

Index of Evidence for Recommendation 6: Learning Support for Distance Education

Item 8: Course Orientations

E6.20 Course Orientations Set for History 2 and Math 104

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Welcome to our History 2 Online class for Fall 2012. If you are getting this message then you are successfully enrolled in the course.

Here is some important information to review as we get started. Please read carefully.

A New Course Website

We will be conducting this online class from a new website, called Canvas. The old website, located at eCollege, has been our online home for the last few years, but Solano College is beginning a transition to the new Canvas site. If you have more than one online class, you may be using both sites, as some instructors will still be using the old system (eCollege) while other instructors (like me) will be using the new site.

Attached to this email are instructions for how to register for this online class at Canvas. You will soon receive another email from "Instructure/Canvas" inviting you to enroll for this class. Click on the link in that email and follow the directions. Email me if you have questions.

Keep in mind that you are already enrolled in the course through Solano College. This procedure is just to get you into the course website.

We will be going over this process at the Orientation Meeting, so you can get more information at that time. Speaking of which....

On-campus Meetings for Fall 2012

There are two mandatory on campus meetings for this class. A mandatory in-person Orientation Meeting is held during the first week of classes (dates listed below). In addition, an on-campus Midterm Exam occurs during the week of March . All other coursework is completed online.

All students are expected to attend the on-campus Orientation and Final Exam. If your physical location or a medical condition would prevent you from attending, you must contact the instructor by email to make alternative arrangements to fulfill these requirements.

DATES AND TIMES FOR THE ORIENTATION MEETINGS:

(You can attend any one of these Orientations regardless of which class you are taking.)

Mon. August 13, 3pm. to 4pm. (Main Campus (Room 743)

Mon. August 13, 5pm. to 6pm. (Main Campus (Room 743)

Tues. August 14, 4pm. to 5pm. (Vacaville Center, Room 211)

Tues. August 14, 5pm. to 6pm. (Vacaville Center, Room 211)

If you have a Laptop, bring it with you to complete the login process.
If you do not have a laptop, you can use the campus computers.

Dale Crandall-Bear



**MATH 104 INTERMEDIATE ALGEBRA
SUMMER 2013**

INSTRUCTOR: Svetlana Podkolzina

The best way to communicate is via e-mail: Svetlana.Podkolzina@solano.edu

Please, **use the section number (CRN) of your class in the subject line** of e-mail if you want me to respond in a timely manner!

Office hours : we do NOT have online office hours in the summer, however we can meet online by appointment. I will be using your e-college class for live communications as well as Canvas system, which is free. I will send you an invitation link for Canvas when appropriate. In Canvas we can actually talk if you have a microphone on your computer. You may be asked to upload some of your work for MAC assignments and/or quizzes using Canvas as well.

Orientation.

You can attend **any** of the following **two mandatory sessions of live, online orientation** on June 10th, morning orientation#1: CRN 60241: 10:00-10:55 A.M. ,CRN 60304 : 11:00-11:55 A.M. AND evening orientation #2: CRN 60241: 10:00-10:55 P.M. ,CRN 60304 : 11:00-11:55 P.M. using e-college. To join these sessions where you can ask your questions live, you have to do the following.

Choose "**Live**" from the menu on the top of your screen. => then from two possibilities ("Chat" or "Class Live") choose "**ClassLive**" button . => finally, in the new window, choose "**Join session**".

Your computer should satisfy certain requirements which will be prompted to you in case you do not have them(see Technical Help button).

I will give you our **Course ID** for MyMathLab. Please check your Solano e-mail account! You must purchase MyMathLab, log in and check your computer set up, so that everything worked **before** we start!

You need to allow Java download. It is free. You will see "Elluminate Live!" Application downloaded. If prompted, chose your desired speed of connection and you will see our class. I will check and record attendance.

We are using MyMathLab Learning Management System for our homework, quizzes and discussions. Students are expected to purchase access to this system immediately after signing up for this class. If you cannot purchase MyMathLab, please do not sign up for this class, because summer sessions are intense and there is no room for procrastination.

Prerequisite: A grade of "C" or better in Elementary Algebra : Math102 or Math 108, or Math330, or Math330B, or equivalent. Both sections CRN60241 and CRN 60304

have two proctored tests in room 1521 1-5 :00P.M.

There are two sessions for the in person test4: 1-3P.M. and 3-5P.M.. Pick one.

Dates of the Tests : **Two class meetings are face-to-face and can not be missed** in both classes:

Test4 and the Final Test. Students should make arrangements with employers to be free at the appointed time. Find the date of online tests in your www.coursecompass.com class “COURSE MATERIALS” button=>pick the folder for Math104 for Summer 2013, file “ SU 13 Pace=Calendar 8wks” .

Test1 (Ch.1-3), Test2 (CH.4-5), Test3 (Ch.6-7) , Test 5 (Ch. 9-10). If scheduled in MyMathLab tests (or any assigned work) may be viewed on a calendar on the right upper part of your home page in MymathLab.

Face-to-face tests:Test4 (Ch.8) – Thursday, **July 18th (face-to-face for all classes), 1:00-5:00 P.M., Room 1521 (!!!)** and August 1st =Final test **1:00-4:50 P.M., room 1521.**

In order to be admitted to Test4 and/or to the Final test, you need to show me a pictured ID and your stapled, signed and clearly marked work for the current MAC assignments (HBA). In addition to the MAC assignments, on the day of your Final, please bring your notes so I could validate your work in this class.

FINAL TEST is face-to-face for ALL classes, no exceptions: Thursday, August 1st: 1:00-5:00 both sections.

Important notice.

1) You are **not allowed** to use the book or **any** notes when taking the tests.

After completing your homework, you should master the material to the level that you do not need any notes when taking quizzes and tests. Only scientific calculator will be allowed on the Final Test.

2) At no time will be grading done on a curve.

3) Most tests have certain quizzes as pre-requisites. Green flag signifies assignment with pre-requisites.

Textbook: Intermediate Algebra, Concepts and Applications, 8th edition., by Bittinger, Ellenbogen

Recommended: Student Solution Manual

Note that if you have MyMathLab access, it includes E-Book. So you can buy the cheaper old edition of the Bittinger “Intermediate Algebra, Concepts and Applications” as a hard copy and use E-Book online for graded homework and quizzes.

Technical Requirements To be successful in this course, students need the ability to use MyMathLab learning environment, send, reply, and save email messages, download and configure a web browser with plug-ins such as Real Audio, and download and install programs such as Adobe Acrobat Reader, open files using option “open with”. Just like in real life, they need to be open to the challenges of new technologies every day!

