Present: Marilyn Bejma, Cheryl Cluchey, Teresa Cook, Julie Coon, Elise Gramza, Jackie Hughes, Ron McKean, David Nicol, Todd Stanislav, Michelle Teschendorf and Spence Tower

Call to Order: 10:02 a.m.

In Deb Thalner's absence, Cheryl Cluchey is chairing our meeting today.

BLACKBOARD TRAINING

Cheryl reported that about 300 instructors have not been checked off for Blackboard certification. Michelle felt that many are waiting until this summer to go through training.

Jackie reported that she has been working with faculty and cautioned that they cannot call up summer shells until Phase 2 certification is obtained. Phase 2 is required to teach fully online courses, so anyone who plans to teach online this summer should register now for Phase 2 training.

Michelle asked if migration into the new system is still not recommended. She had no trouble when she migrated her courses.

Jackie reported that others are still experiencing problems. Some people's classes may be more complicated, and that could cause problems when migrating. Material not connected to the Grade Center should cause no problems. She is contemplating offering a course in FCTL on migration in the fall. Please call her with questions or to get help. Information and registration for Phases 1 and/or 2 can be found at Ferris.edu/FerrisConnect.

Mentors are encouraging instructors to come to the check-off sessions.

Todd will follow up with mentors and broadcast the information to the campus again.

Elise will give Jackie a list of faculty who are teaching online this summer, and Jackie will ask Mary Holmes to send out a notice to these people informing them of the needed certification and asking them to request their shells.

Faculty members should keep the same mentors from Phase 1 when training in Phase 2.

Gloria Barnett will update us on Blackboard training at our next meeting.

STATUS OF CONVERSION

Jackie reported that all equipment has been ordered and will be installed on campus. It is too early to order course shells for fall. Mary does not have a firm date when shells can be ordered. People can build courses out in development course shell and bring them over. Again, this could cause problems with such things as pictures, which are assigned ID's that can break during conversion. July 1 will probably be the earliest faculty can order their course shells. The group felt that the July 1 date is reasonable.

Once Mary does the conversion, things should not break. Migration should succeed if everything is all set up and migration is within the system itself.

STUDENT READINESS POLICY

Teresa reported that the policy and procedure presented by Dave Marion to the Senate passed with flying colors. The only modification was to say a student must take the assessment by the third day of the course (within the timeframe to still receive a refund). Dave emphasized that this is not just about the technical things but about the whole learning experience of the student. The Senate also supports the policy that a student will be dropped from the course if the readiness assessment is not taken. The Senate understands this policy will be phased in; only a pilot will be run this summer.

The assessment should take 30-40 minutes to complete, and results will be instantly shown. We are looking for completion only, not for a passed-or-failed outcome. Melissa Nuckles (CPTS, Flint) does not have a summer teaching assignment and will help Deb with the pilot. Dave Marion, Barbara Ciaramitaro and Elaine McCullough will pilot this in their summer classes.

The assessment will be available on MyFSU for one month for anyone to try. TAC is aware that students may be contacting them with questions.

If we decide to continue with SmartMeasure, we will receive a $500 credit toward buying it.

Students in HVAC this summer have already had one year online and will not be asked to take the assessment.

Cheryl distributed a draft letter from Deb regarding Student Preparation for Online Learning "course" for our review. She plans to send this message next week to Elise and the Deans.

Suggestions:
- In the first paragraph regarding "haven't thought about the amount of time it will take," a broader sentence is needed regarding common barriers to online learning.
- The word "course" may be a deterrent, and it may be better to call it an assessment.
  - Call it a required tutorial
  - It is both a tutorial and an assessment
  - It's an assessment with tutorials available
  - It's a competency instrument
- Strike the last sentence in the second paragraph about no credit and no fee.

This letter is just going to the deans next week. We might have different wording than this for the faculty.

OTHER

Cheryl asked if anyone has had any feedback on the registration for fall courses. What Cheryl has seen is a group that is being lost if they are not off-campus or online students. Cheryl's group cannot authorize students to take courses; they must go through their advisors and colleges. CAS wants to allow registration only if an academic need is determined. However, no one is telling these students they cannot take the courses. There is no intention to waitlist these students. The confusion is in who the students are supposed to talk to. On-campus students have the perception that they cannot take online classes.

Julie has found that there are on-campus students with legitimate reasons for wanting to register for these classes. Cheryl is concerned that this group is not getting any information. In fairness, they should be told "no." Michelle feels it is the advisors who should be telling these students they cannot take these courses.

Cheryl has met with Andy Karafa, and he will bring up this issue when he meets with his department heads.

Elise felt it is time to look again at the function in Banner to see if we can make it do what we want it to do.

CAHS restricts online courses for the first three weeks, then the permit is pulled and anyone can register.

Cheryl distributed copies of assessment surveys, one for students and one for faculty, for review. Deb would like feedback from our group on these.

Immediate comments:
- We need to know if what they did in the assessment actually helped students in their courses.
- Maybe the faculty survey can go out after the course is completed, but the student survey should go out shortly after the assessment readiness instrument.
- Ask faculty to compare the New Ferris Learn as opposed to the old Ferris Learn.
- Faculty are dealing with a mixed bag of students in #2, so the questions should have a scale from All to None.
- There is no N/A column on the student survey.
- There should be a choice of "I didn't do it" or "I didn't use it."

Deb is hoping for completion by May 27.

Cheryl also asked what the next policy should be for discussion by the group. Todd suggested we make this an agenda item for our next meeting, and we will bring our list of recommendations to decide our choices.

Michelle asked if any progress has been made in setting a time when Blackboard people can come to talk with us. Cheryl does not know if Deb has been successful in contacting them.

Julie reported that Mary Holmes in concerned that many instructors leave their courses open after completion. She felt this could present a security issue if students can get into old courses. Do we have a policy addressing this? Spence commented that he doesn't know how to close his courses, and that this seems like a Policy Committee decision. Michelle has asked her instructors to put her into every course so she can open a course if needed.

Michelle asked why deans and others aren't allowed to get into others' courses. Online courses are shared in CAHS. It's very difficult to get into someone's course after that instructor has left the university. Dave commented that he requires an electronic copy of each syllabus be filed in College of Business.

NEXT MEETING

Thursday, May 3, 2012   10:00 am to 11:30 pm   CSS-302

Meeting adjourned at 11:08 a.m.

Respectfully submitted,

Marilyn Bejma