



CENTRAL WASHINGTON UNIVERSITY
STUDENT
ACADEMIC SENATE

General SAS
October 27th, 2015

Call to Order

Hauke calls the meeting to order at 7:39pm

Attendance

Present: **Accounting, Aerospace Studies, Aviation, Biology, DHC, Economics, English, ETSC, Family & Consumer Sciences, Finance & Supply Chain, Geology, History, Law & Justice, Military Science, Music, Nutrition Exercise & Health Science, PESH, Philosophy & Religious Studies, Science Education, Sociology**

Absent: **LLSE, McNair, Physics, Psychology**

Additions or Correction to the Agenda

Hauke entertains a motion to strike **Communication**'s funds request from the agenda.

Biology so moves

Music seconds

Motion **PASSED** 21-0-0

Hauke entertains a motion to change **English** funds request to say **Music**.

Music so moves

Economics seconds

Motion **PASSED** 21-0-0

Approval of the Agenda

Hauke entertains a motion to approve the agenda

Biology so moves

DHC seconds

Motion **PASSED** 21-0-0

Approval of the Previous Minutes

Hauke entertains a motion to approve the minutes from October 20th, 2015

Biology so moves

Economics seconds

Motion **PASSED** 21-0-0

Communications

Dr. Christopher Schedler, Director of Multimodal Learning (See exhibit A for handout).

I am a chair member from the Student Life Council. It associates with the Academic Affairs and Student Life councils. We are going around to different stake holder groups about expanding our online programs and how to make online learning unique to CWU. Online classes make up about 10% of the population of students at CWU. We would like to see that increase to 20% for our program to scale correctly. To have such an increase we would like to enroll students nationally, not just in Washington.

Discussion:

Economics: How are you going to ensure that these classes are as rigorous as normal classes offered on campus to keep the integrity of a CWU degree?

Dr. Schedler: Online courses have a similar success rate as face to face classes and similar retention rates, We have a number metrics to measure these online classes.

Economics: It is just a point of concern that online students are graduating with the same degree but are not as prepared in the work place as other students.

Dr. Schedler: We look at the department level and not the instructor level and if that is the case, SEOI's would prevent that.

Economics: I do not think students would complain about a class being too easy.

Biology: do you know how the people that attend online classes score on standardized tests? Also do you know how online classes will enforce academic integrity within this program?

Dr. Schedler: I do not know the statistics on online students and standardized testing. In regards to the exam integrity, we do have lockdown browser. We do have monitored exams and assignments that faculty can utilize via webcam. Faculty has a great deal of tools to ensure academic integrity and also there are other ways to test knowledge other than exams for online courses.

Biology: Do you know if those are enforced or suggested?

Dr. Schedler: Those are only suggested but instructors are using the tools more now. We do have web based monitoring but it is not always used due to privacy issues.

ETSC: If Central is going to promote online courses, can we follow other renowned online colleges? Can we have "at your own pace" learning and lower tuition because the infrastructure that these classes need is already established on campus? Central is having huge savings with these online classes as they do not need to provide classrooms or offices for faculty, if you want to promote online classes I think you should pass some of those savings onto the students in tuition costs for the online students.

Dr. Schedler: We do have one degree that is offered in the self-paced format that is information technology and career management. But that is the direction that we are looking in going. And in terms of adjusting tuition I think it is an interesting idea in terms of marketing. I am not sure how the institution feels about that but it does make sense.

Computer Science: UW has recorded in class lecture to offer their online students and was wondering if that would also be implemented in this online program? Also do you intend offering more online courses for majors you do not intend expanding on?

Dr. Schedler: Class capture is a tool we offer our faculty for face to face courses but we are looking at rolling out a plan like the one you described eventually after the start of this program. In terms of new degrees and courses, that would be an incentive for departments to allow for more online courses and are encouraging that through departments.

Biology: Will the increase of tuition from this program fund other campus programs?

Dr. Schedler: It will fund all the programs online such as Canvas, but not all the tuition from online classes will not be going back to the online students.

Military Science: There are a lot of tools professors choose to use or can use. Many professors do not. Will you make it more mandatory for professors to use those tools?

