Okay, so we're just still waiting for a few I guess. Yeah. Did everyone get the data attachment? Yes, I am picking up now.

Okay, we have Kim, Mary Jean. There's Curt, Pat, Rana, Said, Tina, Joyce, Kristi, Pam, Tami...

All right, so I think I think it's 2pm and I think we have just about everybody so we just talked a few days ago with regard to the report data, but this is just our more regularly scheduled meeting. So at our last regularly scheduled meeting we had talked about looking at data that I guess especially important right now...our success and retention rates for online courses versus hybrid versus traditional. So IR culled that data together for us and I sent that out to you yesterday if you missed it. That's okay. You can open the meeting from your calendar and you'll find it attached there as well. So I just thought maybe today, especially in light of everything being online now, we might talk a little bit about that data and any implications from that data that you are thinking about so let me just open it up and and just ask, you know, what did you all make of that? Data? What do you think?

(Curt) Hi I did look at that last night. I looked at this morning before we had our other meeting and it was interesting to me, but I wasn't that surprised. I didn't feel that surprised. I thought the online retention rates were a little bit lower than the in-class. It wasn't super low... success rates are a little bit lower to in general. But anyway, so that was I was just interested to see that. Yeah.

(CJ) Don't be shy anyone else.

(Jill) I have the same observations as Kurt. I found that helpful to look at that information and then just to see whether or not there was anything that was trending in terms of any particular year or any particular semester or there any particular variables that? Yeah might have influenced anything but I appreciate seeing the information. I would say consistent.

(Pat) You know, it's...I don't think that prior to the 'D' was not successful until starting in [...] There's well with success rate. It's a little bit higher with the online. But with the retention rates, I mean, they're fairly consistent with before the 'D' was successful which obviously ...it has nothing to do with it. But if you look at the traditional classes the three semesters prior to D being successful, they're a little bit higher but not outlandishly ...

(Joyce) So I'm thinking that perhaps the question we're going to ask is what are we going to anticipate having moved from traditional into online? What changes are we going to see and ...maybe keep an eye on that data for this semester and then make some extrapolations if this continues through the fog so we can ready and maybe adjust. Adjust our approach for retention accordingly.

(CJ) Somebody have a TV on or something in the background. Okay, anything else? General comments?

(Pam) I think this is Pam. I think Joyce makes a really good point about having the trends and looking at the granular data, perhaps we can look at individual courses and see if there are some courses in all three categories are doing better have a higher retention ...And that may be the case in online and hybrid courses to so I think we are looking at the surface right now. We have not looked at the details and so a little bit of further analysis is important... but when you're looking at online literature, I don't think this is a surprising finding ...I had looked at some patterns and I think retention data... and I'm using the word retention rate very loosely... the success rate in online courses tends to be about 10 to 15 percent lower than the traditional and hybrid courses, but now when you look at it our data... it seems like the difference is not that high? Okay. So here I think at some point I had made a point that we have to have some comparison and just looking at our institutional data doesn't tell us a whole lot. So we really need to take a look at our comparison data from different colleges of the same size of the same kind of offerings to see where do we fall in in terms of success. The reason I said that the retention is used loosely in this context is... and I think Jill had made that point some time ago... like retention and persistence when you look at the literature have a very different

meanings...the way we are using it. So if you are really looking at the retention...we really have to look at if these people who took the course and online format came back next semester as in persistence following semester as retention. So three different things that are going on in that list of what is success. I've been looking at the success. Are we looking at the retention? Are we looking at the persistence? Are we looking at it again? [We need some] benchmarks... we can set based upon either our own institutional, historical data, or we can look at it what the literature says... that it is about fifteen to twenty percent. So if it is between 15 to 20 percent, I think we're doing really good because of [where our] success rate sits. Our retention rate - the way we are using it in this context - it's pretty comfortable, too. ...so the committee can decide which way do we want to go? How much granular data analysis do we want to look at to really set standards to improve that rate? So at this point if you look at fall 17 to 18 and then to 19, it's pretty much between fourteen fifteen percent. So our goal could be, maybe next fall, we want to bring it down to 13% or 12% and then we put some strategies specifically for online learning to see if that target has moved. So, again, with the having that data is a starting point, but what do we do with that data is the next point?

