Throughout this presentation we will be using Poll Everywhere to get your input and feedback.

Please open a browser on your smart phone and go to: PollEv.com/daytonastate

Text DAYTONASTATE to 37607 to join.
TECHNICAL SUPPORT AND INFORMATION

- Resources and information available for everything covered in this presentation
- IT Helpdesk (386)506-3950 helpdesk@daytonastate.edu
  - 24/7 Falcon Online Helpdesk
- Contact IR Team for training and information
- Faculty Toolset Training via the Faculty Training Series

Look for this widget on the Falcon Online Home page
SUPPORT TEAM

Bill Harrison
Senior Instructional Technologist/Designer
william.harrison@daytonastate.edu
506-4306

Cezary Wiak
Support Specialist
cezary.wiak@daytonastate.edu
506-3029
INSTRUCTIONAL MEDIA TEAM

April Brunning
Production Manager
506-3041

Tiffany Todd
Instructional Media Producer
506-4207

Kevin Lorden
Instructional Media Producer
506-3576

Erin Petro
Senior Technical Specialist
506-3090
MEDIA SERVICES

- Welcome Videos
  - Schedule yours today!
- Technology Request for Video Production
  - Grab and Go Camera Kits
  - Faculty Toolset Training Support
  - Learning Glass
VIDEO SHOWCASE

https://youtu.be/tYtKcVfgC2Y
What types of videos would you create with Learning Glass?
INSTRUCTIONAL MEDIA STATS

- 18/19 Media Stats
  - Brightcove
    - 85,506 Video Views
    - 295,170 Viewed Minutes
  - YouTube
    - 109,100 Video Views
    - 258,500 Viewed Minutes
VIRTUAL MEETING TOOLS

- Virtual Classroom located in Falcon Online
- Skype for Business
- Synchronous vs Asynchronous
NEW FALCON ONLINE TOOLS

- Quick Eval
- Linking Rubrics
- HTML Templates
QUICK EVAL (AN INNOVATIVE NEW TOOL)

- Located on the Falcon Online Home Page
- Allows you to easily input grades for all courses and students
- Let's Review
- More information located on Faculty Innovation Center blog and by request
ACCESSING AND USING QUICK EVAL

1. Login to Falcon Online
2. Select the “Quick Eval” link from the navbar
USING THE QUICK EVAL TOOL

1. Filters
   1. Activity Name
   2. Course
   3. Date
2. Searching
1. Screen for each type of assessment grade
2. Select Save
3. Select “Back to Quick Eval”
4. Takes you back to the main screen
LINKING RUBRICS

- Good News!
  - You can now link to rubrics within HTML Topic Pages in Falcon Online
CREATE A FILE

1. Visit the module where you want to add the topic related to rubrics
2. Select "Create a file"
1. When the file loads title it and then write a short message in the topic
2. When ready select the "Quick Link" icon
3. When the menu loads select "Rubrics"
4. Find the Rubric and select it
5. This will add a direct link to the rubric for students to view
We have some new innovative HTML templates

Including

- Syllabus Template
- Course Schedule
- Many others
1. Just like adding a link to the rubric
2. Select "Create a File" as a new topic in the module of your choice
3. Then visit the "Select a Document Template" area
4. You can change these and edit them where needed
For example, the Course Schedule Template

Heading 1

Heading 2


Table

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>ITEM DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 Mar</td>
<td>Assignment 1 due by midnight</td>
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</tbody>
</table>
FACULTY TOOLSET TRAINING UPDATE

- Revamp current courses
- FTS completion honored
- Identifying and testing new video delivery tool
What Falcon Online tools do you use for innovative teaching?
FUTURE THINKING

- Skill Vision - Visualize your future
- Digital Professional Program
DIVISION OF ONLINE STUDIES

