RACDE |MINUTES

Sunday, September 28, 2014 | Unicoi State Park Lodge

Attendees:

James Castle – University of Georgia

Melanie Clay – University of West Georgia

Jim Cope – Kennesaw State University

Michael Galchinsky – Georgia State University

Meg Giddings – Valdosta State University

Nat Hardy – Savannah State University

Doug Hearrington – Armstrong State University

Debbie Holmes – College of Coastal Georgia

David Hunt – Georgia Regents University

Stacy Kluge – Georgia Southern University

Irene Kokkala - University of North Georgia

Justin Mays – Clayton State University

Andy Meyer – Dalton State College

Jeffrey Linek – Georgia Highlands College

Renita Luck – Darton State College

Caesar Perkowski – Gordon State College

Kokila Ravi – Atlanta Metropolitan State College

Mike Rogers – Board of Regents

Rayton Sianjina – Fort Valley State University

Jon Sizemore – USG System Office

Amy Thornton – Columbus State University

George Wright – Georgia Institute of Technology

AGENDA TOPICS

Informal Gathering and Networking | All

Introductions | Irene Kokkala

Welcome | Mike Rogers and Jon Sizemore

USG update | Mike Rogers and Jon Sizemore

Discussion:

(Mike) System Priorities / Three Important Critical Initiatives

- GALILEO $2.5 grant some going to eCore to develop OER
- USG New Models Consortium to examine the new models, such as prior learning assessment and heading in the direction of Competency Based Education (CBE). Looking 16 years into the future.

(Jon) SACS defines credit hours in terms of seat time, continuing issues with DOE and financial aid when using CBE. DOE is allowing institutions to engage in experimental site activity. Both Mike and Jon met with ITS to examine how open enrollment and CBE to see how it translates to credit.

- Tuition is too high. Chancellor is concerned about making college affordable.
- Degrees awarded must increase from 50,000 to 80,000, not enough 18 year olds looking to adult learners.
- Formula funding has changed the focus to how many go out the door not come in. Serving not recruiting.

- Affordable Learning GA website: http://affordablelearninggeorgia.org

(Jeffrey Linek) Questions about why there are different tuition rates for USG core courses.

(Mike) Institutions may not want USG to set their tuition rates.

(Jon) USG movement is about the new models. eCore scale is lowering costs. eCore closest we have to an edict to lower tuition, we are telling you to do it, not how to do it.

(Mike) Total cost of college includes text, course and fees using OER's lower this cost. It is not what is best for the institution but for the student. Try to include OER when choosing a textbook.

- E-tuition is too high and institutions must have a rational for the extra cost.
- We are baking Merlot /system license / website: merlot.org
- Focus on: Quality / Student Success / Shortened Time to Degree

(Irene) Concerns about new funding formula and MOOC's retention and completion rate effecting institutions

(Jon) MOOCs not counted as enrollments, effective as onramps to institutions, affordability and advancing hours toward degree. Inform USG office of you usage of new models and OER.

(Mike)

- 10.3 training in D2L announcement forthcoming fro faculty training
- Blackboard Collaborate delayed by issues of renewals and questions on costs for different institutions.
- Wimba is going away.
- Podcast server terminated June 30, 2015 due to lack of funding. System must decide on replacement, Jim Wolfgang working on download button.
- Think about BOR policies related to distance that get in your way.
- There should be more entries in Regents Excellence in Teaching Awards
- Do not use D2L Student Progress Data due to a "bug". Check to see if 10.3 is fixed.

 (Jon) State funding is not coming back. Must reinvent ourselves in ways to serve new models.

Break |

AGENDA TOPICS

---

eCore | Distance Education Regulations SARA and SREB | Mike Rogers and Jon Sizemore

Discussion:

- Reinventing ecore and lowering tuition has improved Chancellor's regard for ecore
- Regents made eCore the recognized online curriculum, contributes to the new funding model
- Available to all institutions except research institutions; bringing everyone on board from INGRESS.
- Institutes choose to be affiliates. Affiliates have oversight and non-affiliates have students as transients.
- Transient process simplified. Money and FTE credits will be distributed out to all affiliates
- UWG (clearing house) will get transient students but are distributing funds and FTEs
- Freshman can now take online
- eCore had 10,000 registrants this year, expected to double. UNG has 750,
- More options for students, no closed classes, awarding A.A. degrees online.
- Transferability of all gen. ed. courses guaranteed.