(CJ) That was kind of my question...so it sounds to me like the data is where everybody expected it would be? There is nothing alarming about the data. It's pretty consistent. Is that an accurate summary?

No surprise to me at all.

(Said) Yeah, I think I think the variables that are going to play from here on is whether what's going on with this virus is going to change the equation somewhat... how many students were employed at a job before? How many of them will not have a job? Is that going to affect retention? Yes or no? What kind of approach are we going to have to maintain retention? Do we need to change our strategy to maybe contact students differently. What is our intervention approach for those who are struggling? We may need to look at those details that Pam mentioned and maybe keep an eye on them so we can have an informed opinion in the fall. ...if we know [where] others would be when I look at this one thing...it tells me... things that we've been doing up this point have produced very consistent results, so we can't do what we've been doing and should expect change. So like the initiative that's CJ's leading with this outreach. We really need to see does that help and it's going to be hard because now we have this variable of the Coronavirus influencing everything. However, does that help balance out, maybe, the two because we didn't have that and we didn't have a Coronavirus?

There are outreach things to remember and consider... but I also think we're going to have initiatives that we shared within the report to the state...the Academic Recovery Plan, improving the ticket process, the changes right now... so the big one... the big one that I thought of was the standardization ... the standardization of the Blackboard shell. So do we have enough data yet to be reflective of that change?

Think about the standardization of the template and I think when I read that the description...the description was improved. Finding content in the online course, right? I don't think that [...] that implementing a standardized template is going to increase the success rate. Wait, am I right?

It may increase a little bit of our retention. And of course because students aren't getting lost in the course, but I think if they're going to stay there, they're going to stay...and I don't think it's going to change the actual success rate though.

I disagree. Look, if we are looking at retention or looking at the data in Fall of 2018 and then looking at the data fall 2019...okay...so like it's just one semester ...you really can't make any conclusion on that one. Right? So perhaps I think that we are still going to administer the survey at the end of the term. So last time we had asked them the question: were you able to find the content? And the second question was: were you able to navigate? Your survey questions are you able to find the content and the second one? Were you able to navigate... so maybe in your syllabus and your survey and we can talk about that. How do we want to phrase that question because that would be the self assessment by students. Did I learn better because the things were organized? ...so we still have time to do that survey. I think, if I'm right, Kim, you do it towards the end

of the semester, right?

Yeah, towards the end and we can also include Said's comment. How much impact did the transition have? Which - I don't think it's going to be much in the online courses, but the students who are taking online courses may be in other courses. You see what I'm saying? So they may have to put some effort, so we can catch both variables that we have talked about in just that survey that Kim does at the end of the semester.

Well, my question is... all of our nursing ones we might be outliers so how will we disseminate because we did not use a template. We just quickly put our information online. Now, we did do it organized, but it has, sort of, followed its own flow and I'm concerned about... having that extra week really, really helped by the way...I do a hybrid. I mainly make them come so I can test them and so that any other questions could be answered. So even though it states that nursing 245 is a hybrid course... I meet with them at least once a week and I sort of don't tell them that it's a hybrid... even though it's on there. So my concern is how are we going to capture the information of the outliers, you know, if I hadn't had Kim and and Heidi... I'd have been lost for nursing 244 but because of them, I feel like I'll have pretty good success and these are their senior classes...

Maybe that's a good thing for us to have at this point because we can do a direct comparison of with template and without template. This is something that is very rich data for us. And then if we could see the difference between the two, then we can reasonably make a recommendation that the template be used if our students are saying... with template I was able to find content. And I was able to navigate better and if your students are saying I had difficulty finding content or difficulty navigating through the course...I think that's going to be a very strong comparison. Okay, so I think it's may not be a bad idea to extend it to almost all courses and see... How will we know which courses have and have not used the template so we have a good comparison of the two?

Can I ask a question because I'm not a data person. Am I right in thinking that when we look at this data, we would need to kind of look at this particular time period in isolation? It cannot be accurately compared with any existing data because of the exceptionality of this situation?

Absolutely because this is an event. An event that has not occurred before... so this data is going to speak for something very different...So yes, it would have to recognize that that if there are differences it is not because solely because of the template but it could be other factors that are influencing things.