Content: We will explore a variety of topics: complex numbers, polynomial, rational, exponential, and logarithmic functions; polynomial equations, inequalities, and central conics.

Class Procedure: We will cover most of material from Chapters 1 through 10. You will have to do your homework online as well as watch the videos of lectures and take quizzes and/or tests.

The first part of the course is very intense, and students are expected to complete all assigned homework in time to prepare for tests and quizzes.

- 1) Most work is done in MyMathlab (www.coursecompass.com =the same as www.MyMathlab.com) Please, purchase MyMathLab, register your account. Check out ALL of the buttons on the left side of your panel in MyMathLab class to be fully aware of what is available and how to get help.
- 2) You must be registered with e-college to get a credit for this class (www.solanonline.org)

Work in e-college is NOT graded, unless you were advised otherwise via e-mail.

- 3) MAC requirements are satisfied when you do HBA quizzes(assignments) in MyMathLab and **save your work to present it later.** You will submit your work for MAC assignments (called HBA assignments or HBAquizzes) on stapled paper during two proctored tests: HBA#1-10 (first 5 weeks) on July 18th and HBA#11-16 on August 1. Please sign each HBA assignment. You may be asked to send some of your work via email to Sarah Donovan(sarah.donovan@solano.edu), who is instructor in charge for your lab requirements. Read e-mail attentively AND check your Solano e-mail

account on a regular basis. All questions regarding HBA assignments should be directed to Sarah Donovan, who is instructor in charge for your lab requirements.

- 4) MOST urgent: A) Purchase MymathLab access kit, find Course ID in Solano e-mail and register. B) Participate in orientation C) Do Homework 00 in MyMathLab on the first –second day of the class 7/10-7/12/2013. Do HBA#1 and HBA #2 before 7/16/2013.
- 5) ALL homework due dates are for planning purposes only. All homework is open till 07/28/2013. However, true schedule of sections due, which you should follow as close, as possible to be successful in this class, is available under the button “PACE” on the left panel of MyMathLab class.
- 6) I will also upload important tutoring files to your “Documents Sharing”(Button “Course Tools” in MyMathLab class) before the tests.
- 7) To allow for computer input mistakes, each midterm test and/or quiz can be taken twice if you satisfied pre-requisites, exception is an in-class Test4 –it can only be taken once. However, on the 4th and 6th weekend of classes I will reopen midterms for an additional one attempt. Only the best attempt will be counted.

How to do ORIENTATION FOR ONLINE CLASSES. It is conducted ONLINE on the first day of classes (see information above). Log in www.solanonline.org in your class. Choose "Live" from the menu on the top of your screen. => then from two possibilities (“Chat” or “Class Live”) choose "**ClassLive**" button . => finally, in the new window, choose "**Join session**"

If you do not show up, you may be dropped from this class **unless you actually start doing your homework in MyMathLab by the day of orientation, meaning BEFORE the second session!**

I will send you a **course ID for MyMathLab a couple of days before class starts, it is also in your e-college class, so please check you Solano e-mail. Please link your personal e-mail into Solano e-mail, so I was able to reach you faster.**

Most of the work is done online and students must register for the *Course Compass* (the same as *MyMathLab*) portion of the course at <http://www.coursecompass.com> . MyMathLab access kit can be packaged with the book or bought separately online You **must purchase an access code for MYMATHLAB**, which is a Windows based program. It may be included in the textbook purchase (depends on the package you buy). Be advised that the on-line software contains the **entire** textbook with many visual enhancements. It is called eBook. If you feel you do not need a hard copy of the textbook, the online access can be purchased directly through the above web site or at the campus bookstore. It is sometimes cheaper online than through the bookstore. The course ID is **podkolzina**<a number to be determined>. As I said above, I will send out our Course ID via Solano e-mail a couple of days before class starts.

In order to get a credit for this class, students must be registered with e-college. Go to *Solanonline* at <http://www.solanonline.org> to log onto the *eCollege* Web page for this class. This is like the administrative part of the course. This administrative part which helps to conduct this class.

Read **all** the material that is found on my web page for your class (pick SU13 Math104 folder):
<https://sites.google.com/site/solanomathsvetlana/>

Everything you need to know to get started is found on this Web page and in “Course Materials” of MyMathLab, which links you to my web page! The **passwords for the quizzes** you will be taking are in the e-college class under the button “QUIZZES”. Course ID will available a couple of days before summer session begins.

Calculator: You will need a scientific calculator for this class. Some test and quiz problems will involve calculator skills, but there are tests and quizzes where only scientific calculators are allowed (graphing **calculators are not permitted**) : Test4 and a Final Test.

Attendance: Doing work online is counted as your attendance. Being current on your homework is crucial for success in this class. The due dates for homework are for planning purposes only, but once you fell behind, the chances of passing this class are very slim.

There is NO MAKE-UP for tests and quizzes. No exceptions!

It is your responsibility to monitor the dates.

It is your responsibility to drop the course if you stop participating or do not want to be enrolled.

Homework:

Homework should be looked at as a learning tool for you and NOT as something you are doing for me. In fact, every student is different, and the number of problems assigned is not enough practice for many students and way too many for others. Therefore, your goal with homework should be not just to finish the assignment, but to do enough so that you understand thoroughly the material presented and **can complete it without using any help from the system.** You can use the button “Study Plan” to do additional tutorial exercises. All quizzes and/or tests (except HBA quizzes) are based on the assigned homework problems. Unless you complete each homework assignment by the deadline, the chances of passing this class with at least a “C” grade, are extremely low to impossible. The practice provided by homework is essential for the success in the class. For each 1 hour spent in the classroom for face-to-face classes you are supposed to spend at least 2 hours on your homework. Math104 requires 5 hours of the face-to-face classes plus one hour in the Math Lab per week of a regular semester, so plan on at least $12 \times 2 = 24$ hours a week (for 8-week class) spent just on doing the homework. In reality it can take even more of your time. **Most tests have certain quizzes as pre-requisites and some quizzes have certain homework as pre-requisites. Assignments that have pre-requisites should have green flags in MyMathLab tab of assignments.**

If you are unable to make this commitment of time and effort spent on doing your homework every day, please withdraw from this class.

Homework is assigned in MYMATHLAB and is graded only ONLINE in MyMathLab.

HW is worth 5 % of your grade. Please stay current on your home work and do not fall behind – this is the key to your success in this class. Join study groups with other students, use forums in Internet Café, but stay current on all assignments.

** If you do **at least 80%** of ALL the homework in **EACH assignment**, you will be granted a **2%** bonus to your final grade.

All testing is closed book, sorry, but no exceptions will be made. I cannot monitor you at home, but when you are taking a face-to-face class, this rule will be strictly enforced.