Go Back Move Ahead:

- Governor's adult learning campaign has primary focus on online
- GAonMyLine is the resource for information on the degree programs available to adult learners
- Check your listings in GAONmyLINE website should be current and mention it serves adult learners
- We will Listserve primary points of contact on campuses for program data review
- First thing you should do on your return to campus is review your GAONmyLINE listings.

Distance Education Regulations:

- Recap: You have to abide by the state authorization laws, federal regulations are on hold
- Military people must have state approval for financial. aid.
- If you have a program in the online campus you are alright unless you trigger physical presence (PP)
- PP can be triggered in many ways in each state.
- 4 regional compacts so you should not have to go to each state to get approval.
- Each institution must ensure their compliance. This is an academic issue.
- SARA formed from 4 compacts. States join. You must be in electronic campus.
- USG is seeking approval to SARA. The attorney general determined that there was no legislative change necessary.
- 6 weeks ago AJC printed a very negative article on the GA Non Post Public Secondary Commission, which brought about changes in appointments. New appointments will not be familiar with SARA and we have taken a step back. If you want to push membership in SARA have VPAA's talk to Huston and say it is important to your institution and you want it to move forward.
- The institutions need to voice our support for joining SARA. The DOE is going to move forward in state authorizations so to continue to receive Fed. Fin. Aid. You must be authorized. The annual fee for SARA is based upon enrollments. Once we join SARA the state regulator will oversee this for you.

Action Item: **Draft RADCE Letter to VP's and Houston in support of SARA**

(Irene) I think this is time for RADCE to have an action item in the form of a letter to all the VP's and to Houston from all of us in support of SARA and emphasize this as a group.

(Jeffrey) Made the motion for drafting the letter

Motion seconded and passed.

Distance Education Regulations:

- We are currently operating under the rule of law that you get your programs listed on the electronic campus and then you are authorized in the 16 states. Then you have to analyze where you have students.
- There are states attorney generals issuing cease and desist courses to other state universities.
- States that require professional certification may not certify if the degree is issued by a state that is not authorized to offer degrees to their residents.
- Find information by going to: sheeo.org that has a list of all state regulators.
- Where faculty resides may trigger a physical presence in other states.
- Proctored exams may be critical. We need SARA it includes a standard definition of physical presence and it will simplify the process and will not require you to seek information from each state. Currently our state regulations state that if out of state institutions step over the state line they have triggered physical presence. There are many gray areas, such as where the student regularly receives instruction. You are going to have to make calls when you are making good faith effort. An ally on the campus is the person who does institutional research. SHEEO state authorization inventory. It does require that you provide consumer issues to the students and the complaints process for distance education in the state to an external agency.

- SARA will demand institutions to track where students reside and other data

Lunch | 12:00 – 1:30

AGENDA TOPICS

Campus Challenges | D2L Third Party Integration and Reps Institutional Concerns | 1:30 - 3:00 | All

(Jeffrey) Issues of D2L third party integration to ensure FERPA and ADA compliance of commercial products.

- D2L does not verify compliance only that 3rd. party products work in their platform.
- Hacking is a concern

Discussion: Issues and Questions

- Faculty posting on random websites
- Who is responsible for accessibility?
- SKYPE has no ability to audit
- Third party vendors should have VPAT showing compliance. Very few really are compliant
- What is a student record and if there is no record does FERPA apply?
- FERPA needs to be interpreted in a digital world.
- Grades saved on a server outside the system are at risk
- ITS people comfortable with Turn-it-In and various other programs
- Publishers are a gray area
- When faculty go outside D2L there are issues
- How long do 3rd party vendors keep grades? Must download them to institutions servers?
- Various disciplines require different lengths of time for retaining student records.
- Who will be sued if there is a violation ADA? The institution and the instructor have exposure.
- Florida State was fined $75,000 for a violation
- Is there software for evaluating if website content for ADA compliance? D2L will not.
- A tool in course design would be one solution, faculty must understand what compliance entails
- Faculty may be hampered by restrictions on creativity.
- Google Docs does not offer a screen reader
- Inventory faculty on tool usage and offer alternatives.
- QM enabling contract in place, Blackboard and Collaborate have an ADA compliance clause.
- Template issues
- Issues concerning technology and DE, video captioning and various CC programs