Said: I'd like to make two observations here. First observation is... I had discussions with three students who were trying to navigate from traditional classroom to the new to online and I asked the question...is the approach to going on Blackboard similar with other instructors and they said no... and what that means that some of them are struggling trying to adapt to every instructors approach to teaching. So this makes sense for standardization.

The point number two, I'd like to make is if we look at this data and focus only on the traditional students who have moved online and then measure these, we might have a better picture than the other ones who have already been on board.

I agree. That's what I was going to say - the same thing. I think that we're going to see that biggest event….will be with the traditional and possibly hybrid but traditional sector in the last 8 weeks of the semester...what happened there? Because the online students have been online... yes, they have other influences right now in their lives, whether it's homeschooling their kids or you know, worrying about connectivity, but I think you're right that the traditional... that is going to be very interesting to see after the semester.

(CJ) So Said, something you just said made me wonder in terms of standardization...so we have standardized the shell- the basic shell, the course menu, where the items are located...Do you think it is worthwhile to

think about how we could further standardize or do you think that is not something that we want to do?

I'm thinking perhaps standardization of the courses that we offer and linking them to assessment could be another way of assessment. This is not the time for it.

I still think that we need to continue with it and then do further standardization and then assess the quality of what we offer, maybe include that in the survey. Was it difficult for you to go on Blackboard...and maybe some detailed questions. That could shed some light on what we're doing and then help us see if we could better the quality of the services that we offer online to our students... across the board.

I think that's really a good point, but God forbid it happen again and we go through this again, that we will be better prepared for standardization. But for a lot of instructors, like the nursing instructors that have never taught online before, I don't think they would have had the time to follow the standardized template whereas, with myself, most all my classes are online. So it wasn't that difficult for me. So I think when you're doing your survey it might be helpful, if you put in a another question that says: prior to this semester had you ever taken an online course before? Then you can also ask, like was this course transitioned from on ground to online? Because I think we're going to have to know the difference there. And I mean some faculty have to go and figure out how to put all their content online. They're also having to learn how to teach online, which as you know, that those of you who do that...there are certain ways that you do that online ..you know differently between on ground and online. So we have several faculty who are now figuring out. How do I teach online? So even this week, next week? I think things are still choppy. They're getting it. Don't get me wrong. I think our faculty have been absolutely fantastic, but it's still a learning curve. So just the template, the standardization, but students might struggle only because the instructor is still learning... so there's many variables that we will have to remember that are going to influence the outcome here.

(CJ) So am I hearing correctly that we want to create a survey specific to this semester and the experience that students who have transitioned from regular courses to online courses are having? Am I hearing that we want to administer a survey specific to this experience?

I think so.

I think that's a good idea and I think we start it in Blackboard itself, so that we don't have to get individual course data rather than you know...holistic data. I think if you give us the survey we can administer it ourselves to the students and, as we said, we will have a better picture of the traditional students who have moved online...that will give us a better reading...

Yeah, and I think Kim had a process last time to push it in all courses so that the faculty aren't, you know, bombarded with that. So if it's okay with Kim and it's not too much work, then maybe we can use the same process. How about you? What are you thinking?

Mmmmmm. Yeah, that's fine. I mean I would say as we talked about...you can send that survey from within the course so it's tagged. When the student gets it in that course, they know where it's coming from and it's not difficult to do...

So if Melanie can cover everything that everybody is talking about...I'll need your questions in, like, a survey form. Like, you know, a likert scale. If you want to get minor details, which I don't know if it's a good idea to get minor detail because there would be a lot of emotions involved in those. So that's just where the objective type survey is good. Send me your questions and I will filter through them and let's just keep it no more than ten items because I think more than 10 items you're losing it. So if you send to me By Friday, I would send it to you on let's say on Monday for your approval and will develop that survey in SurveyMonkey, maybe a couple questions and then you know, we'll pick 10 out of that bunch.

Okay, you know as far as the survey is concerned there are two types of questions to ask ...there is what is

called an open-ended question...that's the kind that's bad...as Pam just said, that might involve emotions in it. Might involve subjective response. There is close-ended type of questions where the question is specific and then it gives you a specific answer...this is just something I'm throwing up there...

...and I wonder if what would be helpful to know whether or not there were any technology concerns for them with this transition?