CHERYL KOHEN, DIRECTOR
MEET NEW TEAM MEMBERS

Jasmine Checchi
Instructional Designer, I
Division of Online Studies

Rose Kapucu
Instructional Designer, IV
Division of Online Studies

Kara Parks
Online Retention Coordinator
Academic Advising
TEAM MEMBERS

Aaron Sunday
Instructional Designer, I Division of Online Studies

Pam Ortiz
Administrative Specialist Division of Online Studies
Location and contact info

House icon  Nunamann Hall, Bldg 200/107
  - Enter by the manatee fountain

Clock icon  8:00 AM – 5:00 PM, M - F

Phone icon  386.506.3485

Envelope icon  fic@daytonastate.edu

FIC Open House, Monday, 2:00 – 4:00 p.m., Aug. 19th
FIC RELOCATION – 2^{ND} FLOOR OF 200!
# FIC ON THE GO

## FALL 2019 SCHEDULE

**TIMES - 1PM-5PM**

<table>
<thead>
<tr>
<th>Flagler Campus</th>
<th>DeLand Campus</th>
<th>NSB Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bldg. 3, Rm. 114F (Jasmine &amp; Kevin)</td>
<td>Bldg. 5, Rm 109-121 (Rose &amp; Tiffany)</td>
<td>Bldg. 1, Rm. 111 (Aaron &amp; Erin)</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>August 28</td>
<td>Aug. 29</td>
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<td>Oct. 8</td>
<td>Sept. 10</td>
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<td>Nov. 5</td>
<td>Oct. 9</td>
<td>Nov. 14</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Dec. 11</td>
<td>Dec. 5</td>
</tr>
</tbody>
</table>
Continuous Learning in the Workplace

by Rose Kapucu on July 24th, 2019 | Comments

I had so much fun with my team at the Desire to Learn (D2L) Fusion conference in Kissimmee, FL. We all learned a lot and came back with new ideas for training, faculty development, instructional technologies, and services. The keynote speaker, who is the president and CEO of D2L, John Baker, delivered a very inspirational speech on how technology transforms the way the world learns. He included the importance of continuous learning in the workplace and emphasized the growing demand for updating skills because of the rapid rate of change in jobs and their skill requirements. This conference was an excellent opportunity for us and our ongoing skill development.

I want to highlight a couple of sessions that I attended. The first one is “Distinctive Design: How to Brand Your Online Program in Brightspace,” by Dr. Niko Davis and the MyCourses administrator J.P. Dunn, MS from Southern Illinois University. They discussed how to set your program design apart by creating a specific landing page. The program-specific design allowed students to recognize how the layout connects to their programs, and provided program - or major - specific information to students via the RSS widget on the homepage. Additionally, it enabled faculty to copy their own courses to the template and standardized all the courses within the program.

http://library.daytonastate.edu/onlinestudies/
Thank you, John Brady and the professional development committee!
eMENTOR COMMITTEE

- The eMentors are a committee of instructors representing nearly all academic departments whose primary focus is to promote and assist other instructors with educational technology by mentoring peer faculty members.

- Developing learning communities not only increased faculty satisfaction with online teaching, but also helped faculty feel more connected, happier, and more excited to teach online.

- Faculty benefit from being part of a community of their peers and felt less isolated in the digital environment.

- eMentor Meeting this afternoon, 3:30 – 4:30 p.m. in the Faculty Innovation Center

http://www.daytonastate.edu/onlinestudies/ementors.html
Online peer review process ensures quality design in online classes

Peer Reviewer Committee Members:

Peer reviewers meeting this Friday, Aug. 16, from 10:00 – 11:00 a.m. in the Faculty Innovation Center

Spring 2019: Reviewed 20 online classes comprised of peer reviewers, Gateway faculty, and volunteers

http://www.daytonastate.edu/onlinestudies/peerreview.html
EXEMPLARY SPRING 2019 PEER REVIEWS

