RACDE 2013 Fall Meeting Minutes

Location:	Mountain Creek Conference Center
	Callaway Gardens
	Pine Mountain, GA
Date:	September 29 – October 1, 2013

Attendees:	Keith Bailey – University of Georgia
	Ginny Bass – Clayton State University
	Susan Brantley – South Georgia State College
	Melanie Clay, Past Chair – University of West Georgia
	Louise Fechter for Raleigh Way – Georgia Southern University
	Darryl Hancock – Middle Georgia State College
	Rita Hardy – Albany State University
	Anna Holloway – Fort Valley State University
	James Kahiga for Ingrid Thompson-Sellars – Georgia Perimeter College
	Amanda King-Spezzo for Meg Moore – Valdosta State University
	Irene Kokkala – University of North Georgia
	Elke Leeds, Chair – Kennesaw State University
	Jeffrey Linek – Georgia Highlands College
	Andy Meyer – Dalton State College
	Kevin Mobbs – College of Coastal Georgia
	Caesar Perkowski – Gordon State College
	David Pollock – Bainbridge College
	Mike Rogers – BOR University System Office
	James Scott – Savannah State University
	Jon Sizemore – BOR University System Office
	Davina Smalley for Roman Cirbirka – Georgia Regents University
	David Stone, Chair-Elect – Southern Polytechnic State University
	Amy Thornton – Columbus State University
	George Wright – Georgia Tech University

Monday, September 30, 2013

MOOCs and the USG – Jon Sizemore
- o While MOOCs have initiated this conversation, the real discussion at the USG concerns new models of instruction which will lower cost and make the best possible use of resources. MOOCs are just one avenue to that end.
- o Coursera has been hired to develop a USG domain separate from the Coursera branded environment. Barry Robinson and Harold Robbins will administer this new USG Coursera domain.

- o A Call for participation among USG institutions to explore how we as a system will utilize these new models has not gone out yet. The efforts are being led by Georgia State University.
- o On November 6th a USG Symposium; New Models: MOOCs and Beyond will be sponsored by the USG and the Center for 21st Century Universities at Georgia Tech. The symposium is by invitation and attendance will be comprised of 3 participants from each USG institution; the VPAA, the USG Faculty Council representative and an individual versed in the pedagogy and design of online learning, innovative teaching and learning technologies.

Questions:
* Has MOOC enthusiasm leveled off? Implementation details and reality has tempered some of the push. To generate transcriptable credit there will likely be some fee involved. Models are yet undefined but USG has approved a MOOC degree option with GA Tech.
* Is there a vision for vision for where the USG may be going with MOOCs and subsequent functional usages? R1 institutions would be faculty led and supported; GA Tech - earned funding and everyone is paid; faculty, IDs, assistants, etc.GA Tech faculty learned a lot from the pilots and several are looking to participate again, but with revisions.
*From UGA: MOOCs were outreach opportunity at Penn State, became a marketing tool for online programs, $45K max cost; new online program creation and how to use MOOC to market.

Discussion:
Jon Sizemore - broad vision may be to use MOOC as an onramp for matriculation of students into an online degree program; engage students and create pathway to earn some credit and steer into mainstream program. Second vision by USG is also looking for a strategic vision and state coordination of efforts without dictating any collaboration; Other vision USG AAF to develop a set of GenEd courses to be offered in a MOOC format for credit to lower costs, and offer to new communities looking for a new format (adult learners, etc). GA State to head development of a consortium to offer GenEd courses.

Question:
* Why redevelop a USG Pre-Calc course when quality courses already exist (Cal, Ohi, etc) - why not use existing?

The first foray into Coursera MOOC is actually a redesign of preCalc courses and looking at repurposing an existing course into more of a MOOC Mash-up. A collaborative of 5 institutions is working on the preCalc course; will be offered in spring in Coursera with students enrolled from the 5 institutions - redesigned for more student success - enrollments from their institutions, will pay standard tuition, enroll in single course section. Expected enrollment is 300 students which is basically is a large enrollment online class versus a MOOC. Part of the redesign is that students will be able to go through the course without the equivalent faculty involvement as the typical online course. Ultimate goal is to find something that is less expensive for students.

