

## MEETING MINUTES

<b>Work Group:</b>	Academic Support Subcommittee
<b>Meeting Date:</b>	Thursday, April 26, 2012
<b>Meeting Time:</b>	3:30 PM
<b>Attendees:</b>	Joan Bush, Bea Jones, Sandra Mejia, Osvil Acosta Morales, Todd Jones, Allison Tasch, Bhavesh Bambhrolia Guest: Peter Margolis, Susan Hauck
<b>Facilitator:</b>	Osvil Acosta-Morales
<b>Location:</b>	B2-26
<b>Topic:</b>	Various Topics

### Discussion Points

Osvil calls the meeting to order at 3:42 PM

#### March Meeting Minutes

Minutes passed unanimously with revision to wording in P & P 5 section; 'request to initiate a W' is changed to 'initiate a W'.

#### P & P 156

The discussion with Cynthia Long regarding P & P 156 (presence of minors on campus) is postponed until next meeting.

#### P & P 5

Peter Margolis has been invited to assist in the distance education portion of the policy. He would like distance education policy to be as close to classroom policy as possible. Students can be physically present in a classroom, but just logging in to an online classroom is not enough to indicate presence. The consensus in the field of distance education confirms this idea; there has to be some interaction. The language that is currently in the policy is in alignment with the consensus in the field.

Students 'lurking' online are similar to students who passively sit in a classroom listening to lecture and discussion, but not participating. Faculty are able to see that students are logging on and reading however, the concern is that it may be a bit time consuming for faculty to look at each log in and evaluate it.

The Deans are concerned that there are two very different frameworks for counting attendance in distance education vs. on campus courses.

Even though a student may be physically present in an on campus course, they may still be marked as absent. For example, if a student is not participating in class and is on their phone or Facebook, they could be marked as absent in the instructor states this in the syllabus. Online classroom can never really replicate traditional classroom framework because they are different modes of instructional methods, and this applies to how attendance is taken as well.

There are also concerns around this policy regarding the issue of the 'earned F'; this affects financial Aid. If a student challenges a grade or the Department of Education conducts an audit, it may be apparent that the student was not actually present in the course and did not actually earn an 'F' grade, which means that a percentage of their Financial Aid award needs to be returned to the government.

It's possible to track logins into a particular class, so this process could be used to track attendance instead of work submitted. If instructors want to see what a student did during each login session this takes a little longer, but they would only need to do it for those students who are not submitting work.

Most faculty drops occur within the 20% attendance period when a student has never attended or if they attended only the first class. Some drops occur later on in the term.

Joan Bush and Peter Margolis will return to the Deans with the points from this discussion.

Respectfully submitted by Rachel Lang-Townsend

**Next Meeting**

May meeting canceled. Next meeting in September.