Faculty Senate Agenda - DRAFT
9/11/17
3 – 4:45
Highlands College 123

Attendees

Scott Risser, Laura Young, Alice McDonough, Dan Autenrieth, Charie Faught, Vickie Petritz, Tony Patrick, Andrew Thomas, Atish Mitra, Doug Abbott, David Gurchiek, Kal Miah, Katherine Zodrow, Jackie Timmer, Courtney Young, Ron White, Dawn Atkinson, Kay Eccleston, Micah Gjeltema, Casey Vanatta, Rita Spear, Leslie Dickerson, Stella Capoccia, Glen Southergill, Diane Wolfgram, and Matt Egloff

Welcome & Minutes

I. Welcome and Introductions
   a. Minutes for the May 5th meeting can be found here: http://www.mtech.edu/about/facultysenate/minutes/2017/may-5.pdf
   b. Motion and second to approve the minutes as written. Motion Passed.

Action Items

II. Senate Secretary Nominations (2017-18 Faculty Senate)
   a. Because C. Cote no longer works at Tech, the position of secretary was vacant. Several senators asked the scope of officer position.
   b. *Motion and second to nominate Dr. Charie Faught. Dr. Faught accepted nomination and the vote elected her unanimously.*

III. Academic Calendar Proposal 18/19
   a. Registrar Dickerson distributed academic calendars for both the 18/19 and 19/20 academic year. These calendars are very close or identical to the UM-Missoula and MSU-Bozeman academic calendars. Discussion occurred surrounding previous years' calendars and the Monday through Friday exam schedule.
   b. *Motion and second to endorse calendars as presented. Motion Passed.*

IV. Resolution for capping WRIT courses
   a. The attached resolution was presented by Dr. Dawn Atkinson. Discussion of the resolution's monetary impact and staffing needs.
   b. Provost Abbott submitted the attached summary of capacity for WRIT classes on other MUS campuses. He also shared comments from Legal Council on Faculty Senate Resolutions.
   c. Discussion of whether this resolution sets a precedent that may be used by other departments/programs.
   d. *Motion and second to table this resolution until such time as additional fiscal and enrollment data be provided along with detailed rationale. Motion Passed.*

Informational Items

V. Results of Moodle survey of students
   a. Attached survey results discussed by Casey Vanatta. A question was asked of how we can increase responses rate. Faculty can announce this survey in their classes (found on MyMtech). This can also serve as an advertisement to the CTS Help Desk for when students run into issues.

VI. Faculty representation on the NWCCU Steering Committee.
   a. Provost Abbott discussed that this group is responsible for maintaining our regional accreditation. The faculty member previously in this position has had to step down. This position is part of the committee's "inner circle" and would meet weekly with Melissa Kump and Scott Juskiewicz.

b. Whereas some members of this committee have faculty status (e.g. Dean Coe), it is very important to have a "true faculty member."
c. Senators were asked to bring this opening back to their departments to form an interest pool. It will also be announced through <all faculty> when disseminating the minutes.

Discussion Items

VII. Faculty involvement in online course evaluation, development, and fee use
a. Dr. David Bentz discussed the need for faculty input concerning online course quality and evaluation. This might be best done through a faculty committee that makes recommendations and guidance for Dr. Bentz.
b. Some question over whether or not this proposed committee would overlap in scope and mission of existing committees.
c. Suggestion that the CRC might be a good place to recruit these committee members.

VIII. Results of the 2017 Faculty Satisfaction Survey (attached)

IX. Full Faculty Meeting
a. Discussed timeline for full-faculty meetings.
b. Recommendation for 2 meetings per semester that were organized by topics, and not having meetings just for holding meetings sake.
c. There doesn't seem to be a lot of faculty mixing, and some faculty feel quite isolated. Could FS sponsor a TGIF?

X. Other Items
a. Matt Egloff discussed an unusually high turnover in General Engineering and stated he believed this was due to new faculty course load including last-minute course changes and too many preps. Other faculty asked if this was just a more general issue of employee retention.
    i. *Motion and second to invite Vanessa Van Dyk to share employee retention data with the senate as well as develop an exit survey if none exists. Motion Passed*
b. Interest in inviting WIRE group to provide update and feedback.
    i. *Motion made to request WIRE group presence, no second.*

Montana Tech

*2018-2019 Academic Calendar**

First (Fall) Semester 2018-2019 ~ August 27, 2018 – December 14, 2018

Continuing students Fall semester pre-registration begins	Monday, April 2, 2018
Fee payment due for Fall semester	Monday, August 20, 2018
Late Fee ($40.00) for non-paid students without a signed payment contract	Tuesday, August 21, 2018
Continuing Students (not new admits) registering after fee payment date, assessed $40.00 late fee	Tuesday, August 21, 2018
Residence halls open at 9:00 am	Wednesday, August 22, 2018
Semester begins with *New Student Orientation & Registration Program* in the afternoon	Wednesday, August 22, 2018
Fall classes begin (Alt Pins disabled at 4:30 p.m.)	Monday, August 27, 2018
Web-registration closes, last day to add a class without instructor approval	Tuesday, August 28, 2018
Instructor signature required to add a class (at the instructor's discretion)	Wednesday, August 29, 2018

***** Students without completed fee payment or signed a payment contract by 4:00 pm on Wednesday, August 29th (3rd day of class) will be cancelled from classes and will be required to re-register. *****

Holiday (Labor Day) no classes/offices closed	**Monday, September 3, 2018**
Registration closes at 5:00 p.m. (10th Day of Classes ~ last day to add a class)	Monday, September 10, 2018
Last day to drop a class without course appearing on transcript (15th Day of Class)	Monday, September 17, 2018
Non-paid students assessed additional $40.00 late fee	Tuesday, September 18, 2018
Faculty post freshmen and Highlands College midterm grades via OrediggerWeb (20th Day of Class)	Monday, September 24, 2018
Faculty post freshmen and Highlands College midterm grades via OrediggerWeb (40th Day of Class)	Monday, October 22, 2018
Last day to withdraw from a class with an automatic "W" (50th Day of Class)	Monday, November 5, 2018
Continuing students begin pre-registration for 2nd (Spring) semester	Monday, November 5, 2018
Holiday (Election Day) no classes/offices closed	**Tuesday November 6, 2018**
Holiday (Veterans Day) no classes/offices closed	**Monday, November 12, 2018**
May and August 2019 graduates–last day to submit application for degree to Enrollment Services	Monday, November 19, 2018
Fall Thanksgiving Break - non-Instructional day (no classes held, admin. & faculty offices open)	Wednesday, November 21, 2018
Holiday (Thanksgiving) no classes/offices closed	**Thursday, November 22, 2018**
Holiday (Columbus Day exchange) no classes/offices closed	**Friday, November 23, 2018**
Thanksgiving Break ends, classes resume 8:00 AM	Monday, November 26, 2018
New and returning students may begin pre-registration for 2nd (Spring) semester	Monday, December 3, 2018
Fall Graduate Recognition Ceremony	Friday, December 7, 2018
Semester exams	Mon-Fri, December 10-14, 2018
Deadline for faculty input of final grades via *Orediggerweb* – 12:00 noon	Wednesday, December 19, 2018
Grades posted to student account/viewable on *Orediggerweb* – 4:00 PM	Friday, December 21, 2018
Holiday (for Christmas Day)	**Tuesday, December 25, 2018**
Holiday (for New Year's Day)	**Tuesday, January 1, 2019**