Every institution has a strategic purpose for why they are pursuing MOOCs - very little giving away of college credit anywhere - complementary pathways that some students will utilize and accelerate their program of student and lower their costs. MOOCs will not replace what we

already have.

Refer to USG press releases from Coursera and D2L to clarify position.
Prevailing USG position is lower costs for students. GA Tech MOOC degree in Computer Science took BOR action; tuition level is lower than standard tuition rate; 1/3 of traditional degree. The USG will continue with system level meetings to work out plethora of details and questions.

*Question:
How do institutions leverage USG Coursera agreement if faculty want to develop MOOCS?

Some accounts have been created for campus faculty, IDs for exploratory purposes. If GenEd is the area of interest, it is recommended that institutions wait until after the 11/6 meeting which will concentrate on that area. For planning purposes, come to table with a strategy of what the institution wants to offer, how it fits with institution strategic plan.

D2L has a MOOC platform that is available with limited capabilities. The D2L MOOC platform does not have built-in tools outside of self-registration and enrollments of 3000. D2L needs more testing on alpha level vs. beta testing. Access to platform is free but schedule C of contract discusses fees for user data that have not yet been determined. D2L owns the LMS, the data collected is owned by D2L; user data belongs to D2L, institution has access to the assessment data only. Without knowing who the students are prohibits institution from pulling students into programs. Fanshawe College is offering an open course with the D2L MOOC - if anyone wants to investigate.

Who to contact; Harold and/or Barry, with strategic goals. Touch base with your VPAA's to see who is going/has already gone to the Nov. 6th meeting.

Quality Matters – Statewide Contract (Mike Rogers, Ginger Durham)

The USG is funding the State-Wide QM program this year and has budget available for next year. Please note that all Contracts require that vendors and their sub-contractors sign affidavits that all employees have gone through e-verification.

Ginger – The RACDE request added a lot of importance to statewide subscription.
20 institutions how have full subscriptions.
Set up on a yearly contract; run FY - 7/1 to 6/30 @ $1,100 per institution
USG foots $5,500 which enables leveraging the strengths of the system to benefit all.

KSU and Valdosta State did a Q&A webinar in August for new and previous QM users. KSU internal, Valdosta external process – the webinar described both processes and how QM can be customized (itunesu.usg.edu).

Oct. APPQMR training with 2 representatives per institution will be/was held at KSU. Ginger and Mark are statewide representatives. Ginger undergoing training to be able to offer training system-wide.   By 2014 – USG plans to be up to speed on certifications so Ginger can host

training. As a state-wide contract; Ginger and Mark Johnson can see all institution records, training, workshops, reviews, etc.

If setting up training - email Ginger because the statewide license broadcasts to all institution the availability of training. If KSU wants a workshop for 30, need to tell Ginger the workshop is closed or how many seats are available to outside institutions.

Question:
* We will be able to collaborate with other USG institutions to utilize reviewers?

Internal reviews can use either only internal institution reviewers or use USG reviewers. The possibility exists to set up an exchange program. Reminder - QM concentration is on course quality with a thorough rubric.

A suggestion was made to offer a USG Course Certification designation. Could a USG baseline standard for quality and/or the course review process be considered? Note - with a USG certification or branding of courses – concern would center on those that do not go through the process, and what that might indicate.

Ginger just set up a ListServ for the institution IRs. Only IRs can add someone to the list; ie instructional designers, etc. Ginger and Mark do not add people to list.

Question:
* Will MOOCs be QM certified? Should one of the MOOC guiding principles be that the courses are QM certified? Jon - good suggestion, concern should be voiced at new models meeting in Nov.

