MEETING OF THE ACADEMIC TECHNOLOGY COMMITTEE
— MINUTES —
Thursday, October 27, 2011

Unapproved

PRESENT:	Jay Baker, Michael Bartulis, Sherry Goldsmith, Erin Hiro, Jackie Martin-Klement, Lillian Payn. Carlos Pedroza, Pelkie, Teresa, Christopher Petersdinh, Chris Sinnott,
ABSENT:	Christine Barkley, Terrie Canon, Kelly Falcone, Michael Gilkey, Jonathan Smith
CALL TO ORDER:	The meeting was called to order by the Chair Lillian Payn at 2:08 p.m. in Room LL 104.
MINUTES	The minutes were approved as read.
ACTION ITEMS:	

A. The Committee voted to seek another year of the NBC Learn license. They see the interest increase as instructors are aware of it. They also urge us and ATRC to promote it along with other Video resources, and how to implement them in Blackboard, for example.

They are aware Tami Weintraub will have to work on the alternative funding for NBC Learn, and vote that she seek out that resource. They are aware that it is not a guaranteed renewal of the license.

The Committee also observed that since the survey itself raised awareness of the NBC Learn license, surveys may also be a good promotion tool. (Though some of the surveys were sent directly to spam.)

The Committee also recommends including other video resources in training sessions, such as Videos OnDemand and Streaming Catalog.

 (See Attachment A e-mail with statistics from Survey Monkey.)

B. We looked at the accreditation report update that included Lillian's revisions. A phrase was changed and approved to submit to Brent Gowan, the Report writer. (See Attachment B for the entire recommendation that includes TERB and Curriculum issues. Our ATC revisions are in orange typeface.)

C. Status and Plan for Online Training in Blackboard
1.   We discussed the due dates. Since we were supposed to have at least two modules up for Senate review not later than Monday, Oct. 31, we are behind schedule. Lillian asked for completion of Module 3 by Tuesday, Nov. 1. She would announce the Beta Test opportunity on Monday, Oct. 31 prior to the Senate meeting, and then make a report about the progress, which would put the Modules on the Nov. 7 Agenda. The Beta Test would be conducted Nov. 2-4.

2.   We reviewed Module 1, which is basically complete for this version.

3. We discussed standardizing features, such as proper HEADINGS, bullets, numbering, Arial typeface, PDF's for all attachments, and structure, to give all the modules a professional appearance and make it easier to use. Theresa volunteered to follow up with the modules to make sure they were standardized.

INFORMATION:

1. EvaluationKit is being used to conduct TERB student evaluations.
2. Lillian had IS standardize the software in the Faculty Workroom in Escondido so that it matches the San Marcos campus.
3. It was suggested to standardize the computer backup procedure with IS to include folders where files may be stored, other than the Documents folder, such as Video and Photo folders.
4. Since the Accreditation Requirements recommend that online students are advised and offered the same services that Face-to-Face students receive, and that many instructors are not including such a listing on their syllabi, some alternatives were discussed. The logical place would be in Blackboard., One issue is that not all instructors use Blackboard. Since we don't have the "Community" plugin that places an information panel on the "My Palomar" tab, the next logical place would be directly in eServices. All students have access to eServices they would see the information panel; they could also be sent an e-mail upon enrolling in an online course that advises them of the services at Palomar. Another option would be to have a "class" in BB in which all online students would be enrolled, and the services could be announced there.
5. The issue about logon classifications was recognized as important, and it will be discussed at the next meeting.

MEETINGS: SCHEDULE (LL 104)

                   11/10
                   12/8

ADJOURNMENT: The meeting was adjourned at 3:40 p.m.

ATTTACHMENT A

From: Gray, David
Sent: Thursday, October 20, 2011 6:39 AM
To: Gray, Terry; Payn, Lillian
Subject: NBC Learn Pilot survey results

The survey sent out about the NBC Learn Pilot is now concluded. Here's what we got:

The survey request was sent to all 1228 faculty of the Fall 2011 term; 92 responded, giving us a 7.5% return rate. Just prior to the survey period there were 49 pieces of NBC Learn content on the production Blackboard system, there are now 63, which shows at least a few people did actually go try out the content in their courses. (Bear in mind that one instructor does account for 30 instances of content use; this is nowhere near a 1:1 use distribution.)

Below are the survey questions, and the response breakdown:

1. Prior to receiving the email with this survey, were you aware that Palomar College was running a pilot of NBC Learn?
No – 59.8%
Yes – 40.2%

2. Do you want Palomar College to have the NBC Learn content available as a resource in the future?
No – 21.7%
Yes – 78.3%

3. Have you used any of the NBC Learn content with your classes this Fall semester?
No – 83.7%
Yes – 16.3%

The survey results lead me to expect that 15 faculty have tried NBC Learn content in their Fall courses; in fact that number seems to be (as determined by the ASTRO building block) either 15 or 16 (depending on how you count, given that one course has two instructors on record), arguing for a high degree of accuracy in our survey results.

So most faculty respondents did not know there was a pilot in session, more than half who did know did not ever try out the content. Most faculty respondents want the NBC Learn content, most faculty respondents have not used any of the NBC Learn content.