- Ericka Tillman
- Katheryn Csonka
- Theresa Moore
- Mary Olshefski
- Kristen Getka
- Iris Threatt-Milton
- Sally Hansen
- A.J. Delgado
- Diana Tata
- Krissy Leonard
- Gabi Booth
- Jim Newell
- Kim Alacan
- Tammy Barclay
- Ethan Repyneck
- Jeffrey Zahnen
- Lee Kenyon
- Paul Capps
- Rene' O'Brien
EXCITE COMMITTEE

Excellence in Curriculum and Instruction through Technology Enhancement:

- **Employee Directory**
  - In the previous fiscal year, the Division of Online Studies developed an Employee Directory Proposal, with the oversight of the EXCITE committee.
  - After reviewing several other options, the committee selected the Faculty Directory module in Omniupdate, the web provider the college already uses for the DSC front facing site.
  - Beginning Fall 2019, the EXCITE committee will develop standards and guidelines for adopting the Employee Directory, with a goal of full implementation by the end of the Fall 2019 semester.
  - Stop by Marketing (Bldg 200, Room 219A) and have your professional photo taken today!
Excellence in Curriculum and Instruction through Technology Enhancement:

- Virtual Proctoring
  - Reviewed four demonstrations of virtually proctoring services: Examity, ProctorU, Respondus Monitor, and Honorlock.
  - Upon review, the EXCITE committee selected Respondus Monitor and Honorlock for a Fall 2019/Spring 2020 virtual proctoring pilot.
  - Select faculty from EXCITE will use their Fall 2019 classes to begin the virtual proctoring pilots.
    - EXCITE meeting tomorrow, Aug. 16th, 10:00 – 11:00, in the FIC, join us!
STUDENT ONLINE READINESS INITIATIVE

- Partnership between Division of Online Studies & Academic Advising.
- Online readiness assessment - part of the mandatory new student online orientation.
- New students meet with an academic advisor before they can register; they will now also receive an Online Readiness handout, discussing their assessment score.
- Kara Parkes and Aaron Sunday presenting on this initiative:
  - Aug. 20th 9:00 – 10:00 a.m. in the Hosseini Center, Madorsky Theater
- Online Readiness InfoGuide: https://library.daytonastate.edu/onlinereadiness/
I am good at setting goals and deadlines for myself.
I have a really good reason for taking an online course.
I can keep myself on track and on time.
I can learn from things I hear, like lectures, audio recordings, or podcasts.
I am willing to send email to or have discussions with people I have never seen.
I am willing to spend 10-20 hours each week on an online course.
I have access to a computer.
I am comfortable installing software/changing configuration settings on my computers.
AM I ONLINE READY?

SCORING

80 - 100
Excellent! Based on your score, you appear to be a self-motivated independent learner and online courses are a real possibility for you. Your responses show that you can use different types of media in an online course, solve minor problems, and work in virtual teams. You have solid study habits and effective time management. You feel comfortable with technology and computers.

Screenshot of DSC student online readiness handout, developed by the Division of Online Studies and provided by Academic Support Services.
What are your tips or suggestions for supporting online learners?
FACULTY FELLOW IN INNOVATION

THERESA MOORE, SENIOR PROFESSOR
BAS IN SUPERVISION AND MANAGEMENT
WORK PRODUCT

- Comprehensive Review of MAN4120 Leadership Challenges and Supervision Course with the newly adopted online rubric
- Welcome Video in the TV Production Studio
- Downloaded approx. 15 Adobe Videos to convert to YouTube
- Course Enhancements
  - Developed a brand new assignment to improve assessment mechanism for two SLOs
  - Added a Twitter Feed widget to the MAN4120 course
  - Added Intelligent Agent to Grade Book Item
- Worked on Remote Access for Outlook/Skype Online Office Hours
Reviewed details of course for enhancements

Example: improved assessment maps - more transparent to the students

SLO and assessment maps produced in various ways
COURSE ENHANCEMENT – CREATED NEW ASSIGNMENT

- Developed entirely new assignment for the course to improve assessment of two targeted SLOs
- Power & Influence Lists Analysis Assignment
  - Requires research, technology, course concept application, current events, critical thinking, comparing and contrasting, evaluation of online sources
Introduction to Leadership Lecture