We can put that question in there...just frame it and send it to me and then I'll do it.

...the questions that were used last time werespecifically for students in completely online courses... asking them what their basic experience was with the new template, but this is going to all students in all courses...do we need to have different questions than the ones used before because these really wouldn't apply. Because they asked specifically about the new template.

Do I understand correctly that we're talking about sending this survey only to those students in courses that were transitioned from on the ground to online? ... I'm wondering too because if we're sending it to everybody in the migrated courses...the two questions that I sent that were specific to the template really wouldn't apply because these students aren't using that full distance Ed template.

Okay. Let me just say I think we're starting to overcomplicate this... we're good at that... I think- use the original survey but add a few questions ...one for those in a class that transitioned to online this semester. Yes or no... and then, if you were... did you experience technical difficulties just yes or no and maybe a few more about that transition, but let's not bombard these students with surveys...we also have the the end of course survey...we don't want them to ignore things. So let's just keep it simple. ... my advice is no more questions. If we do the one asking them about the technical difficulties, I would say if they answered Yes, maybe give them a couple of options. Was it a lack of Internet? No computer? You know, coupled with a couple things that we can kind of clarify. What is it that they didn't have the technology or that they didn't have connectivity or I would also say, I have a question ...was the college able to help you solve your problems because we've given out devices and other things, so I think you know... if we just send everything to Pam and then whittle it down to no more than ten questions, but I would do the same original two questions because we have that baseline ... if everybody gets this same survey we can pull those two questions and compare last semester and have those other answers for future comparison ... but I just I don't want to see you know, multiple surveys and having to figure out, well, this class gets this one, this class gets that one and let's not overcomplicate.

Does it matter that some of the students aren't using that template? Mary Jean says her classes are not using that template but they're going to get those questions. Does that does that skew the results?

Then change the question, possibly, to - do you know if your class utilized a template? ...or even basically just ask them were they able to navigate? Yes, you know just simple... what were those two questions?

...so to sum, one survey between five and ten questions that's going to all students toward the end of this semester...

...and I would suggest that if we do, I think we do the course evaluations survey, I think the last week of finals. If we could do this earlier than that, I think that would be better.

I agree with that...maybe give us a couple weeks to try to iron out the wrinkles. Did we make a change for this semester to do the course survey the last two weeks of the semester?

No, that was the recommendation that was discussed in the president's cabinet and I believe was moving forward, but I don't know if they were ready to do it...

Okay, go ahead. I'm sorry. I was just gonna say...it should be interesting to see how it's going to turn out this semester with everybody online.

In the Institutional Effectiveness Committee, I made a recommendation that we try to take a look at this issue from two different sides... one from the student perspective, the faculty perspective and from the staff perspective because I think there were a lot of staff who work with students who are asked to help them with Blackboard...I'm sure library staff, Tami's staff ...would be getting some emails. Okay, I can do this thing or I can't do that. Although IT has done a very good job...has done a really good job putting directions for Blackboard in the student portal and the it would be a very interesting thing for us to administer as an institution...to see everybody else felt...

Yeah, I think there is another variable here, which is the element of reassurance to students ...based on my experience. I spoke to probably 15 -20 students ...every time somebody sends me an email saying well, I'm having trouble...I pick up the phone and I called them. Then I called them and they all told me that they felt reassured after I spoke to them. How are you doing? Are you, you know, having any issues and all that...they felt very good. So I think we can... if we continue just dealing with them online, but also by talking to them specifically, directly. I think that's a big plus.

And again, I say that's a very good point because I just talked to the IE staff yesterday. And actually Shelly is working to pull all students who transitioned and we are going to look at if they have logged in the course or not...So the suggestion from the near group was that it could be a combination. Action of faculty and someone who is not a faculty. Okay. So unless we have the data and we see how what percentage of students are not logging in..we can't make any recommendation at this point. But this is something that is happening in the background...