Dr. Schedler: The department reviews their instructors and their effectiveness. We will not be overseeing the instructors but we can do a better job in evaluating the online instructors.

Law & Justice: Were you thinking about adding other classes in other languages?

Dr. Schedler: We have brought on the ability to have students fulfill their language credits but have not thought about offering other classes in foreign languages.

Economics: In conclusion, I would be interested in hearing again from this committee after they come to a more decisive decision. I do not feel like the online classes can cater to the group experience.

Dr. Schedler: Virtual teams happen quite often in the work place and this type of experience can benefit and be a selling point to many hiring companies.

Biology: I was wondering what the overall intent for this program is? Also, we would like to hear the follow up results of this program.

Dr. Schedler: We are more tuition funded than state funded now at this point. Instead of increasing tuition costs on you guys, enrollment growth is another way to increase funding to the university.

Announcements

No announcements.

Chair Reports

Hauke

We have been busy with the bylaw revisions this last week so we can hear the funds requests tonight. Since that is all over now we can go on with business as usual. We cut the ribbon at Wildcat Way. SAS also can now be more productive since we have a functional executive board.

New Business

Funds Requests

Family & Consumer Sciences

We are taking 26 students to Vancouver for the National Council and Family Relations Conference. We will be meeting a bunch of researchers and will provide us with a good networking opportunity. Many students have received scholarships and grants at these types of conferences through our department. CWU will also have a booth at the conference as well. Some of us are graduate students as well who teach on campus and will be able to bring the knowledge from the conference and new studies back to CWU. We are requesting \$1500.

Biology so moves to approve the full amount of \$1500 to **Family & Consumer Sciences**.

Computer Science seconds

Motion **PASSED** 20-0-1

Music

I will be going to PASIC—Percussive Arts Society International Convention in San Antonio, Texas. It is the largest drum and percussion event in the world that features 120 concerts, clinics, masterclasses, labs, workshops, panels, and presentations given by the finest artists from all over the world. It will have showcases in all areas of percussion. This will give me the opportunity to learn more about my passion and art from some of the best musicians in the world and will help me apply it to my studies at school, future teaching, and performances. There will be activities from 7am to 10pm every day. The money I am requesting will help with hotel costs, airfare, and my PASIC registration. I am requesting \$300.

Discussion:

ETSC: So you guys just approved \$1500 to Family & Consumer Sciences without knowing our budget. Are we going to have a budget report?

Hauke: We will have one prepared at the next meeting.

Biology so moves to approve the full amount of \$300 to **Music**.

ETSC seconds

Motion **PASSED** 20-0-1

Report Backs

No report backs.

Committee Appointments

SEOI Education Committee

This committee will aim to educate the student population about SEOI's, what they do for faculty, and the purpose of SEOI's.

Hauke entertains a motion to appoint **Mary Jarvis** to the **SEOI Education Committee**.

ETSC so moves

Philosophy & Religious Studies seconds

Motion **PASSED** 20-0-1

SEOI Advertisement Committee

This committee will advertise to the student body about doing their SEOI's. This committee will create a video to present to the student body.

Hauke entertains a motion to appoint **Rachael Mahnke** to the **SEOI Advertisement Committee**.

Biology so moves

Military Science seconds

Motion **PASSED** 20-0-1

Student Fee Proposal Committee

This committee will be charge to form a procedure that students must take to implement a fee onto the student body. The Student Fee Proposal Committee's goal is to educate the student body on possible fees that will be voted on and implemented.

Hauke entertains a motion to appoint **Jacob Darley** to the **Student Fee Proposal Committee**.

Biology so moves

Philosophy & Religious Studies seconds

Motion **PASSED** 20-0-1

University Tradition Committee

This committee will create a scrap book of traditional events that students at Central have done in the past. There will be a point system so students can earn a tangible reward for completing these traditional tasks.

Hauke entertains a motion to appoint **Ryan Zimmerman** to the **University Tradition Committee**.

Biology so moves

DHC seconds

Motion **PASSED** 20-0-1

Student Polling & Feedback Committee

This committee's purpose is to gather information from the students in the academic area and bring it forward to General SAS for discussion.

Hauke entertains a motion to appoint **Stevie Roark** to the **Student Polling & Feedback Committee**.