(See reverse for Spring 2019)

**Subject to change*

MontanaTech

*2018-2019 Academic Calendar** (continued)

Second (Spring) Semester 2018 – 2019 ~ Jan. 7, 2019 – May 3, 2019

Fee payment due for Spring semester 2019	Wednesday, January 2, 2019
Late fee ($40.00) for non-paid students without a signed payment contract	Thursday, January 3, 2019
Continuing students (not new admits) registering after fee payment date, assessed a $40 late fee	Thursday, January 3, 2019
New Student Orientation & Registration Program (for students not yet registered)	Friday, January 4, 2019
Residence halls open at 9:00 a.m.	Sunday, January 6, 2019
Spring semester classes begin	Monday, January 7, 2019
Web-registration closes, last day to add a class without instructor approval	Tuesday, January 8, 2019
Instructor signature required to add a class (at the instructor's discretion)	Wednesday, January 9, 2019

*****Students without completed fee payment or signed a payment contract by 4:00 pm on Wednesday, January 9th (3rd day of class) will be disenrolled from classes and will be required to re-register. *****

Registration closes at 4:00 p.m. (10th day of classes - last day to add a class)	Friday, January 18, 2019
Holiday (Martin Luther King Jr. Day) no classes/offices closed	**Monday, January 21, 2019**
Last day to drop a class without class appearing on transcript (15th day of classes)	Monday, January 28, 2019
Non-paid students assessed additional $40.00 late fee	Tuesday, January 29, 2019
Faculty post creshmen and Highlands College grades via OrediggerWeb (20th Day of Class)	Monday, February 4, 2019
Holiday (Presidents Day) no classes/offices closed	**Monday, February 18, 2019**
Faculty post freshmen and Highlands College grades via OrediggerWeb (40th Day of Class)	Tuesday, March 5, 2019
Spring Break begins after last class	**Friday, March 15, 2019**
Spring Break ends (students move back into dorms)	**Sunday, March 24, 2019**
Classes resume at 8:00 a.m.	Monday, March 25, 2019
Last day to withdraw from a class with an automatic "W" (50th day of class)	Tuesday, March 26, 2019
Continuing students begin pre-registration for Summer session and Fall semester 2019	Monday, April 1, 2019
December 2019 graduates – deadline to submit application for degree	Monday, April 8, 2019
Spring Mini-Break - no classes held, admin. & faculty offices open	**Friday, April 19, 2019**
Montana Tech Expo (classes in session)	Thursday, April 25, 2019
Semester exams	Mon-Fri, April 29-May 3, 2019
Commencement – 11:00 a.m. – Butte Civic Center	Saturday, May 4, 2019
Deadline for faculty input of Spring semester final grades via *Orediggerweb* 4:00 p.m.	Wednesday, May 8, 2019
Grades posted to student account/viewable on *Orediggerweb*	Tuesday, May 14, 2019

2019 Summer Session ~ May 28, 2019 – August 1, 2019

(Full Session: 5/28 – 8/1. 1st Session: 5/28 – 6/27. 2nd Session: 7/1 – 8/1)

Summer 2019 pre-registration begins	Monday, April 1, 2019
Holiday (Memorial Day) no classes/offices closed	**Monday, May 27, 2019**
1st Five-Week Session (5/28 – 6/27) & Full Session (5/28– 8/1) begins 7:30 a.m.	Tuesday, May 28, 2019
** FEE PAYMENT DUE ** (Students attending 1st & Full Sessions only)	Tuesday, May 28, 2019
Last day to add a 1st Session class (3rd day of 1st Session classes)	Thursday, May 30, 2019
Last day to drop a 1st Session class without a "W" (5th day of 1st Session classes)	Tuesday, June 4 2019
Last day to add a Full Session class (10th day of Full Session classes)	Wednesday June 12, 2019
Last day to withdraw from a 1st Session class with an automatic "W" (10th day of 1st Session classes)	Wednesday, June 12, 2019
Last day to drop a Full Session class without a "W" (15th day of Full Session)	Thursday, June 20, 2019
Semester exams for 1st Session – 1st Five-Week Session ends	Thursday, June 27, 2019
2nd Five-Week Session begins (7/1 – 8/1) 7:30 a.m.	Monday, July 1, 2019
** FEE PAYMENT DUE ** (students attending 2nd Session only)	Monday, July 1, 2019
Last day to withdraw from a Full Session class with an automatic "W" (20th day of Full Session)	Monday, June 1, 2019
Holiday (Independence Day) no classes/offices closed	**Thursday, July 4, 2019**
Deadline for faculty input of grades for 1st Session classes via *Orediggerweb* - 12:00 p.m.	Wednesday, July 3, 2019
Last day to add a 2nd Session class (3rd day of 2nd Session classes)	Wednesday, July 3, 2019
Last day to drop a 2nd Session class without a "W" (5th day of 2nd Session classes)	Tuesday, July 9, 2019
1st Session grades posted to student account/ viewable on *Orediggerweb*	Tuesday, July 9, 2019
Last day to withdraw from a 2nd Session class with an automatic "W" (10th day of 2nd Session classes)	Wednesday, July 17, 2019
Semester exams for 2nd and Full Sessions – 2nd and Full Sessions end	Thursday, August 1, 2019
Deadline for faculty input of final grades for 2nd and Full Session classes via *Orediggerweb* - 4:00 p.m.	Tuesday, August 6, 2019
2nd Session grades posted to student account/viewable on *Orediggerweb*	Friday, August 9, 2019

Montana Tech

*2019-2020 Academic Calendar**

First (Fall) Semester 2019-2020 ~ August 26, 2019 – December 13, 2019

Continuing students Fall semester pre-registration begins	Monday, April 1, 2019
Fee payment due for Fall semester	Monday, August 19, 2019
Late Fee ($40.00) for non-paid students without a signed payment contract	Tuesday, August 20, 2019
Continuing Students (not new admits) registering after fee payment date, assessed $40.00 late fee	Tuesday, August 20, 2019
Residence halls open at 9:00 am	Wednesday, August 21, 2019
Semester begins with *New Student Orientation & Registration Program* in the afternoon	Wednesday, August 21, 2019
Fall classes begin (Alt Pins disabled at 4:30 p.m.)	Monday, August 26, 2019
Web-registration closes, last day to add a class without instructor approval	Tuesday, August 27, 2019
Instructor signature required to add a class (at the instructor's discretion)	Wednesday, August 28, 2019