Practicing Leadership: Principles and Applications

Chapter 1: Introducing Leadership and Beginning to Form your Personal Leadership Model

simultaneously as you know if you have the required textbook it is
FACULTY FELLOW IN INNOVATION

- Focused on developing online pedagogy and best practices to share with peers
- Develop strategies for using online resources for all classes, whether face-to-face, hybrid, or fully online
- 3 hours weekly working in the FIC or in the Center for Interactive Media
- Keith Boswell is our Fall 2019 Faculty Fellow!
- Gabi Booth will be our Spring 2020 Faculty Fellow!
SLS1122 GATEWAY

- Substantive interaction for students using both written and audio feedback
- Positive student feedback on the design and navigation of the course
- Produced more video content and alignment with the textbook
- Easier for adjuncts to adopt
  - Streamlined course content
- HTML Syllabus, Schedule, and Course Guide
- High resolution visual elements like vector graphics to reinforce learning concepts
- Consistency with course shells
  - Easier adoption for new adjunct faculty
- High rates of video engagement
- Use of release conditions to guide learners
- Ongoing revision and fellow faculty feedback

Course Guide

Step 1 - Complete Course Introduction Start Here Module
Step 2 - Review Student Support Module
Step 3 - Review Content Library Module
Module overviews and submodules
Following up with students who have not watched micro-lecture videos – accountability
  Produced 67 videos!
  Video content not tied to a specific textbook
More faculty in the department now using the Gateway shell
Adopting the shell for hybrid classes

Theories of Personality

In this module, the following topics will be introduced:

A. Personality and Psychodynamic Theories. An introduction to the topic of personality and examines some of the oldest theories of personality, such as Sigmund Freud’s psychoanalytic system and the psychodynamic framework of personality.
B. Modern Study of Personality. The history of contemporary interpretations such as personality testing methods and the Big Five personality model.
C. Genetic Influences on Personality. The major genetic influences on personality.
D. Environmental and Cultural Influences on Personality. The influences of the environment and one’s culture on personality.
E. Humanistic Approaches to Personality. Aspects of personality development from the framework of the humanistic school of thought.

You are expected to complete the following tasks and activities:

1. Read Chapter 14
2. Watch the very engaging videos in the sub-modules.
3. Take the practice quiz and score 100% to open the module quiz.
4. Take module quiz.
MAT1033 GATEWAY

- More intuitive course organization
- Better Discussions completion rates
- Intelligent agents when students don’t log in after a certain # of days
- Deep linked publisher content
  - 0 student emails regarding how to connect to Pearson MyMathLab after including an instructional video
- Video module introductions
- Learning Glass for video tutorials; exploring H5P for the future
ONLINE FACULTY TRAINING SERIES

- D2L 101 (3 hrs)
- D2L 102 (6 hrs)
- Substantive Interaction (3 hrs)
- Universal Design for Learning/Accessibility (7 hrs)
- Learning Object Repository (1 hr)
- Faculty Toolset 101 (3 hrs)
- Faculty Toolset 102 (2 hrs)
- Applying the Quality Matters Rubric (20 hrs)
ONLINE FACULTY TRAINING SERIES

- 45-hour training, required for all online faculty.
- All online faculty (full-time and adjunct) will be compensated for completing this series at a non-instructional rate ($20 hr/$900.00 total).
- Ongoing faculty training and development help engage faculty with emerging technologies and online pedagogy.
  - Increase online self-efficacy and faculty satisfaction in this digital space.
- 228 faculty have completed the 45-hour series!
ONLINE FACULTY TRAINING SERIES COMPLETERS!