Quizzes and HBA (special “hours by arrival” some of them are called Quizzes). There will be announced and unannounced quizzes on problems from the homework. Quizzes are intended to give you frequent feedback on your progress in class and are normally open for only **a very limited time:** one or two days. If you miss certain quizzes that were set up as pre-requisites, you would waive your chance for a second attempt of taking the test.

In most cases you have two attempts for online tests and/or quizzes to allow for computer input; the best of all attempts becomes your final grade.

HBA-quizzes are separate and special assignments and activities designated specifically to qualify you for your lab requirements (MAC time). They take you beyond doing the homework and usually require at least an hour to complete. You must work **at least two hours per week every week** on your HBA assignment and I will be monitoring and strictly enforcing this rule. HBA quiz is open for duration of the whole week, sometimes longer. You are granted two or three attempts on all of HBA assignments in MymathLab, sometimes more, and you are normally given two attempts on your other online quizzes and Tests, just watch for pre-requisites.

By completing an HBA assignment online every week AND later submitting your work on paper to Sarah Donovan, you satisfy a Math Lab requirement for this course. Solano community college is in transition from e-college to Canvas, so we are using both. MyMathlab will grade HBA assignments automatically, but if work is not submitted to Sarah Donovan twice per semester (July 18th and August 1st), Sarah and I will override the system. To satisfy your lab requirements you will roughly see 16

HBA assignments (two for each week of 8-week class). Your overall grade is part of your grade for our quizzes (roughly 3%).

Sarah Donovan (Sarah.Donovan@solano.edu) will be handling your Lab assignments.

The first week HBA assignment is very important. Please watch your Solano e-mail !

Two hours of attendance in the MAC is required **each week for 8-weeks summer class Math104**, and by working on HBA quizzes you are doing it online and save your work. The very first MAC assignment is very important. You must complete it during the first week of classes!

- **Students who have not logged in and completed appropriate HBA assignment by the end of the first week may be dropped from the class even if they are attending and passing.**
- HBA assignments are separate assignments and activities assigned specifically for MAC time. They are graded as quizzes (see grading policy). Your work on HBA quizzes should be on paper and submitted HBA#1-10 on the day of Test4 and HBA#11-16 on the day of the Final.
- Participation in Internet Café (Discussion topics) is awarded by an extra 2% credit for your grade.

There are **NO make-up quizzes**. I will drop several lowest quiz scores at the end of the semester to allow for missed quizzes and absences. There will be a couple of days scheduled to make-up Test1,2 and Test3 online as our 3rd attempts.

Tests : You will have 4 online midterms and one face-to-face midterm (Test # 4), which will cumulatively give you 50% of your grade (10% each). Pay attention, Test 4 is conducted in two sessions in room 1521, 1:00-2:55P.M. and 3-4:55 P.M., **July 18th**. You may pick any of these two sessions to attend.

FOR ALL CLASSES: !!!!!!!!!!!!!!!You need to show your student ID or Driving License to take the face-to-face test. For the Final test, you must bring your up to date notes for the class demonstrating your work on homework and quizzes. You are not allowed to use notes and /or the book on face-to-face tests. Only a scientific calculator may be used on tests. A graphing/programmable calculator/cell phone/PDA may NOT be used on any test. Full credit will be awarded on test problems only if your work can be readily followed and solutions are precise and clearly indicated.

At no time will grading be done on a curve

Where to get help?

MATH ACTIVITIES CENTER. Free tutoring is available in the MAC, room 1525, 9-3:00 P.M.

24/7 tutoring is available in your MyMathLab class. It is under the button "Pearson Tutor Services" on the panel to your left. If you need additional tutoring, please request it in our Tutoring Center (building 400). You can send me your paper work via e-mail and I will sign it for you.

Students of ONLINE classes are concurrently enrolled in the Math Lab class. The requirements for this class **are satisfied** if you spend at least 16 hours **online doing your 16 HBA assignments**. I will be monitoring this and your progress using MyMathLab tools, in addition, your work on paper will be graded by Sarah Donovan (sarah.donovan@solano.edu). She can override (and will, if necessary!) the system. If you need help with your MAC assignment, please copy your screen and send her detailed information.

You are graded on these assignments as on all other quizzes except that HBA assignment is 5 points , where a regular quiz is 10 points (cumulatively all quizzes give you 10% of your grade).

Ethics: Any cheating will result in a zero given on the assignment or exam. This score will not be dropped. Any subsequent cheating will result in dismissal from or a failing grade in the class, and your name will be reported to the Vice President of Student Services for further action, including possible expulsion from the school. It's not worth it. **All work should be yours and yours alone.**

Grading: Quizzes + HBA assignments – 10%, Five midterm tests – 50%, Homework - 5%,

Final test - 35%

Extra credit: All extra credit cumulatively **cannot exceed 5%** of your final grade and can only be applied **after your scored a “C” or better on the Final test.** Here is how you can earn it:

- 1) You can earn a maximum of **2% extra** credit for scoring at least 80% on each homework .
- 2) If you post in **ALL** forums of “Discussions” forum in www.coursecompass.com class and answer to at least two postings of other students in each of the forums, I will credit another **2%** of the **extra** credit to your final grade.

Final: Thursday, August 1st, room 1521, 1:00-5:00 P.M.

The final exam is comprehensive, required and cannot be dropped. You must take it face-to-face with the rest of the class. **If you miss it, you will get an automatic failing grade in this class.**

However, it is composed of questions that are very similar to those included on the tests and quizzes. You are given 2 hours to complete it. At the end of the semester, I will assign a practice quiz=test online, so you could prepare better. **In order to be admitted to the Final test, you need to show me a pictured ID and your notes for the semester work in this class. All work should be yours and yours alone.**

You must get a grade of “C” or better on the final exam to get a passing grade in the course.

Pre-requisites: pay attention, please, that some assignments in the online homework, quizzes and/or tests may have pre-requisites; they are clearly marked by a green flag that is placed to the left of their name. For example, most online tests can **not** be attempted for the second time unless quiz=practice for that test was completed with a certain mastery level.

One more time ----Where to get HELP:

I recommend making use of the free tutoring assistance available in the Math Activities Center (MAC = room 1525). It is a good place to do homework and get help, if needed.

So check our MAC schedule , you can do it by phone: (707) 864-7138.

There are various files that I upload in “Doc Sharing” folder of your canvas class, which can be very useful when you prepare for the tests.

One more resource:

Help is available on-line from MyMathLab if you follow the link www.coursecompass.com Once you logged in MyMathLab, you will see a button "Study Plan". You can use this button to get into Study Plan Practice. It has the option “take a sample test”. The sample tests are created by the publisher for the purpose of practice. Although I am not going to grade them, it is a good idea to use them as a training tool to prepare for our online testing. A disk that comes with your book has all necessary answers for the tests.

