

**Present:** Stacy Anderson, Marilyn Bejma, Teresa Cook, Elise Gramza, Jackie Hughes, Leonard Johnson, David Marion, Elaine McCullough, Theresa Raglin, Todd Stanislav, Michelle Teschendorf, Deb Thalner, and John Urbanick

**Call to Order:** 10:01 a.m.

## STUDENT READINESS

Deb distributed three handouts:

1. Sample of a typical report from SmarterMeasure
  - Three pages were distributed; the whole report runs 22 pages.
  - Students will not be asked to complete all sections of this report.
  - Students will be given resources for improvement as part of this report.
  - All we are asking now is that students demonstrate skills to complete the report, rather than concentrating on how good a score they achieve.
  - We have no past-performance data to help us judge what scores would be acceptable.
2. Screen captures from Blackboard Learn showing location of the assessment and how the assessment screens look
3. PILOT program description
  - Deb shared this with the Academic Leadership Council this past week.
  - Advantages to offering this as a separate course:
    - This allows faculty to encourage their students to complete this the first week of class by offering points for completion.
    - Students will only have to take the pre-assessment once.
    - The Grade Center can be checked to see if a student has taken the pre-assessment.
    - This will aid in collective analyses.
  - Students will be asked to go into SmarterMeasure, get the report, save it and upload it as an assignment, then post a discussion board reply.
  - This is still in draft form.
  - Teresa felt this will be a great help to faculty – it should also be pulled into faculty's regular courses somehow to encourage its completion.
  - Deb plans to use this as a separate course in this summer's PILOT.
  - Students will be surveyed near the end of the class to determine the value of pre-assessment.
    - We must keep our goals in mind as we structure our surveys -- what do we want to get out of this?
  - There may be some other issues involved, such as faculty feeling their students really don't need this.
  - Graduate as well as undergraduate students need these skills and have the same learning curve.
  - We have been focusing on fully online, but blended courses will need a pre-assessment also.
  - We will put a link on the home page.
  - Teresa and Dave volunteered to be included in the summer PILOT.
  - Deb received a faculty concern that if we provide feedback on reading comprehension in the classroom and also in our readiness survey, will the students be receiving mixed messages.

- We should be able to offer this like we offer the plagiarism test.
- We could put this into Banner as a test rather than as a separate course.
  - An issue is how to get the test score to load.
- Put this into a module and have the student email his/her professor.
- Deb will contact Mary Holmes and Steve Costello in the Readiness group to make sure everything is as expected before the PILOT is implemented.
- We are making progress!
- All of these solutions require some faculty or staff to do something.

## **POLICY ON ASSURING STUDENT READINESS FOR ONLINE LEARNING**

Dave distributed copies of the draft policy created by Robbie, with some slight rewording made by the Policy Committee. A discussion followed:

- Is #2 for online programs or for FerrisConnect itself?
  - It's a list of resources we are providing in Atomic Learning.
  - It's just for Blackboard.
  - Robbie's intention is that there will be a template that will list certain links when a shell is created.
- Change the first word in #2 from "The" to An."
  - There is an online website that connects to FerrisConnect.
- What is the intent of "for future students" in #6?
  - Its intent is that future students will have the training when they enroll.
  - Current students are addressed in #5.
- Remove the word "training" from #6 so as not to imply that the proficiency is in the training of Blackboard.
- Change in word "Blackboard" everywhere to "Ferris's current learning management system."
- If a student misses more than two years of enrollment, will re-assessment be required – technology may have changed considerably in the time of non-enrollment?
  - If you have passed the proficiency test once, it is up to you to do a self-assessment and catch up again when you return.
  - How do we know if students who are not taking anything online for two years are not taking other courses during that time?
  - The group disagrees with this part of #3 and feels this goes against our policy of students being requires to take the assessment only once.
- Our policy does not address a plan if a student is not successful at passing a proficiency test.
  - At one point, we were talking about managing this assessment as a prerequisite to taking online courses.
  - We have not set any limits on how many times a student can test for proficiency.
  - Only if the prerequisite box is checked will a student be free to register for class.
  - This is a conversation faculty should have with their students, but we do not have full-time advisors.
- In #1 change "should be required" to "will be required" and remove "at the least."
- In the first paragraph, second sentence, change "who enrolls" to "planning to enroll."
  - Intention is for students to take the readiness course before enrollment.

Dave will revise the draft and ready it for presentation to the Senate.

## **TRAINING FACULTY IN BLACKBOARD WHO ARE NOT TECHNICALLY HIRED YET**

Deb mentioned an issue in the health areas: adjunct faculty trying to get on board ahead of their course start dates. We haven't found the right path to make that happen. We need an early-access system and should discuss this when Robbie is in attendance.

Michelle commented that adjuncts could use the shell created by their faculty, but they cannot get into the system to see it.

Elise thought adjuncts should be kept open for 36 months. This seems to be an HR issue.

Deb will contact Mary Holmes to see what early-access system is in effect now. She will also follow up with HR.

#### **OTHER**

Deb called for further discussion on what kinds of reports we think are missing from our system so that we can have an informed discussion with Blackboard representatives.

John mentioned that part of tomorrow's MiBUG conference will cover Blackboard offerings.

Jackie suggested anyone who is interested and has not yet, should go to Ferris.edu/mibug to register. The keynote speaker's topic is "Quality Matters/Blackboard Partnership." The Blackboard Learn Platform Product Roadmap will be presented in Breakout Session II at 10:40 a.m. Some talks will be videotaped, and she will try to record the Roadmap session and make available any handouts.

John felt we should be able to get the presentation materials for discussion at our next meeting. He sent the follow-up on February's meeting with Blackboard to Deb, and she will share this with everyone in our group.

Our goal is to match up people from Blackboard with the right people here to talk to and to identify what we want to know from the reports.

Elaine reported that Mo is working on having the LLL newsletter distributed university wide.

Jackie reported that the online training course has been redone and is now available.

Deb would like to review all our 11 recommendations to see what we should be working on next.

#### **NEXT MEETING**

Thursday, April 5, 2012 10:00 am to 11:30 pm CSS-302

Meeting adjourned at 11:08 a.m.

Respectfully submitted,

Marilyn Bejma