I think once we have that list, and a fabulous army of people calling students and reaching out to them and that's going to be going on throughout the whole semester. I suggest we keep our students... because you know, let's face it... after a couple weeks of staying at home...just talking to somebody... sometimes that Gap is so, you know...that army of callers is really critical and I think it'll be interesting to see how how that impacts our retention. So, you know, this collaboration is really, you know focused on students. So that's wonderful to see and you know, it is easy to go into Blackboard, to the results center and look at the last time they access things. I mean, it's one thing that you know, that they've done it if they completed an assignment by the due date...and I did that for all my classes yesterday. I had one student that hadn't logged on since March 4th and I sent them an email and they emailed me right back...I about fall out of my chair...

I think the other thing that I don't know is if some of The Faculty who did not really work with this component of Blackboard and it's really, you know, a real transition for them as well, and the announcement length, once you create an announcement right below that block ...you can send email to students, so you kill two birds with one stone because sometimes as much as you say look at that announcement link... and for me, I put something in there every Monday morning, but I told my students they should look at that every day at least Monday through Friday, but if you send the email and if that's really their go-to place, they'll see it there maybe before they'd ever see it in the announcement link and I think that's what happened with the one student, you know, despite the email, apparently they did see my emails...but they hadn't gone on to Blackboard. So that might be helpful if somebody doesn't know...

That's a good strategy to keep students informed, but that covers both places whether it's a mail or its announcement many different ways to attract students...I mean to grab their attention and I don't think there is overkill

Maybe once we make it through the transition and since all faculty will now have, after all this is said and done, Blackboard experience... maybe it would be a good time to kind of sit down and take a look at...okay...what are the the top 10?...the best retention strategies to use in Blackboard for online coursework...and maybe it would be things, you know, like Joyce's example of a weekly announcement on

the same day...every week- same time. So the students come to expect that ... then once all faculty are familiar with the platform, maybe it would be a good time to kind of pull all of that together and say... okay here are 10 top... 10 best practice for success and retention with students in Blackboard. And that might even kind of go back to what Said was saying about looking for ways to create standardization with use of Blackboard. So that students come to, you know, expect that. Every Monday ... faculty members are going to check-in with me for, you know, what due dates are that week ...maybe different things like that.

So, we have QM...how many announcements is one big deal. And I think you can create that ahead of time, with a time release setting...so that students have some time over the weekend to take a look at it. But I really like Joyce's strategy...

Yes. Exactly. You can forget them [Bb tips] and some of those really simple, just little tips and things that you can do, you know, you forget, there's a lot in QM. So sometimes you forget some of those little tips and quick things that you that you might be doing on a regular basis to improve success and retention.

Students want to know the due dates for everything. So on blackboard on that week, I tell them, okay these are the assignments ...1 2 3 ...and when they're due ...that helps them a lot not to be complacent ... well, so far, in relationship to retention ...with this changeover so far...the only students I've had to reach out to about dropping courses have been 2 early entrance students. I think one, they were already struggling a little bit with the material in the course based on their emails with me, but a lot of them, I know...my husband's had some some meetings with his students. He's set up his own zoom and has been doing that with the students and they were told in Ohio County schools that they were to give them this week to kind of catch up on things because it was a big transition for some of them who don't normally do this type of online course work and then they are not to assign anything next week because it's spring break. These students are telling my husband teachers are still assigning this week... that giving them assignments to do over break and some of them are spending two and three hours a day, per teacher, doing the work that they're asking them to do. So these 2 early entrance students, they were trying to do at the Collegiate level work to get ahead but it's just proven to be too much and so they had to drop a class, but that's not terrible, but I think that may be a factor with some of the EEs...and if we do lose them this semester, if some of those High School teachers are expecting way too much out of them…

Well, you know, I never gave that a thought Tami. I I haven't taught in early entrance class. But am I correct that these students [00:54:40] are typically physically on location, at the high school, at a designated class period of the day and that's when they're doing their technical online stuff or do they also like... what some kind of an instructor in the room or are they doing stuff outside of that? So that could be a big transition for those students.

Yeah. Some of them have had that time during the the day at the high school and with the high school's computer and equipment and set up and like you said facilitator. There may be helping with that. Some of them are not so we're just doing our regular online classes and they're on their own some of them had classes that were physically in their high schools with the teacher in their high school. So it's a big combination. But the ones that I've dealt with so far have all been either Marshall or Ohio County students. And they are doing their classes online. But I think both of those schools. I know Wheeling Park, definitely, has a couple periods a day that they could get into one or the other to work on those classes at school during the day. And so now they're not only do they not have that time set aside, but they're also piling all their high school work on top of that and trying to figure out how to handle their time at home ...and some of them are not adjusting well, to that, but some of it is because... I'm not saying all the teachers are doing it... but some of the teachers are not abiding by what's being asked and and are expecting way too much out of these kids in a short period of time...