ATTTACHMENT B

Recommendation #5 – Distance Education – Ensure Comparable Quality of Education

To meet standards, the team recommends the College focus efforts on identifying processes to ensure the quality of instructional programs, especially the increasingly popular distance education courses, are consistent regardless of the location or delivery mode.

In the "Site Team Exit Report" of April 2010, the Commission's Evaluation Team described Palomar College's approach to ensuring the quality of distance education courses as "a comprehensive holistic view toward [. . .] distance education development and delivery." The Evaluation Team added that this approach "is noteworthy and should be considered as a model program for other colleges to use when developing or assessing their own distance education programs."

This program consists of four elements. The College

1. validates the preparedness of faculty to teach online,
2. ensures regular, effective communication between online students and faculty,
3. improves continually the evaluation of online classes and online instruction, and
4. compares students' achievements and successes in online with traditional, face-to-face instruction.

In its Action Letter of June 2010, the Commission underscored the Evaluation Team's conclusions and deemed Recommendation #5 "fully resolved."

Progress and Analysis

Validating the Preparedness of Faculty to Teach Online

The Faculty Senate's Academic Technology Committee (ATC) led the development and implementation of this element of the program.

Faculty can validate their readiness to teach online in two ways. First, faculty can evaluate their preparation and delivery of classes they currently offer online by means of the "Palomar Online Course Validation Checklist." The Faculty Senate has formally endorsed this checklist "as a self-assessment tool for faculty wishing to teach online courses."

Second, faculty who employ the checklist and find that their preparation or delivery is incomplete ~~and~~ , as well as faculty who are new to teaching online, can complete the ~~Pedagogy Training Program, which the ATC is currently in the last stages of developing.~~ Palomar Online Education Training (POET) program. This training program has 4 modules (Intro to Online Learning, Blackboard Tools, Effective Course Design: Best Practices, and Course Management: Best Practices). To ensure its quality, the program went through a rigorous development process including alpha testing and beta testing. The Academic Senate also reviewed the modules prior to approval at Fall 2011 meetings.

Taking either the POET program or using the validation checklist, ~~these two approaches~~ or a combination of the two, faculty are prepared to develop and deliver quality online courses ~~professionally~~ and ~~ensure the quality of classes they offer online~~ that are consistent with the level of rigor provided in the face-to-face environment.

Third, the POET series will be launched as a regular Professional Development (PD) activity beginning Spring, 2012. Full-time and Part-time faculty will be able to earn Professional Development hours for taking POET as their PD course. Instructors completing the POET program will receive a certificate in recognition and validation of their preparedness to deliver online courses.

Ensuring Regular, Effective Communication between Online Students and Faculty

In Fall 2010, the Faculty Senate ratified the ATC's "Palomar College Instructor/Student Contact Policy for Distance Learning Courses." This policy guarantees that the qualities of regular effective contact in the face-to-face environment will also be present in the distance education environment. This policy enhanced the Curriculum Committee's oversight of courses offered as distance education, in particular by establishing a subgroup that conducts a separate review of Course Outlines of Record of courses delivered online to ensure regular, effective communication between students and faculty.

In addition, the quality of communication between online students and faculty is a focus of the College's evaluation of faculty teaching distance education classes. Students evaluating classes taken online respond to several pertinent prompts, such as (1) "[The instructor] "Encourages discussion and questions," (2) "Interacts with class on a regular basis," and (3) "Responds to my questions and my requests for help." The peer "Online Course Observation Form" asks the evaluator to "Describe the ways in which the instructor communicates with students, motivates them, encourages discussion, and promotes student interactions with each other."

Improving the Evaluation of Online Classes and Online Instruction

The Tenure and Evaluation Review Board (TERB) continues to improve significantly the process of evaluating faculty who teach classes online.

1.   TERB has developed policies and protocols for the evaluation of instructors teaching classes online. Links to guidelines and worksheets appear on the TERB website.

2.   Forms specifically for the evaluation of instructors of distance education classes have been in use since the 2010-2011 academic year.

3.   In order to improve the rate of students' return of evaluations of classes taken online, the College will make evaluation a requirement. This requirement will involve more extensive use of "EvaluationKit," a software program the College has been employing since Fall 2010.

Comparing students' achievements and successes in online with traditional, face-to-face instruction

Performance data of students in distance education courses are now provided to departments at the discipline level. Disciplines and departments compare this data with the data of students in face-to-face classes. The results of this comparison inform the disciplines' and departments' Program Review and Planning processes.

Additional Plans

1. Increase the number of students participating in the evaluation of classes taken online.

2. ~~Develop a program to ensure students' readiness to take classes online.~~ **[Consider this second plan. In *Follow-up Report 2010*, the College projected just such a program, an idea that the Evaluation Team applauded in its Exit Report.]**

Evidence

- Recommendation # 5 – Distance Education
- **Tenure and Evaluations Website – Distance Education Documents**
  - On-line Class Observation Form
  - Worksheet – A Resource for Online Observation
  - On-line Student Questionnaire – revised
  - Instructor/Student Contact Policy for Distance Learning Courses
  - Evaluation Kit Contract