***** Students without completed fee payment or signed a payment contract by 4:00 pm on Wednesday, August 28th (3rd day of class) will be cancelled from classes and will be required to re-register. *****

Holiday (Labor Day) no classes/offices closed	**Monday, September 2, 2019**
Registration closes at 5:00 p.m. (10th Day of Classes ~ last day to add a class)	Monday, September 9, 2019
Last day to drop a class without course appearing on transcript (15th Day of Class)	Monday, September 16, 2019
Non-paid students assessed additional $40.00 late fee	Tuesday, September 17, 2019
Faculty post freshmen and Highlands College midterm grades via OrediggerWeb (20th Day of Class)	Monday, September 23, 2019
Faculty post freshmen and Highlands College midterm grades via OrediggerWeb (40th Day of Class)	Monday, October 21, 2019
Last day to withdraw from a class with an automatic "W" (50th Day of Class)	Monday, November 4, 2019
Continuing students begin pre-registration for 2nd (Spring) semester	Monday, November 4, 2019
Holiday (Veterans Day) no classes/offices closed	**Monday, November 11, 2019**
May and August 2020 graduates–last day to submit application for degree to Enrollment Services	Monday, November 18, 2019
Fall Thanksgiving Break - non-Instructional day (no classes held, admin. & faculty offices open)	Wednesday, November 27, 2019
Holiday (Thanksgiving) no classes/offices closed	**Thursday, November 28, 2019**
Holiday (Columbus Day exchange) no classes/offices closed	**Friday, November 29, 2019**
Thanksgiving Break ends, classes resume 8:00 AM	Monday, December 2, 2019
New and returning students may begin pre-registration for 2nd (Spring) semester	Monday, December 2, 2019
Fall Graduate Recognition Ceremony	Friday, December 6, 2019
Semester exams	Mon-Fri, December 9-13, 2019
Deadline for faculty input of final grades via *Orediggerweb* – 12:00 noon	Wednesday, December 18, 2019
Grades posted to student account/viewable on *Orediggerweb* – 4:00 PM	Friday, December 20, 2019
Holiday (for Christmas Day)	**Wednesday, December 25, 2019**
Holiday (for New Year's Day)	**Wednesday, January 1, 2020**

(See reverse for Spring 2020)

**Subject to change*

MontanaTech

*2019-2020 Academic Calendar** (continued)

Second (Spring) Semester 2019 – 2020 ~ Jan. 7, 2019 – May 3, 2019

Fee payment due for Spring semester 2020	Thursday, January 2, 2020
Late fee ($40.00) for non-paid students without a signed payment contract	Friday, January 3, 2020
Continuing students (not new admits) registering after fee payment date, assessed a $40 late fee	Friday, January 3, 2020
New Student Orientation & Registration Program (for students not yet registered)	Friday, January 3, 2020
Residence halls open at 9:00 a.m.	Sunday, January 5, 2020
Spring semester classes begin	Monday, January 6, 2020
Web-registration closes, last day to add a class without instructor approval	Tuesday, January 7, 2020
Instructor signature required to add a class (at the instructor's discretion)	Wednesday, January 8, 2020

*****Students without completed fee payment or signed a payment contract by 4:00 pm on Wednesday, January 8th (3rd day of class) will be disenrolled from classes and will be required to re-register. *****

Registration closes at 4:00 p.m. (10th day of classes - last day to add a class)	Friday, January 17, 2020
Holiday (Martin Luther King Jr. Day) no classes/offices closed	**Monday, January 20, 2020**
Last day to drop a class without class appearing on transcript (15th day of classes)	Monday, January 27, 2020
Faculty post creshmen and Highlands College grades via OrediggerWeb (20th Day of Class)	Monday, February 4, 2020
Holiday (Presidents Day) no classes/offices closed	**Monday, February 17, 2020**
Faculty post freshmen and Highlands College grades via OrediggerWeb (40th Day of Class)	Tuesday, March 3, 2020
Spring Break begins after last class	**Friday, March 13, 2020**
Spring Break ends (students move back into dorms)	**Sunday, March 22, 2020**
Classes resume at 8:00 a.m.	Monday, March 23, 2020
Last day to withdraw from a class with an automatic "W" (50th day of class)	Tuesday, March 24, 2020
Continuing students begin pre-registration for Summer session and Fall semester 2019	Monday, March 30, 2020
December 2019 graduates – deadline to submit application for degree	Monday, April 6, 2020
Spring Mini-Break - no classes held, admin. & faculty offices open ..,,,,	**Friday, April 10, 2020**
Montana Tech Expo (classes in session)	Thursday, April 23, 2020
Semester exams	Mon-Fri, April 27-May 1, 2020
Commencement – 11:00 a.m. – Butte Civic Center	Saturday, May 2, 2020
Deadline for faculty input of Spring semester final grades via *Orediggerweb* 4:00 p.m.	Wednesday, May 6, 2020
Grades posted to student account/viewable on *Orediggerweb*	Tuesday, May 12, 2020

2020 Summer Session ~ May 26, 2020 – July 30, 2020

(Full Session: 5/6 – 7/30. 1st Session: 5/26 – 6/25. 2nd Session: 6/29 – 7/30)

Summer 2020 pre-registration begins	Monday, March 30, 2020
Holiday (Memorial Day) no classes/offices closed	**Monday, May 25, 2020**
1st Five-Week Session (5/26 – 6/25) & Full Session (5/26– 7/30) begins 7:30 a.m.	Tuesday, May 26, 2020
** FEE PAYMENT DUE ** (Students attending 1st & Full Sessions only)	Tuesday, May 26, 2020
Last day to add a 1st Session class (3rd day of 1st Session classes)	Thursday, May 28, 2020
Last day to drop a 1st Session class without a "W" (5th day of 1st Session classes)	Tuesday, June 2, 2020
Last day to add a Full Session class (10th day of Full Session classes)	Wednesday June 10, 2020
Last day to withdraw from a 1st Session class with an automatic "W" (10th day of 1st Session classes)	Wednesday, June 10, 2020
Last day to drop a Full Session class without a "W" (15th day of Full Session)	Thursday, June 18, 2020
Semester exams for 1st Session – 1st Five-Week Session ends	Thursday, June 25, 2020
2nd Five-Week Session begins (6/29 – 7/30) 7:30 a.m.	Monday, June 29, 2020
** FEE PAYMENT DUE ** (students attending 2nd Session only)	Monday, June 29, 2020
Last day to withdraw from a Full Session class with an automatic "W" (20th day of Full Session)	Monday, June 29, 2020
Deadline for faculty input of grades for 1st Session classes via *Orediggerweb* - 12:00 p.m.	Wednesday, July 1, 2020
Last day to add a 2nd Session class (3rd day of 2nd Session classes)	Wednesday, July 1, 2020
Holiday (Independence Day) offices closed	**Friday, July 3, 2020**
Last day to drop a 2nd Session class without a "W" (5th day of 2nd Session classes)	Monday, July 6, 2020
1st Session grades posted to student account/ viewable on *Orediggerweb*	Monday, July 6, 2020
Last day to withdraw from a 2nd Session class with an automatic "W" (10th day of 2nd Session classes)	Tuesday, July 14, 2020
Semester exams for 2nd and Full Sessions – 2nd and Full Sessions end	Thursday, July 30, 2020
Deadline for faculty input of final grades for 2nd and Full Session classes via *Orediggerweb* - 4:00 p.m.	Tuesday, August 4, 2020
2nd Session grades posted to student account/viewable on *Orediggerweb*	Friday, August 7, 2020

