**Online Town Hall Meeting**

**April 17, 2018**

**MAC Rotunda**

**3-5pm**

**In attendance:** Liz Basile,Tsubasa Berg, Karolina Bizik, Loretta Brancaccio-Taras, Jamie Berco, Evrick Brown, Chris Calienes, Sharon Warren Cook, Carlos de Cuba, Annie DelPrincipe, Elizabeth Dill, Sarah Dillon, Rick Fox, Matthew Gartner, Janine Graziano, Cindy Greenberg, Cathy Leaker, Paule LaFortune, Rich Legum, Dawn Levy, Julio Martinez, Marjorie McDonough, Jose Nanin, Helen Nasser, Mary Ortiz, Mary O’Shea, Janine Palludan, Stewart Parker, Michael Spear, Dorina Tila, Sheri Weinstein, Dominic Wetzel, Stella Woodruffe

**Questions and Responses**

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| **Question /question topic/ comment** | **Response** |
| Early alert system: how does it work? What are the criteria and who would reach out to students? | The College is researching early alert products to use for all students- on ground, hybrid and online. This would have the advantage of automating at least part of the process.  Whatever system the college uses, the core component of early alert is direct outreach to students. This could either be done by an instructor or an advisor depending on instructor preference and/or on how the system is designed.,  The criteria for an early alert would be decided based on research and college wide data and what that information tells us about student likelihood of success. In the online environment such “predictors” might include late registration registered late for classes, failure to login during the first few weeks of class or lack of participation in online discussion boards. |
| Community building opportunity- could faculty get an hour of RT to work with one another to discuss what is working in online courses and to develop teaching strategies for a course/best practices. They can then produce a documents to share this information at the end of semester | This is a really good suggestion. Academic Affairs wants to look at how we might use reassigned time to support faculty working on this initiative. This is certainly one possible model. Cathy Leaker and Loretta-Brancaccio-Taras will follow up with the Provost. |
| Success is first issue. Identify faculty that have been successful teaching online at KCC.  What are we doing about the transfer issue? SPS will be offering an online BA in liberal arts  Equity: why not expand to students outside of Brooklyn?  Will there be an Director of Online Liberal Arts? | Yes, this would be helpful; KCeL has begun to do this through its e-mentoring initiative (described the Provost’s Committee report on online learning). Academic Affairs will work with KCeL to explore expanding the mentoring program.  Our timeline includes developing an articulation agreement with SPS and with SUNY Empire State College.  We can certainly expand to other boroughs, but we see initiative this as part of our mission to serve New York City. Further, the literature shows that most community college students taking online courses are “local” (within a 25 mile radius of the campus).  This is an excellent suggestion. Cathy Leaker will bring this idea back to the Provost. |
| What is the vision for labs?  The SPS courses seems insufficient for some course needs. For instance Composition 1 &2: will there be specific training for teaching composition online? | Wet labs: department input is required. There are existing materials for online labs if a department is interested in using them.  Dry lab: synchronous tools  This is an important point. Part of our purpose in consulting with departments is to identify the kind of discipline specific online support departments would need in order to feel confident about the quality of online courses under their auspices. Responding to different disciplinary/pedagogical needs is fundamental to the enhanced faculty development aspect of the online programs strategy. |
| Are there studies specific for disciplines?  Your data looks at completion rates, but are there studies that look specifically at whether or not students learn the same amount online as they do face to face? | There is a substantial body of literature that compares GPA between online and face to face courses, some of which are discipline specific. Of course, GPA does not necessarily equate to how much has been learned but it might be a reasonable proxy. There are also some studies that measure student learning outcomes across a common set of assignments, but these tend to be quite small. |
| Taught online art history. Reading students’ posts, she found most of them were mothers, adults, and working. Based on their posts, she could tell they were really reading the textbook. |  |
| Course on hybrid/online teaching is offered at Queens College. Could we develop something similar? | As part of the online programs implementation plan, KCel , in consultation with Academic Affairs will review our faculty development model as it’s not clear that the SPS course we’re currently using for certification will be sufficient for our long term needs. KCeL will be developing both modularized training and individualized consultation to supplement the certification process and to ensure ongoing faculty support. |
| The following would be helpful:   * a framework for faculty and students * a handbook for faculty and students * Preview week: students have access to the course one week prior to the start of the semester * 24-7 tech support of students * Grade postings with a rubric | Many of these suggestions are consistent with the research on student success in online learning. The concept of “preview week” is especially important and is standard practice at many institutions.  Extending technical support beyond current college operating hours for students is an important part of the online programs implementation plan, but it is unlikely the college will be able to provide that support 24/7. |
| I’m concerned about Intellectual Property. Who owns online course materials and what are the rules governing this and can we get something in writing form either KCC or CUNY? | Cathy Leaker followed up on this important question following the Town Hall.  Clause III.4 of CUNY’S [Intellectual Property Policy](http://www.cuny.edu/about/administration/offices/la/IP-Policy.pdf) specifically addresses electronically published course materials; the clause reads as follows:  **Electronically Published Course Materials**. *Courses designed to be delivered over the internet, by computer or through similar technologies may involve both Copyrightable Works and other Intellectual Property. Consistent with its intent to recognize the Creator as the owner of Scholarly or Pedagogical works, the University claims no ownership rights in either the intellectual content of such courses, or the tools and technologies used to present them, unless the work was the result of Sponsored Research or is Commissioned Work, in which case B.1 or B.2 of this Part shall apply.*  Based on this policy, all materials delivered for courses delivered online remain the intellectual property of the faculty member who has developed them. |
| Response to IP question | Might want to think about creating OERs (using Creative Commons licenses) rather than be concerned about IP. OERs is another way our students can benefit. |
| Continuing Education has offered hybrid and online courses as part of their paralegal certificate and an intro accounting class. Successes: helped enrollment for CE programs; instructor presence is important; a student was able to complete a course even thought they had to leave the country. |  |
| In order to allow faculty to experiment with different kinds of tools and strategies for online learning, would it be possible to have a little more freedom to use tools or platforms not currently supported or endorsed by KCC?  Given the limited resources available across the college, it seems important that the ideas developed around online pedagogy, instructional design, and student support be “brought back home” that is openly shared with all faculty so that they can use them in their face to face teaching, especially, but not exclusively, in regard to reaching with technology. | Some of this will of course depend upon budget and CUNY’s procurement process, but it might be possible to treat AY 18-19 as a kind of “incubator year” for online learning which might then allow for more freedom and exploration regarding online tools. Dean Leaker and Loretta Brancaccio Taras will follow up with the Provost and IT to determine the feasibility of this concept.  You’re raising a fundamental issue here. As the college moves toward implementing online programs at KCC, we need to be careful that we don’t unintentionally set up a binary by which different modalities carry a different set of values or goals. “Cross pollination” in regards to teaching and learning would seem to be an essential part of student success across all modalities. |
| We are focusing the online programs on the over 25 population, what about high schools students (could work on delivering online courses to high school students)? | This is an intriguing idea; Academic Affairs and KCel will explore piloting online courses within our College Now or Early College Initiative programs. Cathy Leaker and Loretta Brancaccio-Taras will follow up with Dean Cook regarding the feasibility of this idea. |
| COH- many adult learners and there is interest in developing an online degree that would include PLA (Prior Learning Assessment) | This is a good reminder that the plan to implement online programs is a subset of a larger strategy of outreach to adult learners. CUNY is also moving in this direction and is looking into how we might develop academically sound PLA policies and practices either at the university or institution level. |