The button “E-Book Chapter Contents ” can guide you to an option “Tracked Tutorial Exercises “ , which is essentially the same place where you get using a “Study Plan” button. It also gives you multimedia Etext and a video presentation for each section!

Do not worry, I am not grading your practice and/or work on tutorial exercises.

SLO: After completing this course students have to be able to:

- Apply functions as a mathematical tool to model the conceptual ideas of Intermediate Algebra
- Solve mathematical equations appropriate to the intermediate algebra curriculum
- Formulate real-world problems quantitatively and interpret the results

Please note, that in addition to the material of the Elementary Algebra class, in Intermediate Algebra class students are expected to be able to recognize the laws of exponential growth and decay and use their knowledge of properties of exponents and logarithms to solve real life problems. Students should also be able to recognize equations of hyperbolas, parabolas, ellipses, and circles.

IMPORTANT DATES: I will honor my add codes for two(2!) days after I gave it to you.

Always check the Admissions for the following dates:

Last day to drop with no course or grade recorded (no W) : -18 June

Last day to withdraw from a full-term course with a “W”: 11 July

After this date you cannot receive a “W”, but will receive a letter grade.

Final test:=face-to-face= Thursday, August 1st, room 1521, 1:00-5:00 P.M. If you miss it, you will get an automatic failing grade in this class.

You must bring your own scientific calculator for the test, your notes for the course (so I could validate your work in the course), your picture ID and HBA assignments on paper (HBA #11-16).

WITHDRAWING FROM CLASS: If you decide to drop this class, you are responsible for doing so.

I will not automatically drop you.

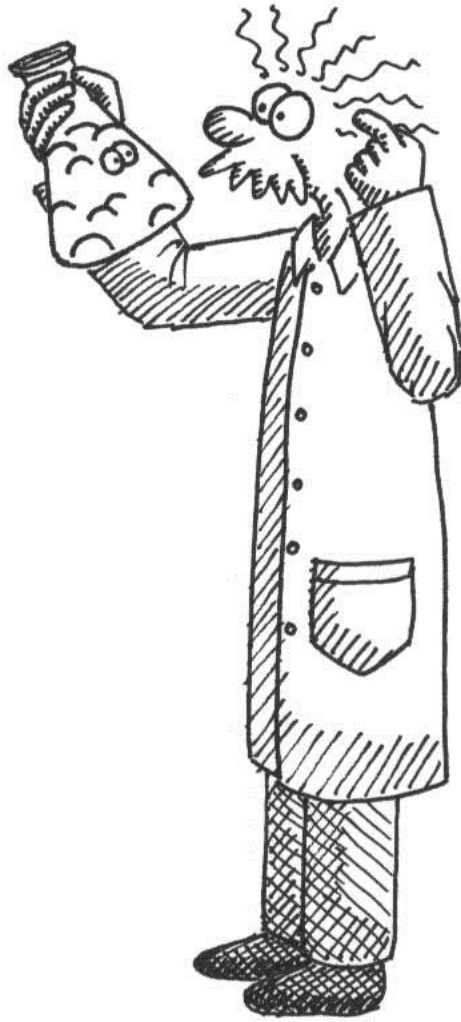
The information on this handout may be altered during the semester.

Announcements will be made; please pay attention to what is going on in your class
Online learning is fun and exciting, but can also be frustrating if you are not prepared. Studies show that successful online learning requires VERY active student participation. You must take an active role in educating yourself because there is no one there to "make you" pay attention in class. Online learning is one of the best ways to be a lifelong learner IF you develop good habits and expectations now.

Appendix to Syllabus.

GRADE PRESSURE

- Most students taking this course are under a great deal of pressure, both internal and external, to earn an "A" , "B" or "C". While I understand this, I am responsible for maintaining college standards and making sure that your mastery of course material is reflected in your grade. Students who earn an "A" grade have demonstrated an excellent understanding of course material and are able to do challenging problems, on exams. A grade of "B" reflects a good, comprehensive understanding of core course material and the ability to do standard course problems previously demonstrated accurately on exams. A "C" grade represents a satisfactory understanding of course material, perhaps with some gaps. A failing grade means that you have not demonstrated mastery of course material and must repeat the course.
- Since you can get grade information throughout the course, please don't ask for special consideration, extra credit, or retests at the end. Course grades are based on performance on quizzes and exams, not on effort or special needs.



Participants

Participants	Hand	Close	Microphone	Video	Chat	Whiteboard
Angela Vera						
Elaine Lostica						
Judy Riley						
Monica Spencer						
Randy White						
Tina Martin						

Chat

Show All

Tina Martin: So, the only thing that we will need to print is the HBA quizzes correct?

Judy Riley: We'll get an email when the HBA's are available to work on correct?

Tina Martin: lol we have surpassed 60 seconds..im so confused lol

Send to This Room

Audio

Talk

Microphone volume slider

Speaker volume slider

Whiteboard - Main Room (Scaled 101%)

Public Screen

Follow Moderator

MyMathLab

SU 2013 60241 Intermediate Algebra

Course Home

MYTHS about ONLINE MATH (S. Halder)

Syllabus

PACE

Course Materials

E-Book-Chapter Contents

BEFORE TRYING TO DO YOUR HW

Your first homework is here!!

Homework

Quizzes & Tests

Internet Café

Upcoming Assignments...

Next Due 01:01

My Results

Overall Score: No Results Yet 0%

Course Timeline

No assignments submitted yet. Do assigned work to raise your score!

My Progress

Homework: 0/03

Quizzes: 0/03

To: Annette Dambrosio and Accreditation Team, Fall 2013

From: Michael Wyly

Subject: Mandatory Orientations in English 001 Online

Date: 10.8.2013

Below is the text portion of the information page from English 001, Spring 2013 which requires face to face orientations. I have also provided copy re: mandatory, face-to-face draft reviews (in lieu of proctored exams) and voluntary opportunities for additional face-to-face contact. Finally, I advise cross-referencing these documents with SLO assessments for English 1 Online, available in the SLO database and sent to the accreditation team as a separate attachment.

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A. Mandatory Orientations

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Face-to-Face Class Orientations

As a part of this class, you are required to attend an orientation to be held on the main campus.