Faculty Senate Resolution Regarding Writing Course Caps at Montana Tech

A Resolution to Establish Fixed Enrollment Limits in Montana Tech's Writing Courses

This proposed Faculty Senate resolution addresses the topic of enrollment capacity in Montana Tech's writing courses. The resolution was prompted by recent Dean's Council discussions regarding increases to writing course caps, as well as an across-the-board cap increase in summer writing classes held at Montana Tech, which occurred in May 2017 without Writing Program consultation. This resolution is intended to serve as a position statement to be shared with the Montana Tech community in order to establish a systematic policy regarding writing course caps. Specifically, the resolution calls for a fixed enrollment maximum of 20 students in face-to-face writing sections, as well as a fixed enrollment cap of 15 students in stand-alone developmental, online, and summer writing courses. While the resolution makes these recommendations, it also recognizes that Montana Tech could further distinguish itself as an institution that prioritizes outstanding academic achievement by establishing lower enrollment maximums in both face-to-face and online writing courses. The resolution further stipulates that the enrollment maximum in each section of co-requisite developmental writing be capped at 10 students. The remainder of this resolution will explain the rationale for setting fixed enrollment caps in writing courses offered at Montana Tech, and offer a practical alternative to increasing enrollment capacity in the institution's writing classes.

Enrollment Recommendations Made by National Organizations

Upon reviewing class size recommendations published by a number of national organizations that serve instructors, it is evident that they clearly support modest enrollment caps in composition courses to both encourage student academic gains and to keep instructor workload manageable. For example, the Conference on College Composition and Communication (CCCC), a prominent professional body that operates within the National Council of Teachers of English, identifies modest class size as an "enabling [condition]" that promotes "sound writing instruction" (CCCC, 2017b). Specifically, the organization stipulates that writing courses should enroll a maximum of 20 students – with 15 being an ideal number – and that writing instructors should teach a maximum of 60 students per semester (CCCC, 2017b). Further, it calls for limiting developmental writing sections to 15 students (CCCC 2017b); it makes the same recommendation for writing courses composed primarily of EAL (English as an additional language) students (CCCC, 2017a). The CCCC acknowledges the reality that these groups of students often need a considerable amount of dedicated instructor support – in the form of frequent student-instructor conferences and extensive assignment feedback – to successfully meet learning outcomes in writing courses. Taken as a whole, the CCCC makes its recommendations knowing that writing courses typically require learners to produce extended texts and instructors to provide both written and oral feedback on such texts – a labor-intensive task.

In addition to the recommendations listed above, the CCCC also specifically addresses enrollment capacity in online writing courses in light of the high text-processing load associated with such courses. It recommends that online writing courses be capped at 20, with 15 students being a preferred number (CCCC, 2017c). It further recommends that online writing sections composed primarily of developmental or EAL students be capped at 15, with instructors teaching a maximum of 45 such students online in a semester (CCCC, 2017c). The organization explains the rationale for its recommendation as follows:

> Teaching writing through digital media is a text-intensive enterprise, even when voice and video are used. Text-heavy writing instruction leads to a high literacy load in terms of reading and writing for teachers and students …. Because contemporary writing pedagogy encourages high-quality, individualized teacher-to-student interactions as well as peer reading and written discussion opportunities, the literacy load must be made manageable. (CCCC, 2017c)

The CCCC acknowledges that the sheer amount of text shared in online writing courses necessitates the establishment of modest enrollment limits in those courses. Such limits enable instructors to carefully read and address student queries, feedback on student papers, and comment on students' peer-to-peer contributions while managing reasonable workload expectations. At the same time, such limits enable students to read and address instructor prompts, process assignment feedback, share insights with classmates, and respond to their peers' comments. In summary, the CCCC's recommendations reinforce the need to limit writing class sizes to benefit both students and instructors.

Policy statements regarding class size issued by the American Council on the Teaching of Foreign Languages (ACTFL) and the Association of Departments of English (ADE) largely echo those made by the CCCC, with both groups identifying learning and teaching efficacy as the motivating force behind the need to set modest course caps. The ACTFL's (2010) policy calls for limiting both face-to-face and online class sizes to 15, while the ADE (2017) recommends that enrollment caps in composition courses be set at 15 or fewer with 20 being an absolute maximum. The ADE (2017) also states that writing instructors should teach a maximum of 60 college-level or 45 developmental students per semester. Both groups make it clear that their policy statements stem from a need to promote sound pedagogy and meaningful learning experiences. In writing courses, such goals are attained, for example, through student-teacher conferences, classroom interactions, peer assignment review, detailed instructor feedback, skills practice opportunities, and cycles of drafting and revising assignments based on feedback. The sheer size of large writing courses makes the quality of such experiences difficult to sustain.

Enrollment Guidelines Established by Co-Requisite Proponents

In addition to the above-mentioned course caps called for by national organizations, this Faculty Senate resolution also considers guidelines established by co-requisite advocates when calling for enrollment maximums in co-requisite developmental writing. In a co-requisite writing model, students enroll concurrently in both a college-level writing class and a developmental writing segment: the developmental segment is intended to support students' success in the college-level course. The Accelerated Learning Program (ALP), which was developed at the Community College of Baltimore County in 2007 and has since been used as an exemplar for co-requisite initiatives in higher education institutions around the United States, attributes the success of its efforts to support and retain students, at least in part, to modest enrollment caps in developmental segments of its co-requisite writing courses (Coleman, 2014). Indeed, the program uses a specific enrollment structure in its co-requisite writing courses to benefit developmental students who may need considerable support to succeed in college-level writing: it caps developmental segments at 10 students and accompanying college-level writing courses at 20, meaning that its college-level writing courses are equally populated with both groups of students (ALP, 2016, August 12). This enrollment structure is intended to encourage peer-to-peer support as well as a classroom environment that is responsive to the needs of all students (Coleman, 2014). The limited class size of the developmental segment enables students to ask detailed questions, brainstorm ideas for their college-level writing assignments, review and revise assignment drafts,

engage in learner training activities, work on sentence-level errors, and participate in reading instruction, all while receiving close instructor and peer support (ALP, 2016, August 12; ALP, n.d.). The benefits of these crucial experiences for developmental writers become distilled as class sizes grow.

