

**Meeting Notes**  
**NSHE E-Learning Task Force**  
**Wednesday, February 19, 2014**

Attendees: Dan Klaich, Co-Chair, Mark Fink, Co-Chair; Erika Beck, Carrie Bruno, Kevin Carman, Cynthia Clark, Paul Davis, Darren Divine, Lisa Frazier, Christian Fritsen, Richard Kloes, Fred Lokken, Ed Nagelhout, Terry Norris, Alex Porter, Tony Scinta, Jeffrey Wong, Robert Wynegar

Other Attendees: Vice Chancellor Crystal Abba, Vice Chancellor Steve Zink, Renee Davis, Elaine Bunker, Sheri Sanchez

**1. Reports from Work Groups**

Group leads Sheri Sanchez and Elaine Bunker reported on the progress of the two e-learning work groups in Remedial Math and Remedial English.

Shari Sanchez reported that the Remedial Math group is functioning well. At upcoming meetings they will be reviewing resources in use at other institutions of higher education and will be examining what NSHE centers are currently doing. They are also considering stretch courses for Math 120 and 126, and in their final three weeks of work the group will start building their recommendations.

Elaine Bunker reported on the progress of the Remedial English group. They have divided into groups and are breaking down the tasks. They began by looking at U.S. models, but none emphasized online remedial education and there are no data to support success. Mainstreaming options appear to be more popular, such as stretch programs and expanded ENG 100s, and even within those options there is heavy emphasis on face-to-face contact when done in an online format.

The group is also looking at current online remedial courses within NSHE and what data there may be to demonstrate success. The final part of the task is to review vendors. Elaine reported that very few look like they have potential. Pearson MyFoundations Lab, Adapt Courseware, Hippo, and EdReady each have drawbacks, and EdReady is not available until 2015. However, the group is still gathering information and has not come to any definitive conclusions. She said a key question is whether the intent is for stand-alone courses or using products within courses.

Mark Fink will meet with both group leads to help guide things along. There were no questions from the Task Force.

**2. Strategies for Accomplishing Phase I Charge**

The Task Force discussed how to achieve Phase I solutions that are fully developed and ready. Mark Fink noted that there is a short timeline for finishing Phase I by June 2014 and a second deadline by which the recommendations would be implemented within NSHE. He invited Chancellor Klaich to speak to the committee's charge.

Chancellor Klaich emphasized that the goal is to offer an online delivery option for students that wish to avail themselves of that option, and it is not intended to displace anything already being done within NSHE nor to reinvent the Remedial Transformation Project. The Chancellor wants online options for students to be implemented by 2015. He acknowledged that it is an aggressive timeline but believes there are ways to do it. He created and charged the Task Force with defining an option that has quality, integrity, and metrics.

Mark Fink noted that this timeframe requires the task force to examine vendors who can do offer online remedial courses on scale. This will not displace current remedial options, but it is likely that an in-house solution would take too long, not be to scale, and lack data. The task is to determine quality across the state and to have comparable learning outcomes for the students' benefit. Mark proposed bringing in vendors on a weekly basis beginning in March to listen to what they can provide. The expectation would be for common learning outcomes, ability to integrate with a co-requisite approach, and to produce student data through learning analytics.

Kevin Carman said the goal should be to prepare students to take a college level class, and a specific outcome is to place into a college level math or English class, whether through Aleks or another tool. Lisa Frazier added that the true outcome is to ensure that the student is successful in whichever college level math or English course is required for their particular degree program – not just how well they do on placement. Kevin agreed but views it as a two-pronged approach, with placement as step one followed by course completion.

Mark Fink noted that the gateway class does typically indicate success for every delivery mode, and he thinks it is important for the state to see the data and drill down on delivery modes. He thinks the Task Force will probably need to select one statewide option for placement.

Chancellor Klaich said an initial decision needs to be made on delivery of online remedial courses, and then NSHE can gather longitudinal data to see if the decision has been good or needs to be revisited after 3, 5, or 7 years. If some of the vendors have data on how students subsequently perform in credit-bearing courses, it would be helpful to know that.

Vice Chancellor Crystal Abba pointed out that co-requisite remediation models are producing good data. This method is very compelling, but the challenge is to scale it up beyond individual efforts at NSHE institutions. She suggested that vendors be asked how their product can support a co-requisite model. Lisa Frazier asked if Crystal would speak to the Remedial Math work group about this topic. Crystal also noted an upcoming workshop in April, where co-requisite models will be discussed. The NSHE Gateway Course Success Summit will take place on April 18 from 9 am to 4 pm at DRI Reno. The morning sessions will be available via video to interested faculty members.

Fred Lokken would like the vendors to be asked if they are ADA compliant. He would also like the Task Force to discuss options other than placement tests. Darren Divine said one problem with doing that is school districts prefer to give all their students a single number to meet.

Mark Fink pointed out that institutions like Wellesley are getting rid of all placement tests/exams. Some vendors use multiple measures beyond placement exams and some also offer tutors to supplement the instructor's time. This could be a cost-efficient option to provide more tutoring than existing Academic Success Centers can provide with current staff

Next steps: Mark will investigate vendors to invite for demo's of their products at various times throughout March, and he will collect information if Task Force members are unable to attend. If available, webinars may also be arranged.

Chancellor Klaich was in favor of researching vendor products in order to decide what NSHE may want to seek through an RFP, but ultimately he wants the task force to put together an RFP for something that is scalable and ready to go.

### **3. New Business**

- a. The e-Ncore Work Group has been formed and will have its first meeting on March 10. Nancy Flagg will distribute the membership list to the Task Force.
- b. Mark Fink will make a presentation to Regents ad hoc Committee on Shared Institutional Services on February 27. Task Force members were invited to attend at the video locations.
- c. Mark Fink is continuing his campus visits to provide information about the Task Force's charge and to gather faculty feedback. He met with UNLV's senior senators in early February, will visit CSN on Feb. 28 and NSC on March 13 [Editor's note: this date was later rescheduled to April 2014], and will meet with UNLV's Faculty Senate on March 25. A statewide meeting with NFA representatives is scheduled for March 28.