As a result of the orientation you may expect the following outcomes:

1. You should get to know me a little bit. My hope is that this will be the beginning of a partnership wherein you feel comfortable approaching me with problems or questions as they arise. Ideally, this relationship should better equip the both of us to work for your success.
2. You should understand what is required of you in this class as per the course syllabus, including the opportunity to ask questions for clarification. You should also understand my responsibilities to you, including availability such as email, office hours and the like.
3. You should understand how the course shell is organized, including the opportunity to ask questions for clarification.
4. You should be aware of some of the teaching strategies I will employ as the semester advances, including the required face-to-face midterm and final exams and intermittent, voluntary face-to-face workshops. Included in this discussion will be reference to resources available on campus to help you succeed.
5. You should understand how English 1 works with LR 10 to enhance your success in English 1.
6. You should understand the main ideas behind our first essay assignment, to be assigned in

Week Two, including the opportunity to ask questions.

That said, we will only have about an hour in which to deliver all of this information. As such, I expect you to be on time and prepared as the orientation will begin promptly at the assigned time. If you are not present on-time, at the beginning of the orientation, you will not receive credit for it.

Not to participate in one of the orientations will result in being dropped from the course.

Orientations will be held on the following days and times. Note that the location will be different for each day and time.

- **First Orientation on ~~Monday, 1/21, 7-9PM, Rm TBD~~ Monday, 1/28, 7-9PM, Rm TBD**
- **Second Orientation on ~~Tuesday, 1/22, 9-11AM, Rm TBD~~ Tuesday, 1/29, 9-11 AM, Rm TBD**
- **Or, by arrangement during office hours with permission.**

Should you have unique circumstances—such as an active military serviceperson who is stationed overseas—there is a process by which you may request an alternative method of orientation. However, I need you to apprise me of your situation **no later than Sunday, 1/20** (the earlier, the better). Please note that any accommodations are subject to my approval which is reserved for unique scenarios wherein I cannot reasonably expect a student to participate.

What you will need at the orientation:

- Legal picture identification such as a driver's license or passport.
- Note-taking materials. (You may bring a laptop if you wish. Internet access on campus is available.)

Please contact me with any questions, and I look forward to meeting each of you next week.

Thanks,

MW

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B. Example of Mandatory Draft Review (in lieu of proctored exams), Spring 2013

Mandatory Conferences, NOW POSTED: TH, May 16; F, May 17. FINAL ESSAY DUE MON., 5/20

Please note that I have posted times for our required conferences below. You are obligated to participate in one of the conferences.

For this conference, you are required to provide a hard copy of your working draft AND two to four pre-composed questions you have about how to improve your draft.

All times are first come, first serve.

No more than five people may sign-up for a time-slot. If all slots which you can attend are full, we can try for another time, but I would much prefer this system if at all possible.

Please show up early and expect that you may be the last person to conference; in other words, please plan for the full hour if possible.

Finally, if you are one of the few not in the Solano CC area, we will teleconference at the assigned time. Skype is also an option. You will need to receive prior approval from me before selecting this option, so please email your intent ASAP. I will still want you to sign-up for a time; we will teleconference then.

Do not start new posts in this forum. Please just reply to the posted hours and times. Thanks.

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**THURSDAY,
MAY 16, 9-10
AM**

Professor Wyly_



5/8/2013 12:29:28 PM

Conferences are to be in person. Requests for phone conferences need to be appro...



**RE:
THURSDAY,
MAY 16, 9-10
AM**

Fabiola Garcia_



5/8/2013 2:07:28 PM

Hi Professor Wyly I would like to attend this day. Thanks.



**RE:
THURSDAY,
MAY 16, 9-10
AM**

Professor Wyly_



5/16/2013 11:25:01 AM

Thank you for meeting with me.



**RE:
THURSDAY,
MAY 16, 9-10**


Mealani Maldonado_







5/8/2013 2:10:52 PM

AM

I am available to attend at this time.

  **RE: THURSDAY, MAY 16, 9-10 AM** Professor Wylly_   5/16/2013 11:25:18 AM

Thank you for meeting with me.

  **RE: THURSDAY, MAY 16, 9-10 AM** John Ryan Nagal_   5/13/2013 2:30:52 PM

I'd like to have my teleconference at this time.

  **RE: THURSDAY, MAY 16, 9-10 AM** Professor Wylly_   5/16/2013 10:09:31 AM





John, I will call closer to 10:15.

  **RE: THURSDAY, MAY 16, 9-10 AM** Professor Wylly_   5/16/2013 11:26:52 AM





Conference moved to Friday at 8:45 AM.

  **RE: THURSDAY, MAY 16, 9-10 AM** Professor Wylly_   5/17/2013 1:23:40 PM

Thank you for meeting with me.

  **RE: THURSDAY, MAY 16, 9-10 AM** Emily Idleman_   5/13/2013 7:23:14 PM

I would also like to have my conference at this time if it is still available. T...

  **RE: THURSDAY, MAY 16, 9-10 AM** Professor Wylly_   5/16/2013 11:27:06 AM

Thank you for meeting with me.

  **THURSDAY, MAY 16, 10 AM - 11 AM** Professor Wylly_   5/8/2013 12:30:02 PM

Conferences are to be in person. Requests for phone conferences need to be appro...

  **RE: THURSDAY, MAY 16, 10 AM** Katharine Snuffer_   5/8/2013 5:12:38 PM

-11 AM


I would like to attend this day.

  **RE:
THURSDAY,
MAY 16, 10
AM - 11 AM** Professor Wylly_   5/16/2013 11:27:27 AM

Thank you for meeting with me.

  **RE:
THURSDAY,
MAY 16, 10 AM
- 11 AM** Adam Francis_   5/9/2013 9:19:29 AM





I'm available for this time slot

  **RE:
THURSDAY,
MAY 16, 10
AM - 11 AM** Professor Wylly_   5/16/2013 11:27:44 AM

Thank you for meeting with me.

  **RE:
THURSDAY,
MAY 16, 10 AM
- 11 AM** Kellie Owens_   5/9/2013 11:35:19 AM



Please disregard my email, there are no classes on thursday. I will attend the c...

  **RE:
THURSDAY,
MAY 16, 10
AM - 11 AM** Professor Wylly_   5/16/2013 11:27:59 AM


Thanks.

  **THURSDAY,
5/16, 11 AM -
NOON** Professor Wylly_   5/8/2013 12:30:44 PM

Conferences are to be in person. Requests for phone conferences need to be appro...

  **RE:
THURSDAY,
5/16, 11 AM -
NOON** Dorothy Harris_   5/8/2013 1:46:11 PM

I would like to cancel this appt and come Friday from 12 to 1pm, thank you

  **RE:
THURSDAY,
5/16, 11 AM -
NOON** Professor Wylly_   5/16/2013 11:30:01 AM

Thanks.