The implementation of co-requisite writing courses on both the Montana Tech and Highlands College campuses would seem to necessitate scrutiny of any plans to authorize course caps beyond what the ALP suggests. As previously indicated, students who are required to take co-requisite courses may need a good deal of support to succeed academically; thus, they almost certainly will not be helped by larger class sizes. In its research focusing on remediation and college graduation rates, Complete College America, a non-profit organization central to the co-requisite movement in the United States, stresses that engagement is key to students succeeding in the co-requisite model (Vandal, 2017). According to Complete College America's data, engagement is tied to cooperative, active learning; academic challenge; student effort; dedicated support for learners; and student-faculty interaction (Vandal, 2017). Those elements affecting engagement would likely be impacted by higher caps in writing courses, ultimately counteracting the positive results of the co-requisite model: namely, increased student success, retention, and graduation rates.

The Link between Modest Class Sizes, Student Engagement, and Student Success

While modest class sizes support quality teaching and learning, they also positively influence student success – with large classes having the opposite effect – according to research focused on tertiary education. Although Johnson's (2010) investigation does not specifically center on class sizes in writing courses, it nonetheless finds that "adding more students to a small class diminishes the probability of getting high grades" (p. 721). The author mentions that this link can be attributed, at least in part, to overreliance on the lecture mode of delivery and multiple choice tests in large classes, both of which require less student involvement and extended text production than what is required in many small classes (pp. 703, 705). She also indicates that instructors teaching large classes are less likely to track attendance than their counterparts who teach smaller classes, making it easy for students to skip classes and fall behind (p. 703). Lastly, Johnson (p. 703) indicates that small class sizes allow instructors to adapt their lessons to address the needs of individual students, a seemingly impossible task in large classes.

In their research centering on the effects of class size in higher education, Smith (2016, pp. 15-16) and Cuseo (2007, p. 6) list similar drawbacks of large classes. They also indicate that such classes discourage student displays of critical thinking in the classroom, reduce the frequency and amount of formative feedback that can be provided on written assignments, lead to reduced student satisfaction with the higher education experience, and affect student ratings of instructional performance.

Benton, Li, and Pallett (2013) used student ratings of instructional performance to determine that modest class sizes again correlate with student academic gains. Students in small classes, for instance, reported that their instructors expected them to take more responsibility for learning than instructors teaching courses with large enrollments (p. 2). As a result, the students enrolled in small classes reported being more engaged and expending more effort than their counterparts, which helped them to successfully meet learning objectives (p. 2).

While the literature review presented in this resolution is certainly not exhaustive, the findings discussed thus far point to a link between modest class sizes, student engagement, and student success. Indeed, finding evidence that large-capacity writing classes actually benefit students rather than detract from their academic achievements is challenging. Taken together, modest class sizes, student engagement, and student success combine to support retention efforts within higher education generally, and retention at Montana Tech more specifically.

Consideration for Writing Skill Development and Instructor Working Conditions

As discussed previously, sound pedagogy in composition courses compels instructors to require students to produce extended texts, and calls for instructors to provide adequate and regular feedback on these texts. Such feedback provides students with formative guidance that they can then apply to future writing tasks, facilitating a cycle of skills improvement. This cycle could be characterized as a deliberate practice approach to writing development – an approach that is known to contribute to expert performance in writing (Kellogg, 2006, p. 397).

To elaborate, researchers investigating what distinguishes individuals surpassing in a certain skill area from those less skilled in the same area (i.e., expertise) have identified deliberate practice as a central building block of expert performance (Ericsson, Charness, Feltovich, & Hoffman, 2006). Underpinning the notion of deliberate practice is the idea "that the most effective learning requires a well-defined task with an appropriate difficulty level for the particular individual, informative feedback, and opportunities for repetition and corrections of errors" (Ericsson, 1996, pp. 20-21). Without this mix of factors that combine to define deliberate practice, skill development may not occur.

The points discussed in this section have important implications when considering writing course caps, since providing feedback on assignments is a labor-intensive exercise – to be sure, the workload increases rapidly with each student that enrolls in a writing course. Depending on a writer's skill level and the length of an assignment, a writing teacher may spend 30 minutes to an hour providing feedback on one paper. For writing instructors teaching four full courses of 20 students each, this works out to spending 40 to 80 hours grading just one assignment. Of course, the time individual instructors spend grading may vary (see Horning, 2007, pp. 17-18). However, a composition instructor will most likely require multiple writing assignments in a course to provide opportunities for practice and feedback – thereby promoting skill development – meaning that the workload increases substantially. Course cap increases can therefore make a writing instructor's workload unmanageable; the instructor simply may not be able to keep up with the amount of grading required in larger capacity writing courses. Thus, perhaps reluctantly, the instructor may adopt rote-learning practices, such as multiple-choice exams, which do not require students to produce extended pieces of text. This result may subsequently affect students' skill development since they will no longer engage in composition opportunities or receive feedback on their writing. Even if an instructor retains assignments that require students to produce extended texts, the increased time it will take for instructors to provide comments as a result of having more papers to mark may have a knock-on effect on grades as students prepare subsequent assignments without the benefit of formative feedback. Given the brevity of summer writing courses, for instance, the latter situation is likely to happen with increases to enrollment capacities.

As indicated, increases to writing class sizes can negatively affect students' skill development, and departments and programs that rely on accreditation to both exist and recruit students may

subsequently feel the repercussions of such negative effects. For instance, departments and programs recognized by the Accreditation Board for Engineering and Technology (ABET) could be impacted: the organization's *Criteria for Accrediting Engineering Programs* states that students should be able to communicate effectively (ABET Engineering Accreditation Commission, 2016, p. 3), and an increase in writing class sizes may well affect students' abilities to demonstrate this outcome.

A Practical Alternative to Increasing Enrollment in Montana Tech's Writing Courses

Rather than increasing cap sizes in writing courses, class scheduling and advising can be proactively managed to see that courses fill. Considering that only 10 of the 30 writing sections offered during the spring 2017 semester filled to capacity by the first day of classes, and that several writing courses scheduled to run during summer 2017 had to be cancelled because they did not enroll a threshold number of eight students, a proactive approach to advising and scheduling management is a preferable alternative to increasing writing class sizes. Indeed, the low numbers of students enrolled in some spring and summer writing courses would seem to negate the need to raise enrollment caps across the board in writing courses.