Break |

AGENDA TOPICS

Campus Challenges | D2L Update from Mike and Jon | RACDE Reps Institutional Concerns | All

- There is 2.3 million in budget, having issues with the pilot
- 3 approaches to analytics: pilot with D2L, Educational Assess Board evaluating student progress, and custom analytics using Oracle (challenging)
- Continuous upgrade from 10.3 and it will roll over.
- Finding disengaged students will increase success rate

Hot Technology Issues:

- Respondus Monitor and online proctoring, moving away from requiring students to come to campus
- Financial aid does not pay for testing services, so going with no fee services
- Examinee and Proctor U integration into D2L
- System wide agreement with Proctor U.
- Smartthinking should be improved being used to target students and develop intrusive interventions
- SREB has an advisory group addressing data standards
- GAONmyLINE and INGRESS under Banner are managed by ITS. All LMS , collaborative and GoVIEW are under Barry
- eMajor is a USG initiative and Meg has been working on it.
- New program development is in foreign language and three others, a Criminal Justice degree is coming. We wish to become an eMajor affiliate.
- There is a growing support for new programs and the process for new program approval has been simplified.
- New program approvals are lagging. New programs proposed 142 some will be online.
- Collaborative programs such as eMajor do not go through the approval process website: emajor.usg.edu

RACED 10 Recommendations Of Things That Every Institution Should Have (Mike)

1. ADA Compliance
2. Virtual Meeting
3. Readiness Assessment
4. Virtual Proctoring/Monitoring
5. Anti-Plagiarism Detection
6. AV Storage/Streaming/Lecture Capture
7. Analytics
8. Tutoring Services
9. Course Evaluation
10. Assessment Builder

SREB top 10 issues

1. Data Standards.
2. Data Systems.
3. Data Analytics.
4. Bandwidth.
5. Quality Teaching.
6. E-Learning Support.
7. Personalized Learning.
8. Professional Development.
9. Policy.
10. Emerging Technologies.

Break |

RACDE Business | Mike and Jon

- New data element E, entirely 100% online, using virtual proctoring or an acceptable but not a specific testing site
- The definitions are in alignment with SREB
- SREB reporting definitions
- Video conferencing courses not distance education

- Each of you should know how many students you have in online courses? If you don't know these answers you need to know for a SARA standpoint.
- A problem with the codes in Banner is that they are not visible to students
- Online student markers are disconnects in the way we report and how we report to students.
- Fundamental change in Banner would link the coding of the course to the presentation to the student
- F and H coded courses are of primary concern.
- The publically published list of courses may vary from campus to campus.
- GAONmyLINE are coded as fully or partially. The technically enhanced code "T" is in use in thousands of course sections and we need to understand why. So for the present that code still exists.
- There has been a change in institutional DE reporting from ITS to academic.
- There has been an increase in the numbers of academic affairs people sitting on LMS boards
- D2L in some institutions are in distance education.
- Should DE and D2L administration person be in the same departments? Could that happen on your campuses?
- What direction should we be going in should be an academic question and this group has a responsibility to help drive that.
- We can have more open communication with ITS and we can get updates on the roadmap for D2L. So you don't have to go through CIO's.
- We will have ITS here in the future to answer your questions. Barry is willing to attend.
- There was a unit called collaborative services formally managed by Diane Burnett ITS has reorganized and Georgia on My line is now managed by ITS. INGRESS is under Banner and managed by ITS. All LMS and collaborative including GO View are under Barry.
- eMajor website: emajor.usg.edu is a USG initiative website and Meg Giddings has been working on this and it is expanding.

Action Item: Election of Chair-Elect.

Melanie Clay nominated Andy Mayer

Irene Kokkala seconded it.

Unanimous proclamation.

