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MEETING OF THE ACADEMIC TECHNOLOGY COMMITTEE

— MINUTES —

Thursday, October 22, 2015

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Approved

PRESENT: Michael Bartulis, Ron Burgher, Matt Estes, Erin Feld, Marlene Forney, Amanda Hill, Jackie Martin-Klement, Linda Morrow, Lillian Payn, Alix Pouladdej, Krystal Rypien

ABSENT: Sherry Goldsmith, Erin Hiro, Steve Perry

CALL TO ORDER: The October 22 meeting was called to order by the Chair Lillian Payn at 2:09 p.m. in Room LL 104.

MINUTES: The October 8, 2015 minutes were approved as corrected.

ACTION ITEMS:

1. DE Policy Meta Analysis: Jackie recommended that we follow the AACJC Standards for Accreditation. Lillian suggested that we add formatting or other detail from the documentation that we have collected as applicable to make our procedure recommendations thorough. We shall work on this at our next meeting.
2. Class Size: Linda summarized the class size research that their workgroup collected. Members included Erin, Marlene, and Linda. Results are inconclusive for firm class size numbers for online classes, but one of the charts (*please see attached*) showed that there are recommendations for approximate class sizes for different educational models, i.e, obectivist, constructivist, Bloom's. Lillian and Alix mentioned that specific content may also work better with certain class sizes. Lillian thought this would be a worthwhile research project if we correlated class size to other variables such as retention, success/grade/ engagement (teacher to student, student to student), and satisfaction (teacher, student). We may want to conduct such a research project in the future.
3. Canvas Pilot:
  - a. ATRC/ATC/PD joint project
  - b. Accepting participants to the study
  - c. Collecting data about BB satisfaction and existing experience with Canvas with a survey sent to faculty
  - d. Received the contract from Canvas regarding the services they are offering regarding the number of students who can be in the pilot, the training and support, etc.
  - e. Dr. Manea and Lillian attended a Webinar about the transition to Canvas, which featured Northwestern U and Richland College. They offered practical advice as to the phases needed for success.

4. Best Practices Showcase: The committee reviewed the site and made recommendations to revise elements of the procedures. We shall announce the Showcase on Nov. 1.

INFORMATION:

1. SDICCCA: Planned our presentation and gathered regional data for a presentation to the SDICCCA CEOs in November.
2. DE Summit on Oct 9. Was worthwhile as it included 2 sessions about Canvas. It was encouraging since faculty and administrators from other regional colleges were experimenting with it and found it to be easy to use.
3. OEI News:
  - a. 8 courses offered at the moment, still developing their policies
  - b. Two new initiatives :
    - i. New calculations for FTES for online courses
    - ii. Community ed, Vocational Training and Continuing education as fee-based programs
  - c. Exchange: 24 colleges accepted/approved teach, will meet in Nov for the first time as a group and will approve the policies, etc.
  - d. CCC Apply (<http://home.cccapply.org>)
    - i. Functioning by listing all of the colleges in one place, and when a student clicks on one college, they go to the admissions forms for that college.
    - ii. Intention is to have a single sign on for the state and centralize / standardize admissions and records. Butte College is working on a solution through their Agile Management Project.
4. Our new ATRC Web Coordinator position has been approved so we shall be hiring soon.

MEETINGS: SCHEDULE (LL 104), 2:00 – 3:30 pm / 2<sup>nd</sup>, 4<sup>th</sup> Thursdays

10/22

11/12

**Important Links:** <http://www2.palomar.edu/pages/academic-technology-committee/>

ADJOURNMENT: The meeting was adjourned at 3:10 pm.

ATC – October 23, 2015

Class size: Feld, Forney and Morrow

Research of the literature and policies on class size.

**CLASS SIZE**

**PALOMAR COLLEGE CURRENT Class Size POLICY:**

<http://www.palomar.edu/GB/Web%20Pages/Policies%20-%20BPs%20-%20Board%20Policies/BPChapter4.html>

**PALOMAR COMMUNITY COLLEGE DISTRICT POLICY BP 4675 INSTRUCTIONAL SERVICES -BP 4675 CLASS SIZE Reference:**

No references

Class size (course minimums and maximums) shall be determined through negotiations between the District and the Palomar Faculty Federation (PFF).

**Date Adopted: 11/10/2009** (*Replaces current Palomar College Policies 309 and 309.1*)

After our review of the literature, our conclusion is the same as the authors of *A Framework for Evaluating Class Size in Online Education*. “The current research findings on the “right” size of online courses is instructive but not conclusive.”

