

**Technology and Distance Education Committee Minutes**  
**4/16/2021**  
**Chair Maya Israel**

Agenda:

- Recap Data Discussion with Nathan Hanson from March meeting
  - Enrollment (page 1) and Completer data (page 2) for the following online programs:
    - Ed Tech – EdD
    - Curriculum & Instruction – all degree levels
    - Dyslexia certificate
    - Ed Leadership – Master’s
  - Page 2: Completers over the course of 3 academic years (9 semesters beginning summer 2017-Spring 2020). Summary table with numbers and then individual programs.
  - Questions discussed:
    - EdD and PhD students engaged in dissertations: Are they reflected? As long as they are enrolled in dissertation hours, they would count.
    - With off book programs, when numbers are shared college wide (enrollment), are those numbers counted? Fall enrollment detail—yes.
    - Dyslexia—only 2 academic years of data (Summer 2018 start)
    - Enrolled 2020: Not including active students not enrolled in courses. We have students not enrolled Fall 2020
- Discussion of guiding questions for program coordinators to apply to their data
  - Recap discussion of guiding questions for program coordinators to apply to their data (from February meeting)
    - Create trend reports for the programs
    - Applied/admitted/enrolled and completers
    - Based on this data, perhaps we provide the goal and ask: What 2-3 action steps would you like to employ to meet these goals? (e.g., diversifying social media presence, student profiles on the website, increase enrollment, etc.)
    - Question: How does the data in their program compare to the population of their workforce? (e.g., teachers, school administrators, etc.) and compare program data to that data.
      - We have district, school building data for teachers and students for K-12 for practicum, internship, jobs, etc.

4/16/2021 Discussion:

- People are busy so we need to be sensitive to workload

- Program coordinators have to do some of this work for their CIP; can we attach this to next year's CIP?
  - Maybe this data can come in combination with the CIP email to be used along with those goals? (Check on dates—early spring??)
  - Maybe provide this data but mention that this will be provided again during the CIP communications?
  - Situate this within the broader discussion around diversity and inclusion
- Prompt: Examine current CIP goals related to diversity and inclusion. Consider how this data can be used to inform the program as related to these goals.
- Some programs who have advisory boards can consider sharing this data and having a discussion with these advisory boards, especially as related to recruiting efforts.
- Prompts for considerations around recruitment
- Reach out to programs for whom we did not collect data to see if they are interested in having Nathan run these numbers for them?
  - Ask Tom for the list of programs that we haven't examined yet.
  - Sharing this information with programs that haven't received data
- Should this data be shared the broader COE community?
  - Nope--We would each share this data with our Schools
- Question: What does the graduate school at UF compare to us?

#### Decisions:

- Attach communication about this data to the communication about next year's CIP goals as related to diversity and inclusion.
- Send an email to folks prior to the CIP communication so people interested in looking at the data sooner can do so.
- Reach out to programs for whom we did not collect data to see if they are interested in having Nathan run these numbers for them.
- Suggest that programs that have advisory boards share this data with them, especially as related to recruitment efforts.
- Vivian and Maya will start an email communication to share with the committee that can be used in discussions with our programs. We will work on this once grades are submitted. 😊