Resolution Summary

To encourage student academic gains and to ensure a manageable workload for writing instructors, this proposed Faculty Senate resolution recommends that enrollment maximums in writing courses be capped at 20 students in face-to-face sections; 15 students in stand-alone developmental, online, and summer writing courses; and 10 students in co-requisite sections of developmental writing. The resolution suggests that proactive management of class scheduling and advising be implemented as a practical alternative to writing cap increases.

References

ABET (Accreditation Board for Engineering and Technology) Engineering Accreditation Commission. (2016). *Criteria for accrediting engineering programs*. Baltimore, MD: ABET. Retrieved from http://www.abet.org/wp-content/uploads/2016/12/E001-17-18-EAC-Criteria-10-29-16-1.pdf

ACTFL (American Council on the Teaching of Foreign Languages). (2010, May 22). *Maximum class size*. Retrieved from https://www.actfl.org/news/position-statements/maximum-class-size

ADE (Association of Departments of English). (2017). *ADE guidelines for class size and workload for college and university teachers of English: A statement of policy*. Retrieved from https://ade.mla.org/Resources/Policy-Statements/ADE-Guidelines-for-Class-Size-and-Workload-for-College-and-University-Teachers-of-English-A-Statement-of-Policy

ALP (Accelerated Learning Program). (2016, August 12). *Important change in the ALP model*. Retrieved from http://alp-deved.org/2016/08/important-change-in-the-alp-model/

ALP (Accelerated Learning Program). (n.d.). *What is ALP?* Retrieved from http://alp-deved.org/what-is-alp-exactly/

Benton, S.L., Li, D., & Pallett, W.H. (2013, August). *In higher education, class size matters*. Paper presented at the annual meeting of American Psychological Association, Honolulu, HI. Retrieved from http://www.ideaedu.org/Portals/0/Uploads/Documents/Conference%20Presentations/Poster%20Sessions/Conference%20Presentations/APA%202013/IDEA_APA13_Class_Size_in_HigherEd_paper.pdf

CCCC (Conference on College Composition and Communication). (2017a). *CCCC statement on second language writing and writers*. Retrieved from http://www.ncte.org/cccc/resources/positions/secondlangwriting

CCCC (Conference on College Composition and Communication). (2017b). *Principles for the postsecondary teaching of writing*. Retrieved from http://www.ncte.org/cccc/resources/positions/postsecondarywriting

CCCC (Conference on College Composition and Communication). (2017c). *Rationale for OWI principle 9*. Retrieved from http://www.ncte.org/cccc/resources/positions/owiprinciples/principle9rationale

Coleman, D. (2014). *Replicating the accelerated learning program: Preliminary but promising findings*. Charlotte, NC: The Center for Applied Research. Retrieved from file:///C:/Users/User/Documents/Dawn%20Misc/Dnld/cfar_-_replicating_the_accelerated_learning_program_final%20(1).pdf

Cuseo, J. (2007). The empirical case against large class size: Adverse effects on the teaching, learning, and retention of first-year students. *Journal of Faculty Development, 21*(1), 5-21.

Ericsson, K.A. (1996). The acquisition of expert performance: An introduction to some of the issues. In K.A. Ericsson (Ed*.), The road to excellence: The acquisition of expert performance in the arts and sciences, sports and games* (pp. 1-50). New York: Psychology Press.

Ericsson, K.A., Charness, N., Feltovich, P.J., & Hoffman, R.R. (Eds.). (2006). *The Cambridge handbook of expertise and expert performance*. Cambridge: Cambridge University Press.

Horning, A. (2007). The definitive article on class size. *WRA: Writing program administration, 31*(1-2), 11-34). Retrieved from http://wpacouncil.org/archives/31n1-2/wpa31n1-2All.pdf

Johnson, I.Y. (2010). Class size and student performance at a public research university: A cross-classified model. *Research in Higher Education, 51*, 701-723. doi: 10.1007/s11162-010-9179-y

Kellogg, R.T. (2006). Professional writing expertise. In K.A. Ericsson, N. Charness, P.J. Feltovich, & R.R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 389-402). Cambridge: Cambridge University Press.

Smith, C.L. (2016). *Building a case for smaller English class sizes* (Unpublished master's capstone project). Kennesaw State University, Kennesaw, GA. Retrieved from http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1014&context=mapw_etd

Vandal, B. (2017, January 20). *Scaling corequisite academy: Spanning the divide* [Presentation]. Presentation delivered at Montana Tech, Butte, MT.

Face to Face	UM/ Missoula College	MSU/ Gallatin College	UM-Western	MSU-Billings	MSU Northern	Helena College	Montana Tech	Resolution Proposal
Developmental (WRIT 095/WRIT 100)	24	22	NA	NA	NA	25	20	20
College Writing I (WRIT 101)	24	25	25	25	24	25	20	20
Intro to Technical Writing (WRIT 121)	24	NA	NA	24	24	NA	20	20

Online	UM/ Missoula College	MSU/ Gallatin College	UM-Western	MSU-Billings	MSU Northern	Helena College	Montana Tech	Resolution Proposal
Developmental (WRIT 095/WRIT 100)	NA	NA	NA	25	NA	NA	20	15
College Writing I (WRIT 101)	20	NA	NA	25	24	22	20	15
Intro to Technical Writing (WRIT 121)	20	NA	NA	NA	NA	30	NA	15

Initial Report

Student Moodle Survey Spring 2017

June 14th 2017, 10:02 am MDT

Q2 - How often do you use the Online Learning management system - Moodle?

#	Answer	Count
1	All the Time	22
2	Often	17
3	Not at All	5
	Total	44

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How often do you use the Online Learning management system - Moodle?	1.00	3.00	1.61	0.68	0.46	44

Q3 - Are you enrolled in an Online only course? If so, how often do you spend connected to Moodle?

#	Answer	Count
1	Daily	11
2	2-4 hours per week	4
3	once per week (or less)	0
4	once per month (or less)	0
5	Never	1
6	Not Enrolled in an Online Course	28
	Total	44

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Are you enrolled in an Online only course? If so, how often do you spend connected to Moodle?	1.00	6.00	4.36	2.25	5.05	44

Q5 - Which items were used in your Moodle course(s)?

