

**STUDENT OUTCOMES COMMITTEE OF THE  
BOARD OF TRUSTEES**

**MINUTES**

**Thursday, February 16, 2023**

**10:00 a.m.**

**Hybrid**

**Presiding:** Ms. Chekemma Fulmore-Townsend

**Committee**

**Members:** Ms. Mindy Posoff, Mr. Tyrell McCoy, Dr. Judith Gay, Mr. Patrick Clancy, Ms. Sheila Ireland, Ms. Morgan Cephas

**Board**

**Participants:** Mr. Harold Epps

**College**

**Members:** Dr. Donald Generals, Dr. Alycia Marshall, Dr. Vance Gray, Dr. Mellissia Zanjani

**Guests:** Dr. Karen Rege, Dean of Online Learning & Media Service  
Dr. Chae Sweet, Dean of Liberal Studies

**(I.) Public Session**

**(a) Introductions (I)**

Trustee Chekemma Fulmore-Townsend called the meeting to order and distinguished the agenda topics that would be discussed during the public session, and others that would be discussed during the Executive Session. It was decided that the HyFlex presentation and the Paralegal Studies topics would be discussed during the Public Session. Following the Public Session, updates regarding the next steps for the Liberal Arts Honors and Behavioral Health and Human Services programs would be discussed by Dr. Marshall, and an announcement would be shared by Dr. Generals during the Executive Session.

Dr. Karen Rege, the Dean of Online Learning & Media Services introduced herself.

**(b) HyFlex Presentation (I)**

Dr. Rege shared the definition of HyFlex online learning, and some of the successes and challenges she and her team have observed this semester while testing the concept. Following that, she discussed next steps for scaling up. The presentation is attached.

The HyFlex instructional method is a hybrid flexible course format that combines a face-to-face (F2F) and online learning instructional format. Each class session is offered in-person, synchronously online, and asynchronously online. At any given point while enrolled in the course, students can decide how to participate, whether they choose to come to class one day, or sign in using Zoom the next day. This learning format provides them with flexibility.

The HyFlex format of online learning has been around since 2012, but has taken off since the pandemic. The results from a study conducted by Valdosta State in Georgia highlighted success rates in developmental math courses and found that according to descriptive statistics, the course success rate of HyFlex instruction (64%) was higher than face-to-face (60.6%) and online instruction (51.3%).

When it comes to implementing HyFlex, there are a few things CCP faculty will have to consider when offering courses, such as technology and pedagogical considerations. One factor faculty will have to plan for is the course design, which begins with a process called backwards design. A backwards design concept starts with the course learning outcomes first and then incorporates the activities, the content, and the assessments. However, it is challenging to make sure the assessments, tests, papers, and presentations are assigned and completed in each modality equitably. Another factor to consider is classroom management in handling students who are engaging with the course and course content in multiple ways through the different modalities. Faculty will need to conduct assessments equitably in each modality and set expectations around attendance, how students are going to do group work, and how to use class time for the students who are face to face, synchronous, and asynchronous, which plays into the technology setup.

Similar to hybrid meetings, there are a number of considerations. One is the two-way audio format. This consists of the students who are in the room, a video of students who are coming in through Zoom, and a video projection of both the Zoom student group and in-person student group simultaneously. With this setup, all of the students and the instructor are viewing the same content during the class session.

Currently, there are two outfitted HyFlex classrooms in use as a test pilot for three classes for the Spring 2023 semester: BIO 109 with Carla Perry in NERC, MATH 161 with Clark Loveridge in room BR 22, and NUTR 111 with Melissa Altman Traub in NERC.

For the test pilot, the HyFlex setup for faculty and students includes a webcam and a microphone setup in the ceiling that enables the instructor and students in the class to be heard by the students who are on Zoom. To ensure that the students who are on Zoom can be seen by the instructor, the students in-person and projected as a whole group - the shape of the classroom is considered for the overall setup. Other technological components included in the setup are extra display panels and a podium in the front of the room with two monitors. One monitor is setup so the faculty member can see the content, and the other monitor is so that they can see the students on Zoom while facing the other students. There is also a large display panel for students who are in the room. Multiple webcams are used in this configuration. One camera allows students on Zoom to see what's happening in the class, while another camera helps the students in the classroom see the students on Zoom. Some of the cameras used are called PTZ cameras which tilt side to side and go up and down.