  **RE:
THURSDAY,
5/16, 11 AM -** Linda Johnson-Jones_   5/8/2013 1:48:24 PM

NOON

I will take 11-noon. Thank you Linda Johnson Jones

  **RE:
THURSDAY,
5/16, 11 AM -
NOON** Professor Wytly_   5/17/2013 1:23:15 PM

Switched to Friday--see below.

  **RE:
THURSDAY,
5/16, 11 AM -
NOON** Christopher Icasiano_   5/8/2013 5:24:50 PM

I would like to sign up for this time via phone conference. I have already...

  **RE:
THURSDAY,
5/16, 11 AM -
NOON** Professor Wytly_   5/16/2013 11:55:00 AM

Thanks for the phone conference. Please also pick an available tomorrow per our ...

  **RE:
THURSDAY,
5/16, 11 AM -
NOON** Altheia Lindsey_   5/8/2013 10:50:16 PM

Professor wytly i wouldlike thi time Althia Lindsey

  **RE:
THURSDAY,
5/16, 11 AM -
NOON** Professor Wytly_   5/17/2013 1:22:58 PM

Thank you for meeting with me.

  **FRIDAY,
MAY 17,
12-1 PM** Professor Wytly_   5/8/2013 12:31:15 PM

Conferences are to be in person. Requests for phone conferences need to be appro...

  **RE:
FRIDAY,
MAY 17,
12-1 PM** Kiura Riggs_   5/8/2013 12:57:26 PM

I would like to attend the Friday meeting 12-1pm. thank you!!!

  **RE:
FRIDAY,
MAY 17,
12-1 PM** Professor Wytly_   5/17/2013 12:30:51 PM

Thanks for meeting with me.

  **RE:
FRIDAY,
MAY 17,** Susan Agudo_   5/8/2013 1:29:27 PM

12-1 PM

I will be attending this conference via phone and have already received your app...

  **RE: FRIDAY, MAY 17, 12-1 PM** Professor Wyly_   5/17/2013 1:21:24 PM

I called per our emails, but there was no answer. Please contact me today around...

  **RE: FRIDAY, MAY 17, 12-1 PM** Melanie Bane_   5/8/2013 3:17:46 PM

I would like to attend Friday 17th from 12-1 Thank you

  **RE: FRIDAY, MAY 17, 12-1 PM** Professor Wyly_   5/17/2013 12:29:57 PM

Thanks for meeting with me.

  **RE: FRIDAY, MAY 17, 12-1 PM** Dustin Nicholas_   5/10/2013 1:14:19 PM

I would like to attend this session fri 21-1

  **RE: FRIDAY, MAY 17, 12-1 PM** Professor Wyly_   5/17/2013 12:41:52 PM





Thanks for meeting with me.

  **RE: FRIDAY, MAY 17, 12-1 PM** Dorothy Harris_   5/15/2013 8:21:49 PM

I would like Friday from 12 to 1pm.

  **RE: FRIDAY, MAY 17, 12-1 PM** Professor Wyly_   5/17/2013 1:22:31 PM

Thank you for meeting with me.

  **RE: FRIDAY, MAY 17, 12-1 PM** Katharine Snuffer_   5/16/2013 11:26:25 AM

I would like Friday from 12 to 1.

  **RE: FRIDAY, MAY 17, 12-1 PM** Professor Wyly_  5/17/2013 12:30:24 PM

Thanks for meeting with me.

  **FRIDAY, MAY 17, 1-2 PM** Professor Wyly_  5/8/2013 12:31:38 PM

Conferences are to be in person. Requests for phone conferences need to be appro...

  **RE: FRIDAY, MAY 17, 1-2 PM** Somayh Saleh_   5/9/2013 1:26:05 PM

I will like to attend this conference. Friday May 17 1-2 pm.

  **RE: FRIDAY, MAY 17, 1-2 PM** Professor Wyly_  5/17/2013 1:53:20 PM

Thanks for conferencing with me.

  **RE: FRIDAY, MAY 17, 1-2 PM** Sabrina Carter_   5/9/2013 1:42:37 PM

May I have the conference over the phone on May 17 between 1-2 PM?

  **RE: FRIDAY, MAY 17, 1-2 PM** Professor Wyly_  5/17/2013 2:29:26 PM





Thank you for the conference.

  **RE: FRIDAY, MAY 17, 1-2 PM** Lauren Terry_   5/14/2013 2:37:13 PM

I would like to request a phone conference for Friday May 17 1-2pm via telephone...

  **RE: FRIDAY, MAY 17, 1-2 PM** Professor Wyly_  5/17/2013 2:18:38 PM

Thanks for the conference.

  **RE: FRIDAY, MAY 17, 1-2 PM** Linda Johnson-Jones_   5/15/2013 4:27:10 PM

Professor Wyly, I need to switch my appointment to this time from Thursday at 11...

  **RE: FRIDAY, MAY 17, 1-2 PM** Professor Wyly_   5/17/2013 1:41:43 PM

Thanks for meeting with me.

  **RE: FRIDAY, MAY 17, 1-2 PM** Kellie Owens_   5/15/2013 4:47:28 PM

May I come during this time instead. I emailed and called you earlier today. Whe...

  **RE: FRIDAY, MAY 17, 1-2 PM** Professor Wyly_   5/17/2013 1:54:08 PM

Met on Thursday--see above.

* Times are displayed in (GMT-08:00) Pacific Time (US & Canada); Tijuana

C. Example of Voluntary Orientations

Essay 2 Workshop, Tuesday, 3/5. 9-10:15 AM, Room 703

Please post here if you plan to attend the workshop. While posting is not a requirement--you may choose simply to show up--it will be of benefit to me if I know how many students I may expect as well as the topics or questions you have. Thanks! - MW

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Responses

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  **Workshop** Dustin Nicholas_   2/13/2013 12:40:21 PM

Mr. Wyly, I would like to attend a workshop on essay number 2. Please let me kno...

  **RE: Workshop** Professor Wyly_   3/1/2013 6:22:15 AM



Please see above. As soon as I have a room confirmation, I will announce the loca...

  **Workshop** Mealani Maldonado_   2/15/2013 8:18:03 PM

Professor Wylly, I will definitely like to attend the workshop. I need as much he...

  RE: Workshop Professor Wylly_  3/1/2013 6:22:28 AM

Please see above. As soon as I have a room confirmation, I will announce the loca...

  Workshop Amber Summerise_  2/22/2013 8:47:26 AM

Professor Wylly, Did you already have the workshop? I haven't seen anything about...

  RE: Workshop Professor Wylly_  3/1/2013 6:22:39 AM

Please see above. As soon as I have a room confirmation, I will announce the loca...

  Essay workshop Linda Johnson-Jones_  2/27/2013 8:12:20 AM

I would like to attend the workshop whenever it is scheduled.