#	Question	Yes	No	Total
1	Handouts	35	7	42
2	Lecture Notes	37	7	44
3	Lecture Audio	11	26	37
4	Lecture Video	15	24	39
5	Website/Video links	25	17	42
6	Posted Diagrams	20	16	36
7	Online Quizzes	23	18	41
8	Online Exams	16	23	39
9	Online Homework Assignments	28	11	39
10	Homework Solutions	27	13	40
11	Forum Discussions	11	26	37
12	Email	23	14	37
13	Personal Feedback	17	21	38
14	Grade Tracking	37	4	41
15	Announcements	27	11	38

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Handouts	1.00	2.00	1.17	0.37	0.14	42
Lecture Notes	1.00	2.00	1.16	0.37	0.13	44
Lecture Audio	1.00	2.00	1.70	0.46	0.21	37
Lecture Video	1.00	2.00	1.62	0.49	0.24	39
Website/Video links	1.00	2.00	1.40	0.49	0.24	42
Posted Diagrams	1.00	2.00	1.44	0.50	0.25	36
Online Quizzes	1.00	2.00	1.44	0.50	0.25	41
Online Exams	1.00	2.00	1.59	0.49	0.24	39
Online Homework Assignments	1.00	2.00	1.28	0.45	0.20	39

Homework Solutions	1.00	2.00	1.32	0.47	0.22	40
Forum Discussions	1.00	2.00	1.70	0.46	0.21	37
Email	1.00	2.00	1.38	0.48	0.24	37
Personal Feedback	1.00	2.00	1.55	0.50	0.25	38
Grade Tracking	1.00	2.00	1.10	0.30	0.09	41
Announcements	1.00	2.00	1.29	0.45	0.21	38

Q7 - Please give your opinion on the following Moodle options?

#	Question	Should be used in my Moodle courses	Should NOT be used in my Moodle courses	Total
1	Handouts	39	3	42
2	Lecture Notes	41	2	43
3	Lecture Audio	31	9	40
4	Lecture Video	32	11	43
5	Website/Video links	36	6	42
6	Posted Diagrams	37	4	41
7	Online Quizzes	33	9	42
8	Online Exams	27	15	42
9	Online Homework Assignments	35	6	41
10	Homework Solutions	39	3	42
11	Forum Discussions	27	13	40
12	Email	27	15	42
13	Personal Feedback	33	8	41
14	Grade Tracking	42	1	43
15	Announcements	36	6	42

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Handouts	1.00	2.00	1.07	0.26	0.07	42
Lecture Notes	1.00	2.00	1.05	0.21	0.04	43
Lecture Audio	1.00	2.00	1.23	0.42	0.17	40
Lecture Video	1.00	2.00	1.26	0.44	0.19	43
Website/Video links	1.00	2.00	1.14	0.35	0.12	42
Posted Diagrams	1.00	2.00	1.10	0.30	0.09	41
Online Quizzes	1.00	2.00	1.21	0.41	0.17	42
Online Exams	1.00	2.00	1.36	0.48	0.23	42
Online Homework Assignments	1.00	2.00	1.15	0.35	0.12	41

Homework Solutions	1.00	2.00	1.07	0.26	0.07	42
Forum Discussions	1.00	2.00	1.32	0.47	0.22	40
Email	1.00	2.00	1.36	0.48	0.23	42
Personal Feedback	1.00	2.00	1.20	0.40	0.16	41
Grade Tracking	1.00	2.00	1.02	0.15	0.02	43
Announcements	1.00	2.00	1.14	0.35	0.12	42

Q9 - What do you like about Moodle?

What do you like about Moodle?
Easy to use
easy to navigate
It's nice because everything is in one place for all of my classes.
Everything.
Easy to use, Moodle is my go to.
It is a place to post lecture notes, diagrams, etc.
nothing!
yes
easy to navigate, handy, love how compatible it is with my phone, can use it anywhere anytime
If the teachers use it, the availability of assignments and note you could have missed for school related activities. It is difficult to follow grades at times.
Keeps all classes organized and provides a central location to find notes, handouts, etc.
As a student, I like that professors can mass email the class and post lecture slides. As a T.A., I like that the online gradebook is easy to use and that I can mass email my students.
I actually really dislike Moodle, as do most of the students and staff I know. It's cumbersome, with a decently large burden of knowledge to operate and an infuriating backend. I'm not even surprised when an assignment posted on Moodle fails in some way, whether from user failure (difficulty posting assignments or turning them in) or from random timeouts and upload failures.
I like being able to do classes when I am able to schedule it around my work/home responsibilities. I appreciate the flexibility to log on at any time during the day. I love the instant test feedback and being able to see my grades as assignment grades are posted. I also appreciate when instructors' record their class lectures and post them for distance students to see without having to drive to the college campus.
I can keep track of all my courses, assignments, quizzes/exams, and grades all day every day.
I like having access to my courses when I need to find pertinent information.
It is easily accessible and is frequently working well.
How easy it is to use
Grade tracking
Everything. I like it when the construction of the course tells you at a glance if you have completed somthing or not.
Quick and eady
Having online lectures posted is handy.
Can track grades and get all necessary materials IF PROFESSORS WOULD USE IT
I can see grades, links, and documents from professor.

Q8 - What things about Moodle could be improved?

What things about Moodle could be improved?
nothing
Get more professors on board with using the Moodle gradebook.
A lot of courses only really half use it. To most instructors I have had, it's more of a storage server for notes and announcements than an online classroom.
Should be mandatroy. All classes need to be recorded and all lectures, quizes, texsts, etc used in Moodle.
N/A
It should be made easier to access and use for professors and students. For smaller class sizes, email is probably better. Now, accessing information from Moodle is difficult and confusing. Most classes don't use it.
EVERYTHING should be improved. This Website looks like it came from the PAST!
formatting of online homework and quizzes
nothing I think its great
It could be attached to your email so you wouldn't have to sign in separately. If announcements or important assignments are up on Moodle, there could be an email to those in the class that something has been posted so you know when to go check Moodle. Sometimes you check and there is nothing there.
Once assisngments are graded, have professors post them in Moodle. It would be nice if more professors used Moodle or were required to use it.
I wish my classes used Moodle more for online quizzes and homeworks.
Load times, GUI, backend for staff and instructors, basically literally everything. A UI should be relatively simple to grasp from the outset. If Moodle were a webpage, nobody would use it because it doesn't do anything efficiently. I shouldn't need specialized help from any group to use Moodle after my freshman year, but it keeps finding new ways to dumbfound me. One of my online classes this year moved us to a completely different site for homework and forum discussions because of how unintuitive and problematic Moodle is.
More teachers need to embrace it.
more training so professors can actually use it
The time it takes for documents to be uploaded/posted. Also, probably more instructor training. I would also prefer instructors post class PowerPoints/written resource documents prior to class times in hybrid classes.
The interface itself has nothing wrong with it, but the disconnect as a teaching community at Montana Tech needs to be addressed. Why do some professors keep grades updated and others do not? Why do some professors not use Moodle AT ALL? It is a useful tool for students, the only issue I have with it is that not all professors participate.
Sometimes class's labs should not be considered separate courses on moodle.
kind of hard to find your way around in the courses sometimes
More courses should have this feature!!
Having to go through 3 windows to get to email is time consuming. Trying to find things in Moodle can be difficult, because locating things is not intuitive.