They presented “three dominant educational frameworks—the objectivist-constructivist continuum, COI model, and Bloom’s taxonomy . . . to provide guidance in determining pedagogically effective and revenue-sensitive online course sizes.” (See below)

A FRAMEWORK FOR EVALUATING CLASS SIZE IN ONLINE EDUCATION.		
TABLE 4 Teaching Intensity: Educational Design Frameworks Relevant to Determining Online Course Sizes		
Educational Framework	Dimensions	Recommended Course Sizes Associated With Framework Dimensions
Constructivist-objectivist continuum	<ol style="list-style-type: none"> <li>Objectivist approach (all one-way)</li> <li>Constructivist approach (all interactive)</li> </ol>	<ol style="list-style-type: none"> <li>Large: no known upper limits</li> <li>Small-medium: ≤ 20-25 students</li> </ol>
Community of inquiry model	<ol style="list-style-type: none"> <li>Teaching presence—faculty activity                             <ul style="list-style-type: none"> <li>Course design and organization</li> <li>Facilitating discourse</li> <li>Direct instruction</li> </ul> </li> <li>Cognitive presence: Student activity. Extent to which students are able to construct and integrate new meaning through sustained learning processes. Driven by faculty’s teaching and social presence, and by other students’ cognitive and social presence.</li> <li>Social presence: Faculty and student activity. The ability of faculty and learners to project themselves socially and emotionally into a course, and create an identity as a “real person” in the online environment. Driven by faculty’s teaching and social presence, and by other students’ cognitive and social presence.</li> </ol>	<ol style="list-style-type: none"> <li>Use of COI principles of course design and organization only: recommended enrollment of &gt; 25 students (medium-large)</li> <li>Full use of COI principles of teaching, cognitive, and social presence, including: frequent, substantive faculty-student interaction; promotion of critical thinking; teacher immediacy; direct instruction; regular formative and summative feedback; correction of students’ misconceptions; in-depth assessments and evaluation: recommended enrollment of ≤ 20 students (small-medium)</li> </ol>
Bloom’s Taxonomy	<ol style="list-style-type: none"> <li>Lower levels: knowledge, comprehension</li> <li>Middle level: application</li> <li>Upper levels: analysis, synthesis, and evaluation</li> </ol>	<ol style="list-style-type: none"> <li>Medium-large: ≥ 30 students</li> <li>Medium: 16-40 students</li> <li>Small: ≤ 15 students</li> </ol>
Total: Conclusions on varying combinations of all three frameworks	<ol style="list-style-type: none"> <li>In combination, use of objectivist teaching strategies, limited implementation of the COI model, and lower levels of learning in Bloom’s taxonomy</li> <li>Varying combinations of middle levels of all three frameworks</li> <li>In combination, use of constructivist teaching strategies, full implementation of the COI model, and higher levels of learning in Bloom’s taxonomy</li> </ol>	<ol style="list-style-type: none"> <li>Large: ≥ 30 students</li> <li>Medium: 16-30 students</li> <li>Small: ≤ 15 students</li> </ol>

*Note:* The recommended course sizes are based on a synthesis of research findings from the literature review, and implications for teaching strategies from the three educational frameworks.

If interaction is of primary importance to the institution, the literature indicates that there was “No relationship was found between online courses’ actual class sizes and their actual level of interaction.” (Orellana)

According to Liu, “Key findings reveal that in a distance education setting, gender and class size are no longer significant predictors of quality of instruction.”

A search of policies revealed the following:

Tompkins Cortland Community College in New York, per their contract caps online classes at same level as f2f  
 "A Distance Learning section is credited to a faculty member's total load the same as any nondistance  
 learning section of the same course." p 47  
[http://www.tc3.edu/docs/hr/uc\\_faculty.pdf](http://www.tc3.edu/docs/hr/uc_faculty.pdf)

The Academic Senate for CC resolved in 2012 that the enrollment sizes for DL should be local decision but made no suggestions  
 for ideal nos. (cf. p. 4/p.8)  
[http://www.asccc.org/sites/default/files/ClassCapsS12\\_0.pdf](http://www.asccc.org/sites/default/files/ClassCapsS12_0.pdf)

From Grand Rapids CC in Michigan  
 "ENROLLMENT CAPACITY  
 By GRCC Faculty Contract enrollment for online classes will be no  
 greater than 22 students per section."

<http://cms.grcc.edu/distancelearningandinstructionaltechnologies/teachingonline/dlpoliciesstandardsquality0>

## **REFERENCES**

- Liu, Ou. "Student Evaluation of Instruction: In the New Paradigm of Distance Education." *Research in Higher Education*. 53.4 (2012): 471-486. *Academic Search Premier*. Web. 21 Oct. 2015.
- Orellana, Anymir. "Class Size and Interaction in Online Courses." *Quarterly Review of Distance Education* 7.3 (2006): 229-248. *Academic Search Premier*. Web. 21 Oct. 2015.
- Sorensen, Chris. "An Examination of the Relationship between Online Class Size and Instructor Performance." *Journal of Educators Online*, .12.1 (2015): 140-159. *Academic Search Premier*. Web. 21 Oct. 2015.
- Taft, Susan H., Tracy Perkowski, and Lorene S. Martin. "A Framework for Evaluating Class Size in Online Education." *Quarterly Review of Distance Education* 12.3 (2011): 181-197. *Academic Search Premier*. Web. 21 Oct. 2015.