  RE: Essay workshop Professor Wylly_  3/1/2013 6:22:49 AM

Please see above. As soon as I have a room confirmation, I will announce the loca...

  Workshop Dorothy Harris_  2/27/2013 8:36:43 PM

I would like to attend the workshop.

  RE: Workshop Professor Wylly_  3/1/2013 6:22:59 AM

Please see above. As soon as I have a room confirmation, I will announce the loca...

  Update Professor Wylly_  3/5/2013 7:21:50 AM

Note that we are meeting in Rm 703.

* Times are displayed in (GMT-08:00) Pacific Time (US & Canada); Tijuana

Michael J. Wily
English Department/Humanities Division
Spring 2011

SLO Report for English 1: College Composition (Online)

English 1 SLO's used in this report:

1. Read college-level essays and/or imaginative literature accurately for the main points, inferences, and tone.
2. Evaluate critically the major ideas and their methods of presentation in the essays and/or imaginative literature read.
3. Write responsive, analytical essays based on thoughtful understanding of these readings or personal experience.
4. Write logical, effective essays which are coherent, well-organized, and well-supported pieces of communication in the appropriate rhetorical mode.
5. Understand the principles of research and documentation.

Core Competencies assessed in this report:

- I. Communication: A, C, and D
- II. Critical Thinking & Information Competency: A and C
- III. Global Awareness: B and C
- IV. Personal Responsibility: A, B, and C

Assessment Tool/Assignment:

Students participate in a mandatory face-to-face orientation during the first week of the spring semester. The goal of this assignment was to increase student access and sense of accountability to English 1 Online to address sharper drop-offs during the weeks previous to first census which ideally would affect positively course retention over the whole of the semester. The assignment was made available via email and on the course shell previous to the start of the spring semester. Reminders were sent out at the beginning of the semester and again just previous to the start of the orientations. The text provided for the students follows:

As a part of this class, you are required to attend an orientation to be held on the main campus.

As a result of the orientation you may expect the following outcomes:

1. You should get to know me a little bit. My hope is that this will be the beginning of a partnership wherein you feel comfortable approaching me with problems or questions as they arise. Ideally, this relationship should better equip the both of us to work for your success.
2. You should understand what is required of you in this class as per the course syllabus, including the opportunity to ask questions for clarification. You should also understand my responsibilities to you, including availability such as email, office hours and the like.
3. You should understand how the course shell is organized, including the opportunity to ask questions for clarification.
4. You should be aware of some of the teaching strategies I will employ as the semester advances, including the required face-to-face midterm and final exams and intermittent, voluntary face-to-face workshops. Included in this discussion will be reference to resources available on campus to help you succeed.

Michael J. Wylly
English Department/Humanities Division
Spring 2011

5. You should understand how English 1 works with LR 10 to enhance your success in English 1.
6. You should understand the main ideas behind our first essay assignment, to be assigned on Monday, 1/24, including the opportunity to ask questions.

That said, we will only have about an hour in which to deliver all of this information. As such, I expect you to be on time and prepared as the orientation will begin promptly at the assigned time. If you are not present on-time, at the beginning of the orientation, you will not receive credit for it.

Not to participate in one of the orientations will result in being dropped from the course.

Orientations will be held on the following days and times. Note that the location is different for each day and time.

- Monday, 1/24, 2:15-3:20PM, Room 801
- Tuesday, 1/25, 6-7:30PM, Room 704
- Wednesday, 1/26, 8:15-9:30AM, Room 811

(Should you have unique circumstances—such as an active military serviceperson who is stationed overseas—there is a process by which you may request an alternative method of orientation. However, I need you to apprise me of your situation no later than Monday, 1/24. Please note that any accommodations are subject to my approval which is reserved for unique scenarios wherein I cannot reasonably expect a student to participate.)

What you will need at the orientation:

- Legal picture identification such as a driver's license or passport.
- Note-taking materials. (You may bring a laptop if you wish. Internet access on campus is available.)

Please contact me with any questions, and I look forward to meeting each of you next week.

Assessment results:

Section 10694

- 30/30 students enrolled previous to start of semester. Five add codes sent out via email to students on waitlist.
- Unanimous diagnostic with one student missing orientation. Taken 2/5/2011.
- As of 1/31, 26 students responded to Week 2 discussion re: assigned readings.
- As of 1/31, 23 students submitted first reading response assignment.
- As of 2/5, 17 students responded to Week 3 discussion re: proposed topic and purpose for first essay.

Michael J. Wylly
English Department/Humanities Division
Spring 2011

- As of 2/5, contact with students much increased over the course of the first weeks incl. dramatic inc. in email traffic and use of office hours. Easily on par with face to face courses in this regard.
- As of 2/5, no students were dropped for lack of completion of introductory course materials—orientation and diagnostic. However, two students failed to participate in the orientation although they did complete other coursework. Both students were sent emails warning of their danger of being dropped unless they were proactive with a deadline of Monday, 2/7, for contact.
- 2/5 Drops--Section 10694. None.
- Total students after drops: 30/30
- 2/9 24 submissions of the major first essay.
- 2/10 Unable to reschedule orientations with above students to my satisfaction. One student did show-up for two separate appointments nor submit the first essay and the other submitted first essay late without any other correspondence including replies to emails re: orientation. Both dropped. A third repeat student—this semester was her fourth attempt at English 1 Online—did not submit the first essay nor did she reply to emails. I also dropped her, and advised taking this course face-to-face (again). Total students to date: 23 students.

Section 10695

- 30/30 students enrolled previous to start of semester. Five add codes sent out via email to students on waitlist.
- 26/30 students completed online diagnostic by deadline.
- 27/30 students did not attend orientation (all three also failed to take the diagnostic—see above).
- As of 1/31, 27 students responded to Week 2 discussion re: assigned readings.
- As of 1/31, 23 students submitted first reading response assignment.
- As of 2/5, 21 students responded to Week 3 discussion re: proposed topic and purpose for first essay.
- As of 2/5, contact with students much increased over the course of the first weeks incl. dramatic inc. in email traffic and use of office hours. Easily on par with face to face courses in this regard.
- As of 2/5, 4 students were dropped for lack of completion of introductory course materials—orientation and diagnostic.
- 2/5 Total students after drops: 25/30
- 2/9 25 submissions of the first major essay.

Conclusions:

- Students seem to have a stronger connection to the course and its instructor sooner as a result of face-to-face contact.
- More students feel comfortable sooner in making contact with instructor for aid/support in the first few weeks.
- Students are generally more immediately comfortable with the architecture of the course thus further eliminating the potential for confusion.
- Success rates for the completion of the first major assignments are increased with fewer drops or failing grades for un-submitted work. Still, I would like to see more students succeed in the first weeks.