There was an expression of concern from institutions not taking part in the QM process that their courses will somehow be less regarded. Ginger ensured that the USG leveraging the license as a statewide system to negotiate a better deal for anyone who wanted to participate, not to establish a system-wide standard. It was suggested that if more institutions use a particular evaluator, it will be assumed as the USG standard? Clarification was offered that this is not a USG mandate. The USG wants to promote quality and there are many avenues available to achieve that.

Ginger reviewed professional development opportunities; face to face, online, etc.

Subcommittee #3 **update – Making the case for quality (Irene Kokala)**
Proposed next steps

9 universities had not participated to date in the Online Quality Survey. We have heard from 24 institutions; Gwinnett does not currently offer online courses so looking for 6 more responses. Jon suggested contacting GGC, since are planning online courses. Irene hopes to have an update by the end of next week to be able to share summary data on institutional course quality programs.

Question:

* Jon/Mike - What are feelings of ongoing committees going forward?

Chair and membership likes having task force goals established and finds it beneficial as a direction for the committee.

Mac Adkins – Smarter Measure

Aptitude, Attitude & Situation - types of data used to predict learner success
Measuring attitude & life factors or a student's situation is the SmarterMeasure approach
$13,772 loss each time a student drops out

The Learning Readiness Indicator is a 124 item online skills test & attributes inventory that measures a student's level of readiness for studying online. It is 11 years old and usedby over 500 college & universities. It measures internal attributes, external attributes and skills of the Learner. There are seven sections to the assessment which can be customized, reordered, etc. Do not have to use the entire 124 items.   Several schools offer the technology assessment to faculty thinking of teaching online.

Referred to WCET May 2013 survey on most important personal characteristics necessary to being successful learning online.

Custom user interface branded to your institution. Web page set-up or can also be integrated into D2L, single sign-on, grade book integration. The score report is realistic yet does not intentionally deter the student from pursuing their goals. Score reports can also be customized. While typically imbedded in an orientation course, there are various other uses available.

Progression of SmarterMeasure Data Utilization:
1. Student Service
2. Descriptive
3. Comparison
4. Correlation
5. Predictive

Web site offers page on how to research data interpretation, analysis and usage.

Mike Rogers and Jon Sizemore are continuing discussion with SmarterMeasure to obtain system level pricing, similar to the QM state-wide subscription.

Leverage the scale - List of USG technologies already in place with discussion on current applications in use to support DE
  - **Create a strategy to bring more on state contract and obtain system-wide pricing**

Updates included: Blackboard Collaborate – The USG is working to make this available affordable and available USG wide. D2L has a built-in option to incorporate Collaborate as well as and one built by Collaborate that is reportedly more robust. While the USG will provide options for Collaborate, it will not dictate a single solution to institutions.

Question:
* What does RACDE think institutions need as a base set of technologies to operate effectively? To assist in negotiations, we must have data (categories) and input from RACDE as a group to carry message forward

* Virtual desktop to support online programs; license provisions for that type of software
* Inventory existing technologies? Inventory current vendors being used?
* D2L is under a 5 year contract with 3 years left.

A common set of technologies was discussed and sent out to RACDE membership during the meeting. The list included:
- LMS – D2L (Start of Year 2/5)
- Quality Matters – Online Course Quality Resources – Subscription
- Readiness Assessment (Smarter Measure)
- Virtual Meeting – Wimba/Collaborate/WebEx
- Virtual Proctoring/Exam Monitoring
- A/V Storage/Streaming/Repository (Podcast server, Equella, Kaltura, A/V channel)
  - Lecture Capture
- Anti-plagiarism – Turnitin.com
- ADA compliance – DocSoft Appliance vs. Services (transcription services, detection, 508/WCAG)
- Tutoring – Academic student services and Software
- Analytics
- E-Portfolio
- Clickers
- Course Evaluation – All inclusive