- Abrams, Brian
- Aguilar, Erick
- Alacan, Kim
- Alamalhodaei, Abraham
- Allbritton, Randall
- Allen, Lisa
- Ambush, Selena
- Backer, James
- Baker, Danielle
- Bales, Kristen
- Barclay, Tammy
- Barnes, Liz
- Barr, Robin
- Bell, Jennifer
- Bellino, Nicholas
- Bernard, George
- Berning, Trent
- Bevins, Anita
- Bishop, James
- Blaine, Ana
- Blanken, Erika
- Blanton, Casey
- Booth, Gabi
- Boswell, Ion
- Brackel, Amy
- Braley, Karen
- Brooks, Kelly
- Brown, Taryn
- Burns, Trevor
- Cameron, Christopher
- Cameron, Suzette
- Campbell, Brian
- Campbell, Marc
- Capps, Paul
- Carlson, Misty
- Chou, Jack
- Clement, Job
- Clement, Mercedes
- Colarusso, Diana-Joy
- Connor, John
- Cook, Karen
- Cooper, Trevis
- Cordell, Zachary
- Csabi, Kim
- Csonka, Kathy
- Cupick, Linda
- Davis, Aryn
- Davison, Tristan
- Delgado, AJ
- Dennis, Tate
- Desormeaux, Sarah
- Deyo, Shana
- Dimitriadis, Alexandros
- Duffy, Kelly
- Duke, Nancy
- Dwarka, Robert
- Eaglin, Ron
- Ehler, Alycia
- Endebrock, Karen
- Evans, Krystal
- Fehl, Leslie
- Fletcher, Nancy
- Flota, Michael
- Fortner, John
- Fuqua, Muriel
- Galano, Pearl
- Gay, Dee
- Getka, Kristen
- Giacobbe, Doug
- Gibson, Barry
- Gile, Catherine
- Godbey, Alice
- Grau, Paul
- Graydon, Ben
- Griffin, Meghan
- Griffin, Miriam
- Gromoll, Maryann
- Hackman, Max
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<tr>
<td>Halloran, Jo-Ann</td>
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<td>O’Brien, Rene</td>
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<td>Olshesfki, Mary</td>
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<td>Olson, Michael</td>
</tr>
</tbody>
</table>
ONLINE FACULTY TRAINING SERIES COMPLETERS!

- Osmon, Amy
- Overbey, Margaret
- Owens, Leonard
- Owens, Rachel
- Pallais, Rafael
- Parham, Bettye
- Patrick, Lisa
- Paul, Anindya
- Pavlish, Catherine
- Petropouleas, Nicholas
- Piazza, Vincent
- Picione, John
- Pinkston-McDuffie, Joanne
- Pintello, Timothy
- Rahrooh, Alireza
- Repyneck, Ethan
- Repyneck, Rachel
- Richardson, Todd
- Rimstidt, Geraldine
- Ringue, Amy
- Robinson, Sandi
- Rock, Timothy
- Roman, Juan
- Rosati, Jane
- Rothstein, Jared
- Samitamana, Ravi
- Saylor, Christel
- Seker, Deidre
- Serra, Ron
- Shahidi, Sohrab
- Smith, Brian
- Smith, Martin
- Sofianos, Ted
- Stanley, George
- Stark, Adam
- Stegall, Laura
- Stern, Samantha
- Stryker, Judson
- Sui, Luke
- Swain, Tom
- Sweet, Erik
- Szoka, Amy
- Tata, Diana
- Taylor, Rodney
- Thomas, Harun
- Threatt-Milton, Iris
- Tillman, Ericka
- Towell, Lavaughn
- Towner, Robyn
- Trojan, Michelle
- Tucker, Winni
- Tulsian, Gajendra
- Twyman, Catherine
- Valle, Hector
- Vergani, Myra
- Vilkinovsky, Patrick
- Villone, Earl
- Volcaro, Richard
- Wagner, Robert
- Weaver, Natalie
- Weeks, Dustin
- Weiss, John
- Wheeler, Paul
- Wheeler, Susan
- Whitaker, Christopher
- White, Trudy
- Wilde, Susanne
- Williams, Renee
- Williamson, Carol
- Woodall, Debra
- Wygant, Ted
- Yousef, Nabeel
- Zahnens, Jeffrey
How you applied new skills/competencies.
ONLINE FACULTY TRAINING SERIES COHORTS