Michael J. Wylly
English Department/Humanities Division
Spring 2011

Next Steps in the Classroom

- A. As the orientations seem to impact positively success and retention in the first weeks, continue to hold orientations. That said, I will make the orientations two hours instead of one to allow for more time to introduce the next unit and follow-up questions (as all orientations went over the allotted time). I hope this extended time may allow for a higher rate of completion of the first major essay for the semester.
- B. In addition to the above, I also held optional meetings for the remainder of the semester. Continue this practice while also adding one more mandatory meeting with the instructor—will pilot a mandatory one-on-one meeting with the instructor in preparation for the final research paper next semester.

What Steps Might the Department Take?

- A. Continue to support the guidelines for online courses in the Humanities which include mandatory face-to-face contact for online students.
- B. Compare/measure retention and success rates of online courses in English to ascertain effects of guidelines in Humanities.

Michael J. Wylly
English Department/Humanities Division
Fall 2011

SLO Report for English 1: College Composition (Online)

English 1 SLO's used in this report:

1. Read college-level essays and/or imaginative literature accurately for the main points, inferences, and tone.
2. Evaluate critically the major ideas and their methods of presentation in the essays and/or imaginative literature read.
3. Write responsive, analytical essays based on thoughtful understanding of these readings or personal experience.
4. Write logical, effective essays which are coherent, well-organized, and well-supported pieces of communication in the appropriate rhetorical mode.
5. Understand the principles of research and documentation.

Core Competencies assessed in this report:

- I. Communication: A, C, and D
- II. Critical Thinking & Information Competency: A and C
- III. Global Awareness: B and C
- IV. Personal Responsibility: A, B, and C

Assessment Tool/Assignment:

Per my Spr 2011 SLO Report wherein I suggested the next steps in my online classroom should include the continued practice of optional meetings with students and the piloting of a mandatory one-on-one conference in preparation for the final research paper (in lieu of a proctored exam), Fall 2011 students in English 1 online were provided two regular opportunities for face-to-face contact with the instructor (in addition to the obligatory orientation). The goals of these opportunities/assignments were to increase student access and sense of accountability, to impact positively the likelihood of student success, and to model patterns/practices of a successful student for English 1 Online as well as future online and face-to-face courses. (In addition, these practices continue to satisfy in part the Humanities policy for online courses which mandates obligatory in-person contact.)

1. Students were invited to attend on a voluntary basis a two-hour introduction for each course unit—four sessions total—scheduled in a classroom setting during alternate Wednesday and Thursday evenings. Sessions therefore were held every three to five weeks. Specific desired outcomes for these meetings included the following goals:
 - a. Increased comprehension of the unit including its correlating assignments and how each assignment functioned as a scaffold for the final essay, the capstone of the unit;
 - b. Increased contact with the instructor including the opportunity to ask questions, schedule conferences or the like to increase the instructor's ability to address individual student needs;
 - c. The creation of a more developed, inter-personal relationship between students and the instructor, a demonstrated factor in a student's willingness to reach out for help when needed.
2. Students were obligated to meet one-on-one with the instructor to review drafts of the annotated bibliography and the final, research essay. Students scheduled with the instructor via specialized discussion threads ten to fifteen minute conferences during one

of a series of one-hour blocks allocated for this purpose (with no more than four to five students per hour). During this conference, each student presented her research, an outline *and* complete working draft of the final essay, and two to three questions the student hoped to address during the conference. Specific desired outcomes for this conference included the following goals:

- a. Instructor assurance that the student composed her own work through the analysis of the drafting process and student awareness of her own work;
- b. Student commitment to the process of composition through planning and drafting;
- c. Increased meta-cognitive comprehension by the student of the essay-in-progress and the writing process;
- d. Receipt of constructive feedback from the instructor previous to the submission of the final essay to enhance further the likelihood of success;
- e. Modeling the positive effects of drafting and consultation to enhance the likelihood of future success of the student at SCC and transfer institutions, including a stronger understanding of the purpose of office hours and the significance of arriving prepared with pointed questions.

Overall goals included the increase of instructor-student communications during and outside of the above sessions; the increase of a sense of community and “connected-ness” to the course for the online student; the increase of retention and student success in online English 1; instructor surety of the integrity of the submitted work including academic honesty.

Assessment results:

1. Some form of face-to-face contact should be maintained in online courses in English 1 which should at least in part continue to be obligatory.
 - a. Students seem to have a stronger connection to the course and its instructor sooner as a result of face-to-face contact. Appointments for conferences, emails for assistance and the use of looking for assistance boards built into the course architecture were more prevalent.
 - b. Students are generally more immediately comfortable with the architecture of the course thus further eliminating the potential for confusion.
 - c. Success rates for the completion of the first major assignments—up through week four of the semester—increase to 100% of all registered students in both sections taught (with zero drops or failing grades for un-submitted work in the first week).
2. While they were useful for those students who selected to participate, substantially fewer students took advantage of the optional meetings. (While those students who did participate tended to be successful, many students who did not participate were also successful.)
 - a. After the initial obligatory meeting, only about 10% of students took advantage of the optional sessions.
 - b. While some students came to most or all of the sessions, new faces appeared as the semester progressed. Students did not disappear after coming the first time; i.e., once I had buy-in, they continued to participate.
 - c. Of the students who did participate in these sessions 100% completed the course with the grade of C or better. Of note, about one-third of these students would likely have not passed English 1 had it not been for these sessions.
3. Proctored, mandated conferences for the final project are essential to student success and instructor confidence in the academic integrity of student work.

Michael J. Wly
English Department/Humanities Division
Fall 2011

- a. All students who participated in the final, obligatory meeting with the instructor submitted stronger essays at the final with all but one receiving a grade of C or higher on the final paper.
- b. Of note, the few students who did not participate did not submit final essays at the end of term.

Next Steps in the Classroom

- A. Continue the above practices.
- B. Institute an earlier (midterm) obligatory conference to work to catch those students who struggle earlier to increase further retention/success.
- C. Continue to question/analyze the disparity of success between sections in any given semester in identical courses.

What Steps Might the Department/Institution Take?

- A. Continue to support the guidelines for online courses in the Humanities which include mandatory face-to-face contact for online students.
- B. Compare/measure retention and success rates of online courses in English to ascertain effects of guidelines in Humanities.
- C. Develop a better approach to the logistics of room assignments, times, and the like. This point is especially true for obligatory orientations which must be held over multiple days and time offerings.
- D. Work to develop a stronger and more consistent message regarding the profile of the successful online student.