RESULTS in order of importance:
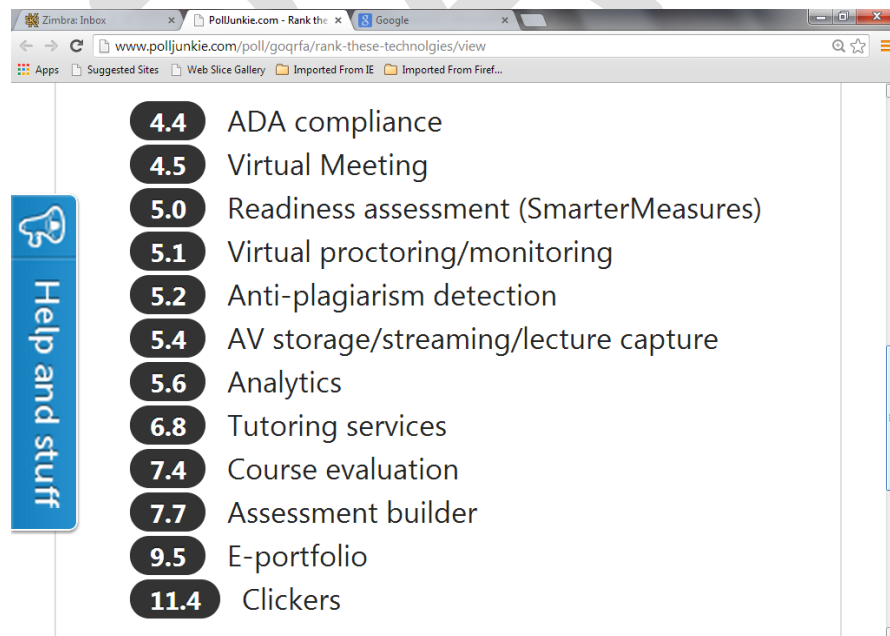
Subcommittee #1 **update – Improve the quality and availability of data for assessment and planning (David Stone with Jon Sizemore)**

David Stone sent out a survey to determine what institutions are doing to notify students that course they will be registering for are online and to tell them about e-tuition; instructional codes as well as other information for coding online courses

21 actually use instructional delivery codes

Jon Sizemore - More guidance is needed on code standardization across the system.
Codes for fully online (95% or more) - the 5% is not and has not been defined. It aas originally designed for orientations (1 day orientation). There is a strong need to define and update definitions; root cause for why there is no reliable data. Definitions do not fit with current practices; causing confusion for students.

Coding strategies currently are not uniform. If data collection is the goal then coding should be standardized throughout the USG.

Question:
* If offered 100% online how do you inform the students and USG?
If course has a face to face orientation then the course cannot be called 100% online. Some institutions have their own codes that fit within the USG guidelines.

Do students know prior to registration what they are getting; etuition, on-campus requirements, etc?
Is there a need for a code for a 95% online course?
Is there a need for a code for a 100% online course?

Course Section Technology Codes for technology transmission - codes came from SREB (changed last year to 3 elements from the original 11). USG has not used the tech codes since 2011 - deemed unreliable, delivery method data fluctuates wildly from semester to semester. It was noted that as a result online activity has been under-reported.

All stressed the need for one system to report distance education data to USG and to inform students about online courses. (F, P & H Codes)
"F" Code is fully online (100%) unless otherwise noted for students to see - used by several institutions. ie on-campus exam. Future concern centers on how this information is conveyed to students.

