

Present: Robbie Teahen, Cheryl Cluchey, Ellen Haneline, Dave Nicol, Gloria Lukusa-Barnett, Elaine McCullough, Bill Knapp, Kristen Salomonson

Absent: Leonard Johnson, John Urbanick

1. Students can't find their courses. The problem remains that there is some percentage of students who are not able to "find" their courses at the beginning of a semester. Kristen confirmed this experience saying they can have in excess of 200 students who have difficulty in finding their online courses at the beginning of a semester. Cheryl suggested it may primarily happen with those students who register online and who have a tendency to register late in the registration process.
 - a. What an acceptable rate of failure needs to be defined.
 - b. Identify the student demographics for those unable to locate their courses at the beginning of the semester.
 - c. Offer possible solutions to the problem. For example, will coordinators associated with a program or college solve the problem?
2. Student access to FerrisConnect, i.e. access to Ferris online courses is due to lack of broadband access in remote areas.
 - a. Plante Moran suggested a WiFi package through a cell phone provider.
 - b. Enid will discuss with Jim Maat what the possible options are for helping those in the remote areas get affordable access to broadband through cell phone or other options.
3. Money-resources
 - a. E-learning administrator – a support or backup to Mary Holmes. There is no budget for this position. Rick Christner and Dan Burcham are to have a conversation with the president about it.
4. Form policies and processes
 - a. There is a problem in providing enough general education courses to the programs going online. It is perceived that colleges create programs requiring a certain number of general education credits that may or may not exist online and not work with the CAS to make sure they have the capacity to teach them online.
 - i. There is a "Form B" that deans use in working with other colleges when developing programs requiring courses not indigenous to their college.
 - b. Student online orientation. In the AOTF, the faculty want the decision to be theirs as to whether or not a student is required to take the online orientation. They would like a tracking mechanism in Banner that indicates whether or not the student has demonstrated competency. They also would like to see an element of FerrisConnect training included in the FSUS100 curriculum, which would automatically cover all on-campus students and many transfer students in acquiring this competency. However, it does not address the non-traditional off-campus student taking blended or online courses. Dean Nicol disagrees. He believes there should be some guidelines in place for requiring students to demonstrate or acquire competency. This issue remains under discussion in both the AOTF and EMAT.
 - c. A policy and mechanism needs to be developed for managing on-campus students wanting to take online classes.
 - i. Currently, there are 203 sections of fully online classes with a 420 wait list. Some of those on the wait list can be placed in the courses, once the off-campus students have finished filling seats. The courses with the most demand are English 250, 321 and 325. Many of the students on the wait list are on-campus students.
 - ii. Do we stage enrollments? Example: 10/1 – Michigan students, 10/15 – Out of state students, 10/30 – on-campus students.
 - iii. Do we develop more adjunct faculty?

- iv. We need to have metrics to understand how many on-campus students want to take online classes. We need to determine the characteristics of these on-campus students wanting to take online classes. There are students who say they are off-campus and use their home addresses who are traditional students who are enrolling in online classes and taking seats for the “real” off-campus students. There are also commuters who want to take online classes so they can work more hours. CPTS doesn’t want to police this experience or be making decisions as to who can or can’t take online courses.
5. Federal regulations in higher education authentication. Bill continues to monitor the development of this regulation. Essentially, we will need to be able to have some mechanism in place for students to verify their identity online. This regulation is supposed to go into effect November 1, 2009.
 - a. We, also, need to be more conscientious in helping faculty develop online courses that are in compliance with ADA Section 504 and understand and use the principles of universal design.
6. Who do we commit to serve?
 - a. Identify our primary and secondary target audiences for online instruction.
 - i. Michigan displaced workers
 - ii. Midwest displaced workers
 - iii. Military
 - b. COB and CAHS are looking for those students who are interested in degree completion. They do not want to expand at this point because they don’t have the resource to do that well. They want to respond well to the existing market.
 - i. Resources are necessary if either college is to expand enrollments
 - c. How does the online enrollment effort, growth and demand work in conjunction with the on-campus initiative to solidify, maintain and eventually expand enrollments?
7. Comparative analysis. Enid shared the research she collected, thus far, on how other schools manage their online efforts with respect to course loads, faculty development and compensation. The data comes from benchmark schools like the University of Central Florida, Penn State World Campus, and quite a few of Ferris’s peer institutions. The models vary, but, generally speaking, most schools compensate faculty for course development. Many schools have online courses taught as overloads and not part of in-load. The compensation for faculty overloads is dependent upon the institution’s agreement with faculty. Several models compensate faculty on a per student basis or a per student credit hour basis.

The meeting adjourned at 12:00PM. The next meeting is scheduled for December 19 at 8:30/a in CSS302.