Approved Minutes of Meeting: December 6, 2004
Ocean Campus, Rosenberg Library Room 518
Submitted by Edward Stering, Secretary

9 Present: Charles Cogdill (ESL), Palle Damkjaer (Denmark/EUC Nord), Patricia Delich (ETO), Brian Ellison (Office of Instruction), Tom Hetherington (DSPS), Birthe Jaegerum (Denmark/EUC Nord), Leslie Pahl (Language Center), Carol Reitan (TLC), Steve Spurling (Research), Edward Stering (Foreign Languages), Janet Willett (TMI)

Dean Brian Ellison (Office of Instruction) called the meeting to order at 2:45 p.m.

The minutes for the November meeting were approved with three typographic changes. The agenda order was modified to begin with presentations.

1. Summary of TLC activities and actions (Carol Reitan): TLC has scheduled 56 workshops, supported dissemination to users of information about updated anti-SPAM software, conducted the initial phase of faculty Web page development in the Contribute Pilot project, provided some “customized” workshops to small groups of faculty, and coordinated the dissemination of information about @One workshops (reimbursement of $50 per faculty member for @One workshop expense forms were distributed, more forms are available from TLC). TLC continues to support technologically enhanced instruction through the help desk and online tutorials. In addition, TLC has redesigned its Web page. The faculty computer lab will be relocated to the Batmale faculty lounge during spring and summer 2005 due to the remodeling project; as of January 13, 2005 the lab will be in Batmale 422 with most of the same hardware available.

2. TLTR Brainstorming Session (Janet Willett, TMI): What does the TLTR want to know about/from instructors teaching online? The polling of CCSF faculty may produce quantitative and qualitative information that can be used to refine and define goals and outcomes of the online curriculum. Using the initial version of the survey as a starting point, Janet took suggestions. After further input, she plans to proceed with faculty surveys. Currently, students in online courses are surveyed on a regular basis twice a semester with the permission of the course instructor.

3. Easy Grade Pro Demonstration (Lynn Schneider, ESL): Lynn projected sample pages from this electronic grade book, and she demonstrated how to enter new assignments, student scores, and grading formulas. The ESL department purchased a departmental license for Easy Grade Pro for $375, largely because other electronic grade books had a sliding scale of prices based on the number of users. Because of the large size of the ESL faculty, this software was by far the
least expensive. Lynn reports that the program is easy and intuitive to use, and it has flexibility for entry of numerical or letter grades.

4. Update of survey of online courses: Steve Spurling provided extensive statistical results from surveys done recently and in previous semesters, which included longitudinal comparisons. The discussion followed and centered around possible explanations for differences between statistics for regular courses versus the corresponding numbers for online courses. Carol Reitan suggested that the statistically high number of A’s compared to other passing grades results from the emphasis on student responsibility for mastering the material in an online learning environment. The higher number of “failing” students in online courses as compared to regular courses could be the result of “no-shows” being included in the “failing” student totals. In an online group, students often are not being dropped until the midterm. Many instructors note that technical problems or limited computer skills often explain why some students get off to a slow start; therefore, they refrain from dropping the students on the first census. In a different vein, it was suggested that items which consistently get the same results might be dropped from the survey temporarily in order to streamline the instrument.

The meeting was adjourned at 4:10 PM.

Minutes can be found at http://www.ccsf.edu/tltr