Conclusion of September 28th Session

RACDE |MINUTES

Monday, September 29, 2014 | Unicoi State Park Lodge

AGENDA TOPICS

Open Educational Resources | Mike Rogers

- RADCE Website
- RADCE was started 10 years ago it is a closed group.
- One representative from each committee. This is adhered to except on Listserv, but additions to Listserve are judicious.
- Try to appoint people to the group who have more academic influence.
- We try to convey important information. As a group we have power and influence. What we do makes a difference.
- Linda Noble is the Vice Chancellor of Academic Affairs and she is my boss and Jon and I have good relationship with Huston and we will go to him.
- This is important: Textbook costs, let us know about your how you use OER resources. The legislator is looking at what we do.
- Affordable College Georgia handout: The top 50 Lower Division Courses for Affordability.
- 26 eCore courses, 24 of them currently have OER resources. 15 courses are going to be transitioned. Six courses are a savings of 2.3 million for our students.
- USG office will strongly encourage you to use OER resources. We would like everyone to use the History OER that has been developed. This book went through the typical textbook review and peer reviews of each chapter of the book by three reviewers. Faculty gets credit for the publication. There is concern over electronic resources vs. traditional publications.
- There was an RFP from Affordable College GA. There is a conference in December. There is another RFP going out in January and one in October about electronic publications.
- These grants are coming out of the governor's office.
- We partnered with University Press on the History book and it made a huge difference. Open Stacks out of Rice is the premier publisher at this point and they were impressed with the History book. All eCore courses are free to our campuses
- We need to encourage more sharing of resources. Open Stakes have books that you can adopt and adapt. This all leads back to the issue of affordability. This is a growing issue. If you are not thinking about the students instead of the institution you are not thinking right.
- The legislator is giving money to GALLIEO. Do more and share OER resources.

(Mike) We will compile and send out resources if everyone will send them to us. There are things going on that we would like to be aware of. Demand will come from the students about free textbooks

NML 2030 Task Force Explore the Beyond Slideshow from CCG Website (Jeffrey)

- Myk Garn spoke to this group at the last meeting about new learning models for the system and this is a result of that
- This is scenario based planning.

- The course is Invent the Beyond   https://opencourses.desire2learn.com/cat/course/invent-the-beyond-7204/. Promote this on your campuses. It is an important initiative.
- We have been slow to change the chancellor wants the focus on students. We are the experts on this RADCE task force.
- Spring meeting we need to think about Invent the Beyond.
- Where do we go with Distance Education in Georgia?
- We have to have sufficient communication so that there is successful collaboration among the institutions.
- Ideas for the spring meeting?

Discussion of Ideas and Comments | All

Comment: There should be more collaboration among the institutions, maybe among us in this group.

(Jeffrey)

- We are here to benefit the students but there is a mindset of competing for students that we need to change and eCore and EMajor are some of our collaborative models.
- Faculty need to be convinced and we need to promote distance education in a positive light.
- We have to identify the challenges on our individual campuses.
- Competency based education is being examined and is this something that may be good for us or would it benefit another institution.
- There are challenges with new learning models within our institutions that we need to help guide in the area of distance education.
- Think about new models for teaching and learning and how the new models affect faculty contracts and how institutional administration can facilitate these new models.
- Think about how to support teaching the subjects through new models. We are afraid to try something different.   Think about what the new generation of e learning is going to look like. Distance education has evolved and where are we going to be in the next 15 years?

(Mike) What is the atmosphere going to be like on your campuses for doing something different?

Comments:

- Seat time in distance education and how this correlates to financial aid.
- We are still recovering from consolidation.
- Others are wary of coming consolidations

(Mike) Is everyone afraid of losing his or her jobs?

Comments:

- When I approach creative people they are
- There are people who are pushing new ideas and there is no money for new things.
- Change that requires money on the front end presents problems. We can't is what we hear.

(Mike) We are telling the institutions to do things

Comments:

- We like hearing it but there are roadblocks.
- Online fees help Kennesaw to incorporate online innovations. If the fees go away then innovation goes away. Fees for faculty and our online courses fill up first.
- **Consensus:** Online courses fill up first.
- Change the attitude and start saying these courses fill up first.
- Nursing had to triple the number of sections once it went online.