There have been a few preliminary issues during the HyFlex pilot process such as audio challenges at NERC and knowing how many computers to use for classroom/instructional setup. Dr. Rege informed the Board that she is testing different types of technology to see what fits best for certain classes and identifying which faculty members' particular style of teaching in the HyFlex format would be most effective for students. She also shared that CCP's Instructional Designer, Carol Seufert, did a two-week intensive course to learn how to coach faculty through the HyFlex design, so they can be intentional about building courses for all students to participate. So far, the math faculty has been astonished about the perfect attendance score of students. The students are also excited and grateful for the flexibility. One of the student survey

quotes from Dr. Rege's presentation was among her favorite, which pointed out: "The HyFlex format allows me to attend school, work full time and adjust my home life to assignments as needed; without this particular format I would not have been able to attend school, this is very much needed for future courses. A+"

Instructional design support will be provided for faculty through various formats and methods. Kelvin Veale, the Director of Academic Technology of CCP, will be documenting common questions to develop a list of FAQs as a reference for faculty. There will also be a repository of learning documents, syllabi, focus groups, data gathering, and book clubs which includes Brian Beatty's book called, Hybrid-Flexible Course Design, that is free online. On March 1st, there will be a guest speaker, Wendy Tietz, who will be discussing Hybrid Flexible Learning. Wendy has been successfully doing HyFlex for seven or eight years and has been a guest speaker nationally.

Some of the plans for scaling up will include adding 10 courses in the fall 2023 semester and increasing the number of rooms that will enable HyFlex capabilities in the future. Dr. Rege has been working closely with Academic Technologies, ITS, Jacob Eapen and Derrick Sawyer in the budgeting office to identify funds to support a scale-up. She is also working with Dr. Vance Gray to secure additional Perkins funding for HyFlex technology to offset College costs. On the marketing side, there is a small team who has worked on developing a video with CCPTV staff and recorded it in the TV studio. Dr. Rooney's staff assisted with getting the video onto the College's YouTube channel to promote HyFlex to prospective students, as well as current students to help increase retention. Benchmarks will also be set for data and reviewing any policies that must be developed to support this new modality.

Dr. Rege opened the floor for questions from the committee.

Trustee Clancy asked if any of the non-credit programs will offer the opportunity to learn via the HyFlex method. Dr. Rege replied that it has been discussed for consideration, but a final decision has not been made. However, it has been determined that because of the hands-on approach that is often required in many of those classes, specific courses have not been identified yet from that area. Trustee Clancy also asked Dr. Rege about the cost of HyFlex and if there is a one-time fee that we could pay to expand HyFlex access across the college, or if there would be an additional fee when new HyFlex classes are added. Dr. Rege explained that both she and Jacob Eapen were able to meet with the CEO from ClearTouch. The company donated display panels, as well as the PTZ cameras for the first two pilots. Based upon the installer's charges that were used to get the first two up and running, the estimated costs are between \$10,000 to \$11,000 to outfit a single classroom. To cover the costs, Dr. Rege is working with Dr. Gray and Derrick Sawyer to secure Perkins and operational funds. Dr. Alycia Marshall added that there is an instructional design feature that involves human resources, outfitting rooms with equipment and maintenance, and the human resources needed for troubleshooting and training for faculty that also have to be factored into the budget.

Trustee Epps asked if there is motivation for faculty to migrate to the HyFlex model, and for insight related to beta tracking. Dr. Marshall informed the Board that some of the faculty who are excited about online work are excited about alternative modalities including HyFlex. These faculty have volunteered for the pilot. In terms of the potential success, after students complete courses, we're hoping we will get some positive student success outcomes to share more broadly with faculty and ultimately generate even more interest. When there is real data around the student outcomes across disciplines, departments and divisions, then more faculty across the college will want to become involved. Regarding beta tracking, Dr. Marshall informed Trustee Epps that they were looking at modality and success across the board as a part of the Scheduling

for Success initiative, and that is an intentional part of data-informed decision-making around course modality.

Trustee Posoff inquired about other schools that offer HyFlex learning and their success rate, and what the vision is going forward. Dr. Rege stated that in terms of the other schools, she is watching what's happening nationally, and there's quite a variation. Some colleges are successful with HyFlex while others are not. She has made some connections with colleges where HyFlex learning is successful. The colleges that are successful with HyFlex learning provide wraparound support services for the faculty. Having a technician available in or nearby the classroom if something happens, providing training and instructional design services are all useful for a successful HyFlex learning experience for faculty and students. Trustee Posoff also asked if it was mandatory for students who log on through Zoom to stay on camera during the class session. Dr. Rege stated that there currently isn't a specific CCP policy related to this although they encourage conversations between the instructional designers and HyFlex faculty to share common questions and experiences through a repository. The intent is that faculty are creating class activities that are engaging for students.

Trustee Epps asked what the exam process is for HyFlex Learning. Dr. Rege informed him that generally, the assessment process is done asynchronously to accommodate all the students. Dr. Epps also shared there are policies relative to authentication that must be adhered to due to the accreditation process and that the College is adhering to those to ensure the academic integrity of HyFlex and all other instructional methods offered at CCP.

(c) Paralegal Studies Associate of Applied Science (A.A.S.) Academic Program Review (A)

Paralegal report provided by previously by Dr. Chae Sweet.

Trustee Fulmore-Townsend called the committee to vote for the approval of continuing the Paralegal Studies Associate of Applied Science (A.A.S.) academic program for another five years. The motion was seconded and the committee voted unanimously in favor of continuing the program.

**Attachments:**

HyFlex Presentation

Paralegal Studies A.A.S. Academic Program Review