Music so moves

Economics seconds

Motion **PASSED** 20-0-1

Old Business

No old business.

Issues and Concerns

No issues or concerns.

Adjourn

Hauke entertains a motion to adjourn

Philosophy & Religious Studies so moves

Music seconds

Motion **PASSED** 21-0-0

Exhibit A

ASLC Work Group - Online Program Expansion

ASLC Report Due: 17 November 2015

Prepared by: Chris Schedler, Director of Multimodal Learning

Work Group Charge

Establish through consultation with a broad range of campus constituencies whether the campus community will support an expansion to scale our online programs and determine the unique potentials for CWU in online learning.

Work Group Members

- Chris Schedler, English, Multimodal Learning
- Robert Lupton, ITAM
- Kathy Gaer-Carlton, Admissions
- Hauke Harfst, Associated Students

Stakeholder Meetings

- 10/14 Faculty Senate Executive Committee
- 10/26 Academic Technology Advisory Council
- 10/27 Student Academic Senate
- 11/4 Faculty Senate
- 11/12 Academic Department Chairs Organization
- 11/17 Academic & Student Life Council

Background

Over the last four years, CWU has grown its online program offerings to encompass 10 undergraduate degrees and 7 graduate degrees (plus more than 2 dozen minors and certificate programs), enrolling 1100 students (over 10% of total enrollment at CWU). At the undergraduate-level, some online programs have less than 50 majors and other programs have over 100 majors, with the largest over 250 majors. The development of these online programs has been organic, based on department initiative, though supported through course development stipends, program support, and faculty funding at the institutional level; however, many of these programs are now at capacity. Expanding these existing online programs and offering new online degrees at scale (potentially doubling online enrollment to 20% of total enrollment, with 200-500 students per online degree program) will require strategic commitment, institutional investment, and possibly, an external partnership.

In conjunction with this online program growth, support services have been developed to meet the needs of students and faculty in online programs. Online admission, orientation, advising, tutoring, and 24/7 Canvas support are some of the support services offered to online students. Additional retention coaching, career preparation services, and 24/7

technical support could be provided by the institution or an external partner to increase online student success. Professional development, training workshops, faculty learning communities, instructional design consultations, online course reviews, and master online teacher certification are offered to faculty. Online learning technologies, including Canvas, web conferencing, streaming media, plagiarism detection, online exam proctoring, and lecture capture, are licensed and supported for online teaching and learning. Many of these support services for students and faculty are also at capacity and will require additional institutional investment to support online programs at scale.

Our substantial online enrollment growth has been accomplished with minimal marketing and recruitment, primarily through the university website, traditional recruitment channels, and individual department efforts. While we are authorized to offer online degrees in 43 states, our online students are still primarily drawn from Washington State. Recruiting students from a national pool with multi-channel, targeted marketing to non-traditional students, who are the primary audience for online degree programs, would require dedicated resources in enrollment management or the expertise of an external partner.

Considerations

In considering expansion to scale of our online programs and a potential external partnership, the following faculty, student, and staff considerations should be kept in mind:

- In the online environment, we must maintain a commitment to CWU's core values of student success, educational access, engagement, inclusiveness, shared governance, state-of-the-art facilities and technologies, and security.
- In online programs, we must support what is unique to CWU: our teacher-scholar model, faculty mentorship, and engaged interaction with students.
- In online courses, we must insure academic rigor, consistent quality, and equivalent learning outcomes for students.
- Intellectual property rights for online courses are determined by the Intellectual Property policy outlined in the collective bargaining agreement
- Engagement with online pedagogy and instructional technologies can enhance the experience of faculty and students in our face-to-face and hybrid courses, as well.
- Decisions about course curriculum and program requirements remain the purview of faculty; course staffing decisions remain the purview of departments and colleges.
- Decisions about new online program offerings should take into account market research, degree and employment demand, and competition from other institutions.
- Online marketing campaigns and recruitment strategies must maintain the brand integrity of the department and institution and be vetted for approval
- Online programs should be marketed as a portfolio in order to provide students with a breadth of degree choices and options for double-majors and minors.
- Online students should be evaluated by the same admission criteria and process as on campus students and be prepared for the unique challenges of online learning.