

## Jan 28, 2025 | 📅 E-Learning Committee Meeting

Attendees: Amy Russ Bethany Emory Barbara Putman Crystal Akers Carolyn Porter  
Dawn Harrison Deven Neal Danell Moses SCC Jennifer Barfield Melissa Hyatt  
Peggy Vos Patty Wall Scott Cline

### Notes

[Shared Drive Link](#)

### Info from last meeting:

- What data do we have about what improves things?
  - Longitudinal data on length (Barb)
    -
  - Change of start dates (Bethany will ask Clyanne)
    - [Recap](#)
    - Added - [Late registrations \(after semester starts\) vs prior to term start](#)
- Develop a plan to Improve Success and Retention in Enroll Anytime Courses
  - Research:
    - Are there others doing this better? Are there improvements we would like to test? (Danell, Melissa Hyatt and Scott Cline)
      - Isothermal?  
(<https://www.ednc.org/this-community-college-shifted-to-eight-week-courses-heres-what-they-learned/>)
      - Danell surveyed 30 other sister schools
        - Did not see a lot of folks marketing like or doing what we are with EAs
        - Winter semester is becoming more popular at other institutions
        - Students appreciate being able to concentrate on one subject \ course at a time
    - How do faculty teaching these courses feel? Do they have suggestions to improve? Amy Russ, Stephen Hesselbirg
      - I like YEA classes. I think they're a great way to offer our students more flexibility and a variety of choices. I also like how YEA classes allow students to catch their breath from the excitement of the first couple of weeks of the semester and not start all their classes at the same time.
      - There were definitely pros and cons. It was a lot of work to set up a YEA class for one student. However, it was wonderful to be able to help that student so she could graduate. I think there is a market for YEA classes, both for students that want to make

mid-semester additions to their schedule, or those who enroll late in the semester. I also think there is an opportunity to market these classes to students at other schools, like the one I had, that might need to pick up some extra credit. That being said, it might be awkward to be openly competitive with other schools.

- I really don't have feelings one way or the other. It does not bother me to teach these.
- What tools do we have (or could we pursue) that could make this process more effective for students? Crystal Akers, Dawn Harrison and Patty Wall
  -
- What do we do currently - institutionally?
  - Student Services? (Bethany)
    - A reach out to students who have not paid for their YEA/regular courses before the official dereg list is run by the Registrar's office happens.
    - A reminder email or text message that a course they have paid for starts soon has not been organized.
    - Many instructors send an announcement/email on the first day of class.
    - Note - SSS does reach out to their students ahead of YEA starts
  - Talk with advisors about what they say and hear about these courses:
    - Carolyn (Career Tech advisors)
      - A number of CT advisors don't use EA classes in their programs. Other said they will only recommend the longer EAs.
      - Advisors all said they explain to potential students that it will be the same workload in a shorter period of time.
      - Students take EA classes as a result of the failure of a full semester class here or at another school. Same habits doom their performance in the EA class.
      - Students forget the start date.
      - Less time for students to recover from tech issues, particularly with third party software, due to the fast pace of the course.
      - Some classes have due dates, others don't.
      - One advisor suggested that regular communication between instructor and student was key.
    - Dawn H
      - Mentioned that she tries not to add students to EAs, but if she does she reminds them of the compressed schedule and circles the start dates on a calendar for them.

- Amy R wondered if using the Google calendar could be included in New Student Orientation or Advising?
- Peggy Vos - (Health Sciences advisors)
  - The advisors typically enroll those students in EA classes who have missed the usual enrollment deadline or the sections are full for regular HS classes.
  - Those students who are successful in EA courses are usually career minded people who are returning to college for a career change and take these courses before enrolling in pre-requisites.
  - It is hard to monitor a student's success in EA courses. Only the modules completed are listed and there is no indication of how much actual work they have done and what is remaining to complete. There is also no indication of the cumulative grade until the end of the course.
  - It would be helpful if:
    - A pace was recommended to the students, i.e., 2 modules per week for the 8 week course, etc.
    - There were some kind of alert or checkpoints occasionally during the course if they were not keeping up a certain pace.
    - The number of modules completed were listed so the advisors would know when to reach out to the students,, i.e., student has only completed 2 out of 12 modules in 4 weeks, etc. .
- Bethany (UTAC)
  - Felt like Self Paced was hard to describe in a way students really understand. The more we discussed it, the idea was challenging for us to describe. Might be an opportunity to be more specific if possible - maybe an FAQ \ Best Practice sheet for advisors to pass out
  - Some students choose these courses if they have a rocky start in others (didn't like the subject, or were not doing well). Some students can handle this, others not so much.
  - Some need to add "anything", for example when concerned about losing financial aid. More likely to suggest if they have already had success in this type of course, but there are times when something is better than nothing as far as enrollments.
  - Used as an exploratory class as far as workload... Try it and drop it if you need to, can pick it up the next/summer semester.
  - Financial Aid rules are challenging to explain. Consensus was that if a student added the YEA before the first refund check is sent, financial aid will cover it.
  - Uncertainty around if a second refund check is scheduled if any lingering balance could be applied to a late add class?

- Would love to be able to provide a Sample Timeline and Major assignment guide ahead of enrolling based on a condensed schedule.
- Idea to add a form similar to conditional registration that a student needs to sign to acknowledge what they are getting in to.
- Asked us to review data on:
  - If success changes based on whether students enroll before the semester starts vs after
  - If students are registering only for YEAs in that term
  - If a student registers after withdrawing from a more traditional class are they more or less likely to succeed
- How to engage smaller classes? Jennifer Barfield, Matt Litchford and Deven Neal
  - Seat Based: "Think-Pair-Share"
    - Debates
    - Role-playing
    - Use technology
    - Give students choices on how to complete assignments
  - Web Based
    - Collaboration using Google apps
    - Gamification
    - Variety of Media
    - "Chunk" information into small digestible chunks
    - Check-in individually on a regular basis

Action items from last meeting:

- ~~Share two Google Docs for Committee input, one as a best practice to instructors and one as a guide for advisors~~
  - [Each committee member to add ideas before the early part of the Spring semester](#)
- ~~Research format and flows of current YEA instructors to see if a guide of sorts can be made available to students prior to starting a course.~~
  - [Sample Guides - What do we think?](#)
  - Could be embedded in online tools (website, pdf of handout)
  - Potential to add into Self-Service but support would be needed from Course Builders.
    - [Sample Colleague](#)
    - [Sample Self Service](#)
- Invite YEA instructors to the next meeting to review what is developed and provide input....

## Action items