**Spring 2020**
- Begin series in Spring 2019
- Complete before Fall B, 2019

**Summer 2020**
- Begin series in Summer 2019
- Complete before Spring B, 2020

**Fall 2020**
- Begin series in Fall 2019
- Complete before Summer B, 2020

**Spring 2021**
- Begin series in Spring 2020
- Complete before Fall B, 2020
SHARED GOVERNANCE AND ONLINE EDUCATION

CHERYL KOHEN AND LIZ BARNES
INTERSECTION BETWEEN SHARED GOVERNANCE & ONLINE EDUCATION

Distance learning creates unique opportunities and challenges for the virtual classroom.

- How do we prepare both student and faculty for success in online classes?
- Who has the ownership, control, and use of educational materials developed for the online classroom?
- Who decides the educational tools used in a learning management system?
- How do we compensate for the increased amount of time it takes to develop online learning materials?
Most notably, online education began in the 1990s in the United States with the advent of the Internet and World Wide Web.

Within the 20 year time period, online education has become integral to instructional delivery at most colleges and universities (Ciabocchi et al., 2016).

At Daytona State College, online education was first introduced in 1998. Now in 2019, nearly 300 fully online courses are offered.
GROWTH IN DISTANCE LEARNING

- Students taking at least one college credit distance education class in 2015 comprised 29.7% of enrollment.
- Online growth has increased by 11% from 2012 to 2015.
- Nationally, 83% of undergraduate students take at least one online course.

Seaman & Seaman, 2017
What is the gap in success rates between face to face and online classes for FY1718?

- 5%
- 7%
- 11%
<table>
<thead>
<tr>
<th>Year</th>
<th>Face-to-Face*</th>
<th>Distance Education</th>
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<tr>
<td></td>
<td>%</td>
<td>% Diff</td>
</tr>
<tr>
<td>2010/11</td>
<td>74%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>2011/12</td>
<td>77%</td>
<td>4.4%</td>
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<tr>
<td>2012/13</td>
<td>77%</td>
<td>0.3%</td>
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<td>2013/14</td>
<td>77%</td>
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<tr>
<td>2014/15</td>
<td>78%</td>
<td>1.8%</td>
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<td>2015/16</td>
<td>80%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2016/17</td>
<td>81%</td>
<td>1.9%</td>
</tr>
<tr>
<td>2017/18</td>
<td>83%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Annual Headcount & FTS by Instructional Method
Daytona State College, FY17/18 Core Performance Indicators
Daytona State College, FY17/18 Core Performance Indicators
WHAT ROLE WILL FACULTY PLAY WITH INCREASED ONLINE ENROLLMENT DEMAND?

- Are current practices and structures of shared governance enough?
- Proactive measures for creating a substantive and engaging virtual classroom.
- Exploring innovative technologies in both a timely and scaffolded manner.
- Keeping up with trends, but not allowing trends to take over traditional learning practices.
Faculty play an essential role in the continuing and future success of online education in higher education (Bolliger et al. 2014).

- Consistent technical support for both students and faculty is necessary for online readiness and satisfaction.
- Faculty who feel inadequate about their technical skills are less likely to teach in an online environment.
Faculty want concrete institutional policies for cheating and intellectual property (Bolliger & Wasilik, 2009).
Faculty satisfaction with online interactions, course design and delivery, institution support, and affordances (e.g. flexibility, convenience, increased access) are important to consider when planning for the future health of maintaining distance learning programs (Bolliger et al., 2014).
Overall, student and faculty satisfaction influence one another and greatly influence the future success of online programs.
“MR. PRESIDENT (EISENHOWER), THE FACULTY ARE NOT EMPLOYEES OF THE UNIVERSITY - THEY ARE THE UNIVERSITY.”

Isador Isaac Rabi
Columbia University Professor
Nobel Prize Winner, 1944
THANK YOU!

QUESTIONS