I would add in terms of the standardization just a couple things from the perspective of high school students in my house. ..my daughter came down the stairs with a huge sense of relief when they announced that everything will be a assigned on Monday and due on Sunday and I know a lot of our courses do that anyway,

but that kind of standardization and routine is it is a huge relief. So I don't know... and like our CIT classes....I think discussions are always due on Thursdays and homework always do on Sundays...and so just in helping students with those different things... that kind of routine and consistency makes a big difference... particularly to to at-risk students. I think, and one of the other things that I've seen in Blackboard, as students log in to their portal and are showing me what they're working on and what to do... what they've missed and all those types of things... is the calendar. ..I know Chana Baker does for English 97. ..there's a calendar link on the left menu and the students click that and they can see what to do, when it's do, so in addition to what you're saying... they want to know the due dates and that calendar is a great visual for them because time management and planning, you know, it is a big factor, particularly for our students. I see those are two things...consistency of dates ...routine ...so if instructors use that calendar feature and post the due dates there, I don't know there's probably a box to click that it'll do it, but I don't work in Blackboard in that way. but if that's something that we can add easily, then that's a great referral point for those students …

... you know that one of the things that I did with these traditional face-to-face, in the seat classes, I didn't want them to look at it in terms of okay, this class meets on Tuesdays and Thursdays. I told them right from the get-go...your window of opportunity starts on Monday and ends at 11:59 p.m. on Sunday. And so I just made some minor adjustments, but you know because the big thing for them is... instead of one day you go in and do the test...I'm giving you the entire week and it starts on Monday. That's when it opens and it closes at 11:59 p.m.

Everyone's different, you know, you have to have some anonymity with that but I think as long as students know what to expect and if they could, you know print whatever that revised schedule is for the rest of the semester and just keep referencing that ...that will help them stay on track.

So this is my curiosity, I guess independent of our current situation... once things get back to normal, in terms of looking at success and retention in online classes, hybrid classes, and use of Blackboard ...is standardization something that we would want to pursue as a Retention Committee, in terms of looking at Blackboard and saying okay... strategies to improve success and retention in Blackboard... let's take a look at standardization and look at other ways and other areas in Blackboard that we might want to start doing some standardization to see if that's something that's going to be successful and help with success and retention ...I guess that's my question.

I think that's a very good point ...standardization will help students know that what to expect for every course. They go to this course, it looks familiar. It's the same thing if we have everybody doing their own thing... we're going to run into... probably students will be discouraged and give up. As I said earlier. I had discussions with students and they've expressed that concern that everything is different.

CJ, I think not only that, but also organically as a program example CRJ is a great example... after this semester with this transition...now that program could be a hundred percent online because there was one last class that was kind of the holdout. I think if we look at programs... if we look at standardization in programs... there might be the place to start because you can easily say, as the program director, okay, all discussions....they have to have a discussion post by Thursday and then every assignment due Sunday and that's what they do in CIT. But if you did that within the program, that's a good way to create that ... they could be a hundred percent the same as far as just that structure ... I do think faculty still need to have that ability to make it their own but also have to remember it's really about the student. So I think we could definitely go down that road and look at program standardization, because nursing might have a different look...with clinicals and everything like that, of course, you know, they probably won't be totally online... but other programs as well.

The other comparison for standardization, CJ, we can do already...We have almost half of our courses that are QM reviewed and they have the standard of quality matters and there would be some that have never been reviewed... so we can do a very quick comparison of those two and then maybe decide which come components are absolutely essential. I think Kim did an analysis at some point in time where she looked at

the three-point standards in quality matters, and then she made sure that all courses at least have those three standards. Matt and that's what you're talking about is terms of standardization like the assignment dates are there... I thhink some of those kind of things are already in place...

