

<b>Committee Name:</b>	E-Learning Committee		
<b>Members attending:</b>	Bethany Emory, Jennifer Barfield, Sheri Turk, Amy Russ, Erin McCully, Bucky Dann, Danell Moses, Chris Akers, Tonya Basse, Barb Putman, Patty Wall, Dee Roberts, Peggy Vos		
<b>Date of Meeting:</b>	9-30-19	<b>Time:</b>	3:00 PM
<b>Meeting Purpose:</b>	Review and Goal Setting	<b>Meeting Chair:</b>	Bethany Emory
		<b>Prepared By:</b>	

**1. Discussion notes** *(add rows as necessary)*

- Review of Course Readiness Procedures and Tools - [Summary Document](#)
  - Requests to update:
    - No requests to update from faculty
    - Discussion of adding web accessibility to Course Readiness Review (tabled from last year until Fall 2019). The committee will explore adding Accessibility to the CRR.
- Potential Action Plan Ideas for the Year - this committee's major task for the year will be to support faculty and staff in the transition to Moodle.
  - o Mastering Moodle resources (open to all faculty) or "taking Moodle to the next level" college wide. (These feel like specific training ideas, but have not confirmed)
  - o an internal marketing campaign to focus students (and with support from instructors and advisors) on the need to be ready to go on day one in online classes.
  - o Internal marketing/awareness campaign: assumptions (usually prior to SCC) that they can "easily" take a full load of online classes, still too many who don't have reliable internet access who are taking too many online classes, and related issues. These are perennial issues, I'm sure, so they probably need perennial awareness campaigns
  - o very broad, but ...moodle? Since it is new for most of us...
  - o just continue training faculty and students on Moodle. I feel like we are all still learning so much and maybe sending out helpful tips/tricks regularly, like in the Moodle Minute, would be helpful
  - o Tips & Tricks to better online teaching - using Moodle and other tools
  - o [Student Engagement \(Faculty Focus Groups\)](#)
  - o Moodle Improvements (Faculty and Student Focus Groups)
- Bethany - maybe take a look at why retention rates differ from FTF and online classes, and what can be done to remedy this disparity
- Erin - focus groups for students and faculty to share ideas and frustrations about Moodle
- Barb - concerned about students who don't meet the census activity in online classes, proposing possible outreach to have students ready on "day one."

- Tonya - thinks focus groups will be effective. Not sure about marketing campaign. Would like a Universal Design approach up front that may help with access (such as when the internet is down). Possible changes in the course shells.
- Sheri - focus groups may give more insight on what direction to take with the committee.
- How to involve online classes in focus groups? FTF classes could have in person meetings. Online may use a survey.
- What do we want to know:
  - Amy - student who sent drafts before. PDF editor didn't open document. Not sure why? Trouble or questions in submitting assignments. Bethany says perhaps phrase it: How confident are you in materials being received when submitted in Moodle.
  - Bethany - what do you like, what do you hate?
  - Amy - How does it compare to Blackboard. What did Blackboard do better? What did Moodle do better?
- Dee - how much time (maybe student perceptions) do students spend navigating Moodle vs. Blackboard? Discussion ensued that maybe we should not make it Bb vs. Moodle, but experience with the LMS.
- Barb - had categories of major areas that we would like feedback on.
- Bethany - should we also do this with faculty? General consensus -- yes.
- Barb - maybe let faculty express what they miss, what they would like to do, issues they have encountered.
- Bethany - faculty - tips and tricks about how to use Moodle session where instructors can share what they have learned and ask questions. Maybe three sessions to allow for maximum attendance.
- Will use info gathered in the processes above to decide what direction to head in the spring.
- Sheri wants to move ahead sooner than later.

## 2. Decisions or recommendations *(add rows as necessary)*

- Meeting Times
- Foci

## 3. Action Items *(add rows as necessary)*

Actions	Assigned to	Due Date
<ul style="list-style-type: none"> <li>● An E-Learning committee member will go to face-to-face (or hybrid or web-supported) classes with a member of the E-Learning staff to talk with students about what they like or don't like about Moodle.</li> </ul>	Erin will send out an email to coordinate dates/times we can do this	
<ul style="list-style-type: none"> <li>● What questions are we asking and do we give them a chart they can fill in like Barb showed us?</li> </ul>		
<ul style="list-style-type: none"> <li>● We will schedule 3 faculty Moodle sessions and use what comes out of these discussions to inform what we will do in the spring</li> </ul>		