Present: Marilyn Bejma, Cheryl Cluchey, Teresa Cook, Elise Gramza, Paula Hagstrom, Leonard Johnson, Meegan Lillis, Elaine McCullough, David Nicol, Robbie Teahen and Spencer Tower

Call to Order: 10:40 am

Robbie has been reviewing several documents regarding online learning: one from a community college in Florida, and a "Dear Colleague" letter from Simpson in the USDOE on what attendance means (originally expected to come out on January 14 of this year, but not written until March 17). Among the items noted in these documents:

- No Federal Aid is to be given a student from another state unless we are approved by that state (primary address determines student's state of residence).
- Rules go into effect July 1, 2011, with the requirement that we must be able to prove that our application was received prior to that date.
- We must be approved by another state before we can actively recruit in it. Currently, we have the Great Lakes Scholarship that is available to students entering FSU for the first time who live or learn in:

California	New York
Florida	Ohio
Illinois	Ontario, Canada
Indiana	Pennsylvania
Iowa	Tennessee
Kentucky	Virginia
Maryland	West Virginia
Minnesota	Wisconsin
Missouri	

Cheryl commented that she has been looking for a speaker for a professional development event regarding the federal regulation on distance learning approval in other states. She found that the person that was recommended did not want to speak about it at this time as there is a pending lawsuit, so the group she is working with is pursuing somebody in Michigan that has been keeping up-to-date. Also, the WCET has put together a consortium and for $5,000 we could join - this consortium is digging through the legislation and looking at all of the states to determine what needs to be done in order to meet the legislation in the different states.

SLOAN-C QUALITY SCORECARD FOR THE ADMINISTRATION OF ONLINE EDUCATION PROGRAMS

This document was emailed to the group by Robbie. Dave commented that there were 24 metrics identified in the year 2000, and they have grown to 70 in the current document. He recommends reading through this piece, as it is the benchmark for online delivery. Robbie feels we could use this on an annual basis as a planning tool, along with best practices and eQuality. A copy of the eQuality handout, with matrix and checklist sheets beginning on page 21, was attached to the February 24 meeting minutes.

IMPLEMENTATION PLAN

Robbie distributed copies of a draft Implementation Plan for Online Learning – Commencing May 2011.

Competency Testing

We are in agreement that the first recommendation (need for student competency test) should be implemented, and this was echoed at the Big Tent 2.0. Some of the suggestions/comments regarding implementation follow:

- There are products available online that would eliminate the necessity for additional support.
- Emily Mitchell in FLITE has designed CAPTIVATE software that may meet our needs.
- We need to decide what basic computer skills are needed.
- The College of Business's ISIS-105 (idea of undergrading) could be a possibility.
- Students must be enrolled before they can take a prerequisite.
- Develop a set of modules that range from very basic to advanced to be given to faculty with the notation, "Here's the module you will need for your students to succeed in this course."
- Any requirements must be stated to the student when he/she is picking a curriculum, not after enrolling in a course.
- Enid had developed some proofs of proficiency for faculty before she left, but they are not widely used. Faculty may not be aware of them.
- Student could receive the message, "If you have registered for a V-course, you are fine. If not, click here and take the test."
- Due to being on waitlists, the majority of students are entered manually; therefore, they will have to be told individually to take the test.
- Work with Kristen Salomonson and Bruce Gilcrest to see what will work in the system, and then come up with an assessment that fits.
- There should be something in Blackboard.
- Who should be responsible for this assessment:
  - Institutional Testing?
  - Academic Affairs?
  - Instructors?
- We agreed that faculty should only be involved at the program level (as in Recommendation #2).
  - Testing for blended courses
  - Testing for any added requirements beyond the basics
- If the assessment gets delayed beyond the add/drop date each semester, it becomes an issue for refunding tuition.
- If instructors have a tutorial on their homepage, will the students use it?
- Paula uses the first quiz of each course as an assessment of skills.
- Introduce computer competency testing during Orientation.
  - No room to allow on-site testing while potential students are on campus
  - Add link to competency test to literature given in Orientation packets

- As soon as a person is asking to be put on a waitlist, he/she should receive a letter saying, "We strongly encourage you to take this preassessment to improve your chances of being placed in the course."
- Test could be:
  - Part of the template for every shell
  - A syllabus attachment to be emailed to everyone
  - Accessed through a link in every syllabus
  - Accessed through a pop-up same as the one for TAC maintenance
  - Part of a MyFSU lock-in page
- Is the competency issue a student or a faculty responsibility?
  - Work with faculty first to improve course design and delivery, measure improvements, then go to testing students if necessary
- Cheryl will send the list of basic requirements used by Penn State to the team.

Technology Support

- We need a higher profile
  - Create a handout that has the URL to go to for TAC hours, maintenance schedule, etc.
  - Include information under FAQ on website
- Robbie received from John some information about outsourcing the Blackboard Program and will ask him to bring it to our next meeting.
- Meegan commented that Blackboard has only one choice (itself) for hosting; whereas, other products offer more than just one program.   She is confident that Blackboard has what is needed to track students without difficulty. Meegan has had two meetings with the pilot group, and some faculty are very happy with Blackboard. An evaluation form is still in the works, and a demonstration from those in the group is being looked into. No implementation date has been set as yet, nor has the final decision to accept Blackboard been made.
- Recommendation #4 – FerrisConnect Portal
  - Could we have within another policy or procedure with FerrisConnect, a platform letting everyone know that 20% of our FerrisConnect would be sampled, and test to see if students and faculty are engaging during weeks 1 and 2, faculty and students with blended courses during weeks 3 and 4?
  - What power do we have to enforce the use of the FerrisConnect portal?
    - If faculty don't demonstrate they are qualified to teach a course, they won't be allowed to teach it, effective with the start of the next semester.
    - This should be stated in a directive from the Provost and must be followed-through on.

Planning

Any change in the populated blended class dates must be approved by the Provost. We are paying for classrooms that are unused all around the state.

To emphasize the importance of compliance with a university-wide policy, cite Baker as an example of the dangers of noncompliance.

- Robbie reported that 20% of our students do not rate their online experience as satisfactory.
  - Many students have unrealistic expectations of what online courses offer; many think they are like correspondence courses.
- Elaine proposed having a regularly held group meeting for online teachers.
- The Faculty Center could require teachers to attend one of three forums at the beginning of each semester.
  - Virtual attendance would be acceptable
  - Adjunct faculty could view forums on videotape
  - Failure to participate would result in faculty being barred from teaching V-courses
- Create a shell in FerrisConnect for online faculty. Enid began work on this, but not many faculty know about it.
- Online information could be available in FSUS, where faculty already go to get information.
- Utilize the discussion board in V-course shell.
- Basic online information should be received at the institution level, with corollary information at the college level.

Robbie asked if we can start our next meeting earlier, at 10:00 or even 9:30. With no immediate objection from the group, Marilyn will send a reschedule notice to our calendars.

NEXT MEETING

April 7, 2011 – TBD–noon – TDB

Meeting adjourned at 12:00 pm.

Respectfully submitted,

Marilyn Bejma