So if we if we wanted to go about, as a committee, moving forward looking at standardization within programs, Pam, I'm sure the data with QM comparison could be provided by Kim and Pam, but maybe in the future, once we get through this hurdle where everybody's just gotten online as quickly as they could and there wasn't time to to do QM reviews in some areas….how would we go about looking at that as a Retention Committee in terms of, okay, where are programs with standardization?

I think right on top of my head... I don't think there are too many programs that have been standardized. We can take a look at John Lantz. I'm a program reviewer. So QM has developed standards for the program quality too... so since there is only one or two programs. And I work with Kim and Jill to see if we can take a look at that program and see if it is QM... but I don't think we have any program that is like, fully, quality measures standardized. Right? but I'm sure we can work with Kim to figure out which courses are not qm reviewed and we can take a look at their success rate and retention rate and see if there is any correlation there.

Okay, every Thursday your discussion questions are being posted and Sunday or assignments are due. Are you saying that you want to do this every week on Thursday? They have a discussion do and every week on Sunday. They have an assignment due.

No Pat. What I'm mentioning is in CIT. A lot of those faculty have a have discussed having some common do dead due dates and Dave, you know has said, you know, Thursday a student has to make their first post in the discussion board to allow students to have somebody to reply to by Sunday. So that was the CIT conversation. I was using that as a reference, but no nothing's come out for everyone.

Okay... all my courses that I have online...they always their assignments do on Sundays and their exams are always Sundays, but it varies with how many weeks they have to do it.

He [Dave] found that if you wait till Sunday for students to post in the discussion, then you know, there's no one... if they have to reply to somebody ... that was that was a CIT conversation...

Kind of makes sense though, like within the program... because then that's the bulk of the students courses. So at least as they move from course to course and instructor to instructor within their program, those expectations are consistent and they don't have to continually adjust to every course every semester.

But now students put off everything to the last minute ...if they have more than one class assignment due on Sunday, there could be issues there. I mean, I know the key is... let's learn time management so we don't wait for the last minute... but I personally, even as an instructor, I wait till the last minute on everything. I'm like the queen of that... so I know how that could be.

...a rubric is very very helpful because...I say that you have to post your response within three days of the post and then you have another week to reply to the other two students...so if they don't post within three days, they lose 50% of their point and that is a motivation for them. So I see at the three-day point... that the responses are coming in, you know within minutes. So I think it's how you structure your discussions or assignments or exams that determines how students are going to behave in their course? Makes sense.

That's much more manageable from just within a program for faculty to come to consensus, you know, in terms of what makes sense given their content and their courses... it would be hard to manage, I think, across the board.

Sometimes despite your best efforts and your best communication and your, you know deadlines and all that,

sometimes you just have students that wait until Sunday 10 o'clock at night to do what needs to be done. But I'd say, you know, most students do pretty good. But I kind of find that I don't know if it's just that they're busy throughout the week and it really does turn into a weekend kind of an event for them.

Okay. All right. um, we're nearing our time. So just if I could recap really quickly just so we're all on the same page….so the survey that we are going to create... if anyone has any ideas for questions they would like to see included on that survey…. we should send those to Pam before end of the work day tomorrow and then once Pam puts all of those together…. she will have Melanie create that survey in SurveyMonkey and that will be shared, then, with all students. And what was the timeline that we established for that? When do we think that survey should be sent to students?

Just one correction, if I may CJ, after I have the questions I want to send it send it to the Committee for their approval...and if anybody wants to change it, I don't have any issue with that... it should be Committee's decision. These are the 10 questions that are good for us. It should not be my decision alone. So if you send that to me, I would try to send you, on Tuesday, a draft and if you want to change anything, please do that, but don't take too long.... You should send it to me and then by Friday, we should have a link for all of you to take a look at.

Okay, fantastic. So by Friday of next week, the survey will be ready to go. And then what's our timeline... did we decide... for sending it out to students?

I think the the student evaluations are going to be sent the last week... the finals week ... So this can go a week before the student evaluations. That's my recommendation.

I would think the the end of April ...that way it gives them time to have this done before the others are coming out and it also gives them time, like Joyce said, to settle into a routine for those who have just switched to an online format.

Okay, so last week of April, you think? Yeah...okay. Fantastic. Okay, so we will get those questions to you, Pam, and then we'll look for the draft Tuesday-Wednesday of next week ... anything else before we...

All right. Thank you.