
Francine stated a contract would be going to the Board for Cabrillo to partner with EduStream, an online video on-demand service funded by the Chancellor’s Office through the 3C Media Project. EduStream provides over 3,000 captioned video titles produced by Dallas Telelearning and is now cataloging an additional 3 terabytes of video provided by Ambrose. These short 2-7 minute videos are indexed for easy searching. Cabrillo will also get 100GB of streaming video storage space free, for instructors and the institution to use. Administration of the EduStream will be divided between Marketing and Communications, Library, and the Teaching & Learning Center.

The timeline on the Blackboard 9.1 transition has been adjusted at the request of the IT department. They are short on system administration staff this semester and won’t be able to set up the testing server until winter break or early January. Training will go forward for application administration, including select staff from the CTC, Library and TLC. Francine will work with @ONE on providing a 2-day training for faculty, particularly faculty who teach distance courses. Because flex week pulls faculty in multiple directions for department-related activities, the goal is to schedule the training the week before. Additional faculty training will be provided by the TLC throughout the spring term in shorter workshops and individual one-on-one sessions. Recorded Elluminate sessions will also be provided for faculty who want a more flexible online training option.

Francine participated in a statewide Distance Education Coordinators online conference last month and one of the guest presenters was James Glapa-Grossklag, Dean of Distance Learning Programs and Training, College of the Canyons in Santa Clarita. Their college distance education program was examined by the US Department of Education (DOE) on the topic of non-participating distance students on federal financial aid. The DOE is interested in cases of suspected fraud, where students enroll in DE classes, collect financial aid, but don’t participate. College of the Canyons was asked to provide access to specific distance courses and instructor emails. What they were looking for was evidence of student participation such as submitted assignments, completed online exams/quizzes, and discussion board participation. Simply logging in did not constitute participation. The consequences of a student continuing to collect aid while not participating means the institution must reimburse that money to the government. Francine also brought the issue before Instruction Council the week previous to the DE meeting.

The committee talked about the importance of faculty dropping non-participating students regardless of the mode of instruction. The Distance Education Guidelines provide examples of evidence of regular/effective contact which must be maintained with a student in an online course. Additionally, various forms of assessment used to measure student achievement throughout a course are also considered evidence of participation. The Catalog defines excessive absence and faculty has the right to drop students based on non-participation.
The Committee will begin to work on content for the **Faculty Handbook**. It will include guidelines for all instructors using distance education technologies. Content will focus on

i) Getting started: curriculum, scheduling, etc.

ii) Accessibility

iii) General online teaching resources; sample syllabi, policies

iv) Regular/effective contact/communication policy

v) Best practices for quizzes and tests; student authentication

vi) Best practices for homework management for students, using publisher content, browser issues, PINs, and plug-ins

vii) Library resources

At the next meeting, the committee will draft an outline of contents.

Ray Kaupp is finishing up his dissertation and shared with us his findings looking at the **sociocultural aspects of the Latino-white achievement gap** in online education. He analyzed a large volume of statewide student data related to success and retention, using categories such as race, age, gender and stated education goals. There is a gap in achievement between on-campus and face-to-face class performance, but it is considerably wider for Latinas in online transfer level courses. Ray agreed to consider presenting his findings at a flex activity.

**NEXT MEETING**

Monday, November 29, 3:30-5pm in the TLC, room 1096