Notifications (sent to email for example) when an instructor adds something important or with a deadline to moodle
Make professors actually post grades
Usability for professors. Most of my professors don't use Moodle because they can't figure out how to get Moodle to do what they want.

Q13 - Please rate how difficult or easy working in Moodle is for you. Use a 5 point scale where "1" represents extremely difficult and "5" represents extremely easy.

#	Answer	Count
1	1	1
2	2	6
3	3	3
4	4	18
5	5	12
	Total	40

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Please rate how difficult or easy working in Moodle is for you. Use a 5 point scale where "1" represents extremely difficult and "5" represents extremely easy.	1.00	5.00	3.85	1.09	1.18	40

Q14 - Were you aware that there is a CTS Help Desk that offers one-on-one training, help over the phone or email and a Tech Support web site?

#	Answer	Count
1	Yes	24
2	No	19
	Total	43

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Were you aware that there is a CTS Help Desk that offers one-on-one training, help over the phone or email and a Tech Support web site?	1.00	2.00	1.44	0.50	0.25	43

Q15 - Did you know that the CTS Help Desk (Tech Support) web site offers student Moodle tutorials?

#	Answer	Count
1	Yes	22
2	No	21
	Total	43

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Did you know that the CTS Help Desk (Tech Support) web site offers student Moodle tutorials?	1.00	2.00	1.49	0.50	0.25	43

Q20 - How often do you use the CTS Help Desk (Tech Support) web site for help?

#	Answer	Count
1	Daily	0
2	Weekly	2
3	Monthly	6
4	Never	35
	Total	43

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How often do you use the CTS Help Desk (Tech Support) web site for help?	2.00	4.00	3.77	0.52	0.27	43

Q22 - Have you had to contact the Montana Tech CTS Help Desk (Tech Support) to receive help with Moodle? If so, why?

Have you had to contact the Montana Tech CTS Help Desk (Tech Support) to re...
no
Yes, to get my login info before my freshman year.
Yes. I left my keys in the office once so I called Nina to tell her I was coming back to get them.
Yes and don't recall. Think it was a permissions issue?
NO
No.
NOPE
no
No
no
No
No.
No, Moodle has always worked well for me.
no
Yes, I was having trouble when I switched from a credit class student to audit for a course. Also one day I was having trouble accessing the class documents, but after CTS help the problem was resolved.
no
N/A
No.
No
no, and the question below these two boxes should be a skip if I answer no.
No
No
No
No
No

Q23 - Have you had problems with Moodle and chose NOT to contact the Montana Tech CTS Help Desk? If so, what were the problems?

Have you had problems with Moodle and chose NOT to contact the Montana Tech...
no
n/a
Nope.
No.
NO
Yes. There have been technical problems, preventing professors from being able to successfully post information, and problems preventing students from being able to find it.
no
No
no
I didn't realize Help Desk had a help line. My first experiences with Moodle were entering grades for a lab, so I caught on really quickly.
No problems
I haven't had any issues with Moodle.
Weird timeouts, assignments not turned in due to Moodle thinking they were due on a different date than they were. The former is solved by F5ing and the latter by contacting instructors.
no
N/A
no
N/A
No.
No
no
No
No
No
No, I have not had problems with Moodle
No

Q24 - If you have contacted the Montana Tech CTS Help Desk for Moodle help, were you helped in a timely manner?

#	Answer	Count
1	Yes	13
2	No	7
	Total	20

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
If you have contacted the Montana Tech CTS Help Desk for Moodle help, were you helped in a timely manner?	1.00	2.00	1.35	0.48	0.23	20

Q17 - Did you access the Student 101 course in your MyMtech course list, to become familiar with Moodle?

#	Answer	Count
1	Yes	23
2	No	18
	Total	41

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Did you access the Student 101 course in your MyMtech course list, to become familiar with Moodle?	1.00	2.00	1.44	0.50	0.25	41

Q18 - Was the Student 101 course in your MyMtech course list, helpful in learning how to use Moodle?

#	Answer	Count
1	Yes	18
2	No	17
	Total	35

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Was the Student 101 course in your MyMtech course list, helpful in learning how to use Moodle?	1.00	2.00	1.49	0.50	0.25	35

Q28 - Do you prefer that all of your Instructors use Moodle?

#	Answer	Count
1	Yes	32
2	No	4
3	I don't care	6
	Total	42

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Do you prefer that all of your Instructors use Moodle?	1.00	3.00	1.38	0.72	0.52	42

Q29 - Do you find that your Instructors know how to use Moodle and make good use of it?

#	Answer	Count
1	Very Likely	7
2	Somewhat Likely	14
3	Neutral	6
4	Somewhat Unlikely	12
5	Very Unlikely	3
	Total	42

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Do you find that your Instructors know how to use Moodle and make good use of it?	1.00	5.00	2.76	1.23	1.51	42

Q31 - Please indicate your university status.

#	Answer	Count
1	Freshman	4
2	Sophomore	9
3	Junior	7
4	Senior	7
5	Graduate Student	13
6	Other	2
	Total	42

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Please indicate your university status.	1.00	6.00	3.52	1.47	2.15	42

Q32 - Do your instructors make use of the Virtual Mentor Program for your Moodle courses (someone who is available to assist you in your Moodle course)?

#	Answer	Count
1	Yes	8
2	No	33
	Total	41

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Do your instructors make use of the Virtual Mentor Program for your Moodle courses (someone who is available to assist you in your Moodle course)?	1.00	2.00	1.80	0.40	0.16	41

Q34 - If you have had a Virtual Mentor in your Moodle course, were they helpful?

#	Answer	Count
1	Yes	7
2	No	15
	Total	22

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
If you have had a Virtual Mentor in your Moodle course, were they helpful?	1.00	2.00	1.68	0.47	0.22	22

Q33 - Would you be interested in having a Virtual Mentor in your Moodle courses?

#	Answer	Count
1	Yes	15
2	No	22
	Total	37

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Would you be interested in having a Virtual Mentor in your Moodle courses?	1.00	2.00	1.59	0.49	0.24	37

Q32 - Did you know that there is a MyMTech/ Moodle app for your phone?

#	Answer	Count
1	Yes	14
2	No	26
	Total	40

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Did you know that there is a MyMTech/ Moodle app for your phone?	1.00	2.00	1.65	0.48	0.23	40

Q33 - If you have used the MyMTech app, how would you rate it on a five point scale? (1 being "poor" and 5 being "excellent")

#	Answer	Count
1	1	6
2	2	1
3	3	3
4	4	5
5	5	3
	Total	18

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
If you have used the MyMTech app, how would you rate it on a five point scale? (1 being "poor" and 5 being "excellent")	1.00	5.00	2.89	1.52	2.32	18