- Faculty was concerned that resident students were filling online courses.

(Mike) Students are consumers and they choose with their pocketbooks.

(Jon) What does the market say about online courses?

Comments:

- They are willing to pay more because they are filling up.
- The factors must be considered are quality and value, where are students getting the most bang for their buck. The market will determine.
- I am not convinced that online is more, the travel the convenience, the ability to earn more at your job.

(Jon) The majority of our students are taking face-to-face and online which is the worst position to be in for fees. Banner cannot calculate more than two tuition rates because of this the total fees will exceed the total capped hours and get charged at the highest. There are issues with the ways fees are calculated. A lot of students choose to pay higher tuition to go to private online schools. Why do students make that choice?

(Meg) Banner must be advanced after 20 years and some of these students are in academic despair. Students are afraid to come back. We are adjusting our attitudes and we are trying to advance and get past these issues. How can we creatively open our doors and get these students past our gates. Adult learners that do not meet the minimum admission requirements are affected by policies that do not serve them. Each student is unique.

- Privates will waive the GRE.

(Jeffrey) It almost seems like we have a customer service issue.

(Jon) I do not hear students complaining that our rates were too high. But there was a collection of articles that were circulating that stated the tuition was too high.

(Jon) The other parts of these messages are that state funding for education has plummeted, while tuition has gone up. Compare cost to today vs. 10 years ago it has not gone up. But this is not the perception of policy makers. This is what started this initiative of new models. Distance education allows us to do new things but Banner gets in the way. Conversation are going on with ITS and Banner and how it can serve distance education. We need investment in Banner to support these new models. We are trying to cobble together money and your institutions need to get the message to the system that Banner is not meeting your needs. How do you deal with these adult learners who may get inappropriately trapped in learning support, may be competency-based credit? New models can be at a course level concept to meet the needs of students. Institutions need to allow the system to help lower costs and preserve quality.

(Mike) We are here to help with implementing suggestions from Atlanta.

(Jon) If you are asking for more money to do the same things you will not meet with a positive response. We are going to have to innovate. Quality is our first job.

(Jeffrey) Quality, cost, or time; pick one. What does it cost to produce our product, faculty do not want to hear this. What tools do we need in the online environment to be innovation and serve adult learners and what does this cost. How much does it cost to produce a student from your institution? BOR are all business people and for us to maximize profit is to increase the number of students that we produce. My recommendation for the new model to move forward is that we are still an industry and 85% of our cost is related to people. What is our cost if we do it right and what is the cost to the student? How much does it cost and what will the market give me? How do we market the degree?

(Meg) We have to look at cost from another end, where are the funds going? If we are charging a differential fee then there needs to be a return to the people who are building the courses. There is no way distance education departments can continue to produce with quality without reinvestment.

(Jon) The issue revolves around accountability and how are we using the eFunds that students pay.

(Irene) We are closing and I am turning it over to Jeff. Where do we go from here, take it away Jeff.

(Jeffrey) We are looking at the last week in February at the Cartersville Campus for the next meeting and I will get back to you.

Summary

(Jeffrey) We will ask Barry Robinson to attend the spring meeting as an ITS representative to give an LMS roadmap report. Go back to your institutions and ask what BOR policies are getting in your way. Continue the discussion on your campuses about learning models and find ideas for new ways of developing these models. I will assign group discussion questions and will break into small groups next time. I want to have a conversation with each of you about your institution and the best distance education practices on your campuses.

- Three items of homework. I will list all the RACS for all the areas at the institutions and find their concerns about distance education.

 (Mike) BOR policy manual is voted on and approved and we are taking eCore to them in October. The Academic Handbook contains guidelines. They both work together.

(Irene) We still need to have a discussion with Jack Delinski

(Mike) We can have Jack and Barry together.

(Jon) We should ask the Georgia Best Team to report on INGRESS.

(Jeffrey) I will reissue the invitation to Jack and to the Georgia Best folks. Any other items you would like to see on the spring agenda. We can adjourn

(Irene) Motion to adjourn.

RACDE Meeting of September 28-29 Adjorned.