt for quarter systems. Many proprietary schools are starting classes every month.
 - If we were to go to a quarter system, how would we be compensated?

- Scott Gavorsky and Byron Calkins asked for a snapshot look at enrollments in live and online classes, online only, and live only course work. Cathy Fulkerson said she can provide such information.
- Cathy Fulkerson said Lisa Frazier has done a considerable amount of polling of online students asking a variety of questions.
- David Friestroffer. Spoke of the hierarchy of classes to departments to programs. Departments serve programs. Programs often ask or require a department to create online courses to fulfill program needs. On the other hand, why can't programs request or require live classes?
- David Friestroffer reminded the group that foreign students have to be in live classes. There are other bureaucratic requirements for live course work... veterans, for instance.
 - Some graduate programs at NSHE and other states require "live" undergraduate course work in certain disciplines for entry.
- Tom Reagan. The failures of many proprietary institutions have biased the value of online education generally.
- Dale Griffith suggested accreditation may be just as problematic for public institutions as private.
- Lynne Owens. What do we lose when all of our colleagues are teaching online? What collegial connections do we lose when we are not on campus.
- John Rice. Talked about the success of cohorts in his experience. Students involved in a play work together on a play, and support one another in their academic work as well. Other faculty talked about the value of "live" face to face cohort.
- Other miscellaneous discussion:
 - General agreement that this discussion is not about limiting online enrollment at all, but about strengthening and giving value to brick and mortar course work.
 - Some concerns about the under-use of physical facilities.
 - Concern about pressure to offer online course work simply to have enough students to justify position.
 - Accreditation statement which strongly suggests the institution engage in strategic planning around distance education.
- Action:
 - Request enrollment data from Cathy Fulkerson
 - Online only
 - Live only
 - Online and Live
 - Hybrid
 - Request info from Lisa Frazier on a variety
 - Doodle poll to find a better time to meet.
- Summary

- The group agrees we have strong online course and programming, strong infrastructure and strong administrative support for online course work.
- The group is interested in an inquiry regarding finding a balance between online and brick and mortar course delivery. From a research perspective, it is still unsure of just what question it wishes to answer with this inquiry. However, there is great enthusiasm for engaging in the inquiry and a strong feeling that it will be important to future of GBC.

DRAFT

October 14, 2016

Department Chairs:

In the Social Science Dept. the issue of "dual enrollment students" has come up again and again. Some of our instructors are having some challenges with the setup of these classes and some of the students. We are asking for feedback from other depts. Are you having challenges? Do we need to have a bigger discussion about this issue?

Some of the points that we discussed in our Department meeting yesterday

1. Requests for special classes for high school students only. (Boutique) classes
2. In some online sections students meet together in the same room to study and take quizzes without oversight no proctoring.
3. Dual enrollment students are often unprepared to take a college level course. No INT 100 or some other prep
4. Lack of regular submission of assignments.
5. Book issues students not using GBC assigned texts
6. Minors taking classes where provocative material is being taught.

Justification for adding an Education Position – October 14, 2016

Program	Overload figured per semester	Actual Credits per semester	Number of Students this semester	Credits taught by part-time faculty
Secondary Education (Zeiszler)	+11	34	137	21
Elementary Education (ELAD, SPED, ARL) (Stauffer)	+17.87	62.5	173	36
Early Childhood (Macfarlan)	+10	27	94	18
Total	38.87	157.5	404	75 cr./58% of classes
=				
Work load reasonable	15 +3 =18			
People Needed	+38.87/18 =2.16	+157.5/18=8.75 -3=5.75		

Considerations:

School Districts' Teacher Shortage – Projection increase for minimum 10 years to come.

Increase in student numbers past 6 semesters:

FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	SP 16	FA 16
314	354	441	375	451	493	625	680	740

State Mandates:

Spring 2016 – All teachers licensed after July 1, 2015, will take the State Approved Family Engagement Course - EDUC 323 – online and offered all over the state of NV

Fall 2016 – All degrees must include ELAD endorsement (additional 9-12 credits) Must be offered 6 credits every semester instead of 3 every fall and a 2-year rotation for the others.

Fall 2016 –ARL program official – 90 students added to degree program all upper level courses in Fall 16. Projection according to Dean Reagan and Superintendents of 35 within our service area added per year for the next 11 years. See Elko Co. alone with retirement projection numbers – people with full 30 years only. We have not hit the crunch yet.

Potential Elko County School District Retirees by Year

