TEACHING AND LEARNING TECHNOLOGY ROUNDTABLE
APPROVED MINUTES, September 12, 2005
Rosenberg Library, Ocean Campus, Room 518, 2:00- 4:00 p.m.

Submitted by Edward Stering, Secretary

12 Present: Leonard Arnold (Shared Governance Student Member), Patricia Delich
(TMI), Carmen Lamha (CNIT), Brian Ellison (Office of Instruction), Terry Hall (Office
of Instruction), Tom Hetherington (DSPS), Mamie How (ITS, ETO), Yevgeniya
Malamud (LAC), Carol Reitan (TLC), Tim Ryan (ITS), Edward Stering (Foreign
Languages), Janet Willett (TMI)

The meeting was called to order at 2:15 p.m.

Introductions: All present introduced themselves.

Approval of Minutes: Minutes from May 2, 2005, were approved as corrected.

New computing lab in Batmale: Mamie How distributed a handout with the floor plan
of the remodeled and upgraded computing lab in Batmale Hall, Room 301. The lab was
renamed by the Chancellor as the Academic Computing and Resource Center (ACRC). It
had just opened earlier in the day. In the various sections of the space, there are 167
computers, including three computer labs that are reservable for classes within a
prioritized system. The current fall semester is limited to already designated departments,
and in coordination with those departments the relevant software has been installed. Each
section of a 3-unit class can use it for 3 hours per semester, but the rooms must be
reserved. Rules of usage have been created. In addition to the computers, there is an area
with cables for Internet connections to student laptops. There is a tutoring room, also. An
orientation schedule has been set.

Report on Online Program: Janet Willett explained the structure of TMI oversight of
online course development, the approval of online courses, and the remuneration of
teachers for development. A new process is being piloted for developers who are at work
on a second or third course and who do not need to repeat the training for first-time
developers. TMI staff will support them as needed, and they will be assigned a peer
mentor to guide the process. Two rubrics will be piloted in fall 2005, viewable
at http://fog.ccsf.cc.ca.us/~pdelich/rubric/. The process will be revised appropriately after
this pilot phase.

A discussion followed on quality control of courses, especially in the area of teacher-
student communication, the wide range of contact now seen in the courses, and the
importance of providing sufficient faculty-student communication. Additionally, the
rubrics themselves may provide useful tools from which to measure a course, and this
initial experience will lead to setting CCSF’s own rubric with standards.
Online budget: Janet reported that revenues have been good and for spring, 2nd and 3rd sections of existing courses may be added with Weekly Student Contact Hour funds. Over the summer of 2005, 11 courses were added, and 43 units were added for the spring beyond what was previously programmed. These one-time funds can also be used for new courses, 2 or 3 units of release time for returning or new developers, and priority will be given to impacted courses, i.e., those that turn away large numbers of students because they fill up early. Janet noted that CCSF has been adding an average of 8 additional courses per semester, and there is likely to be 50% more growth possible. The limit is not funding, rather it is finding new faculty interested in developing or teaching. Many instructors use WebCT and other online capabilities in regular courses, and these faculty members may be tapped for new online courses. Janet did not have staff to help all the applicants for tech-enhanced projects, and two could not be approved to receive staff support. Compression and uploads of video have used a big share of staff hours. In relation to adding sections of online courses, Carmen pointed out that the wait-list function has been very helpful, because moving the list to an newly-opened section is an easy and efficient process for a department chair. However, turning on the wait list for non-online courses is of questionable helpfulness because the lack of room availability is a greater obstacle than staffing when trying to add new sections.

Election of Administrator Co-Chair: Mamie nominated Terry Hall, Carol seconded, and Terry was elected to replace Brian Ellison, who had served more than a full term.

Review of status of Master Plan and setting priorities for fall 2005: Janet provided copies of the Master Plan for 7.1 Strategic Activities and reported that item a has been completed, and item b is in a proposal mode—currently a sub-committee is investigating costs. The research on item b will likely lead to an item in the next master plan. Item c was addressed in conjunction with Carol’s TLC report: There are two major TLC projects: Macromedia’s Contribute Web page template, which was funded by a SBC grant. Carol reported that training in Contribute is a 2.5 hour session, and currently 110 faculty and staff have Web pages with Contribute. The pilot phrase is finished, and now this software is open to the whole faculty and staff. There are training sessions scheduled, and ad hoc sessions can be scheduled. TLC hopes to expand the project to include departmental sites. Regarding the second project, many faculty members have begun enhancing their regular face-to-face classes with WebCT resources. Interested faculty can take the CVC tutorial for WebCT, which is online. It has been difficult to schedule large groups for WebCT training. To date, three show-and-tell sessions in B422 have demonstrated how WebCT is being used to enhance classes. Two surveys are being developed for Contribute and Tech-enhanced users. In a related matter, in was noted that CCSF will host the @One workshops on Jan. 10-11, 2006. Item d is on-going, Janet is continuing to compile survey results, analyze, and report on the use of technology in the classroom (Fall 2004 sabbatical report focused on the online courses and has led to revisions in the survey instruments and process). Her 2nd sabbatical in the spring will also focus on this item for telecourses. Item j refers to survey data as a guide to building a program for GED studies. It was reported that the relevant department’s instructors do not see Computer Assisted Instruction (CAI) as the route for these students. The
telecourse for GED that has been reviewed was rejected for the both the content and the process. Nevertheless, students are asking for a telecourse. CCSF outreach to the prison population does not have clearance for computers, so a telecourse would be an option. Item e was postponed as the Programming Committee has not met yet. Item f includes the fact that assessment centers have been set up; however, it is the slow speed of the software when rendering an Education Plan that is the bottleneck now. Item g has been addressed by designated funding included in the bond issue for a portal. Item h is addressed by the designation of two million dollars in the November bond to continue upgrades and expansion.

**Report on new WiFi network at CCSF:** Tim Ryan reported on the existing wireless network that had been exclusively for faculty and staff who use laptops from the roll-out. A major issue is how dynamic this field is because the technology changes every few months. This semester there is a $2500 data base and authentication process which serves faculty and students. The previous antennas were reusable in the cafeteria and on two levels of the Student Union, as well as the 5th floor of Rosenberg Library and the 3rd floor of Batmale Hall. Currently in these areas, if someone turns on a WiFi-ready laptop the window of connectivity opens. The *Guardsman* will do a article on WiFi. There were 50 pilot users who helped. The project is designed to accept any card and any version of Windows, as well as Mac laptops. The system has a capacity of 400 users. Tech support is minimal. New users have to register their computer. Tim Ryan collects the forms and gives them to the library automation group. Remaining issues are table space and power outlets.

**Ethernet:** The wall jacks will be identified and they will have no direct internal access, just internet. In a classroom, a teacher could take a laptop into a room and plug in to the top left hand corner jack. Non-conforming ports will be marked. There are two sign-up forms, one for student, one for instructor. The help desk will work with faculty. Massive access is currently only feasible via the internet. Those CNIT courses that need to get to the dedicated server Simon still need a hard-wired connection. There are some laptops available in AV in Rosenberg. BEMA has a laptop with projector, these are already in circulation. There is a possible addition of internet access for our evening satellite campus in San Francisco Unified buildings that already are wired. The next step is identifying a person or persons to work with, and developing a protocol.

**Design of the video system,** Tom Hetherington addressed the close-captioning issue and recommended that all newly-acquired hardware be close-captioning capable, as some have to be adapted.

The meeting was adjourned at 4:10 PM.