State Authorization Update (Mike Rogers)
Mike & Jon attended the State Authorizations Reciprocity Agreement (SARA) meeting at SREB in October. Marshall Hill, Chair of national council of SARA was in attendance.
Hill provided the following update:
- There are no alternative, institution needs to contact state for authorization

- SARA has a governing board comprised of "presidential" caliber; regional groups will have subcommittees. No cost to institutions but State of Georgia has to pay to join.
- NEBHE, NHEC, WICHE, SREB - 4 groups compose SARA
- State of GA has to have mechanism in place to address any complaint against any institution
- Bill Crews of the NPEC has to approve SARA. SARA will not deal with continuing ed, MOOCs, non-credit. SARA; two class meetings of less than 6 hours total do NOT trigger physical presence in a state. 20 hours of physical presence offering a certificate or short course does not constitute physical presence; per GA state law that constitutes physical presence and this would prohibit GA from signing SARA agreement.
- GA and FL region most resistant to this ruling. Per GA law if someone from AL crosses the state line and offers a 1 hr. course that is physical presence and is prohibited. GA will not go with the under 20 hour short course variance.
- Initial national proposal had the 25% is okay; have dropped percent and switched to hours, now saying 6 face to face hours are okay. GA and FL switching from % to hours rule does not really solve the problem. Some offering 6 hour course for 1/2 credit, Work still in progress as to what will be GA legislative goal.
- SECCRA, 14 states (regional agreement that does not define physical presence) - next level 4 compacts and then SARA (national agreement proposal).
- January 2016 could be date of final agreement so institutions need to continue with the status quo
- Indications the DOE is cranking back up with regulating process and will get back to threatening financial aid if institutions are not in compliance in all states. DOD is also moving ahead with a new MOU that institutions must sign to receive military TA that you are in compliance in the states where you have students.

Subcommittee #4 **update – Market and promote distance education opportunities to increase awareness and enrollment (Melanie Clay)**

Melanie Clay - 11% of the student population is going to proprietary institutions. Is there a way to collaborate to promote a USG brand? If so, where does the money come from?

Feedback indicates that a majority favor GOML – it is just not well branded.
Social media for GOML only has 200 likes & been up since 2009. Is it possible for the USG to hire a marketing company to sponsor GOML, formulate a plan and promote a USG brand?

There are strengths in the system to leverage brand reputation, affordability, ease of enrollment, and number of programs to a local GA audience. If a new DL Task Force is to be formed, this could be part of their charge. RACDE recommends that someone take ownership of this project, be hired specifically to manage marketing and promotion.

Tuesday, October 1, 2013 (9:00am – 12:00pm)

D2L Update – 10.2 upgrade (Mike Rogers)

There is a January start for the upgrade. LMS administrators were in Sept. training sessions to learn of present changes

Discussions will still require two screens open for grading and this is not anticipated to change any time soon. WE are able to download templates from the D2L community site (request login) with style html templates as well as ADA suggestions.

The USG is not purchasing training videos at this time. An informal survey showed very little use of videos purchased for $30K, so the renewal fee of $15K would not be wisely spent. It was noted that there are many training videos in the public domain. The UGS does have funding to bring in a D2L rep in for regional training if needed. In the interim, the USG itunesu site can be used to share existing training videos. Please send them to the USG for uploading. You will require a direct link to the itunesu site for use, as the site is public but not published

The LMS Strategic Planning Board will look into the future of the LMS. Data storage and retention also needs to be examined. SACS is okay with 2 years of LMS record retention.

Question:
* What are institutions using as an official record and how long is the information held? How is the information stored?

April 16th check for D2L session at Georgia Conference Center, Athens. TENTATIVE Distance Learning Conference scheduled in Athens for April 17-18, 2014

Learner Analytics (Mike Rogers)

Would require re-engineering of courses to produce good data. When D2L analytics becomes available it will take time & work to make effective. Georgia Regents Univ. has it and is testing - not yet rolled out. It would require a rebuild of courses with assessment builder, with competencies built and aligned to produce credible data. D2L data will be tied to objectives, content, assessments.

Jon Sizemore – There are 3 analytic services available from which your institution can choose:

1. LMS analytics (D2L) which includes data warehouse where all student data is tracked; student success service and data analytics are bundled together and must purchase all. Curt Carver @ USG negotiated tiered pricing for # of institutions interested; As of time of report - minimum of 125,000 students for $6 per FTE - more institutions lower price

2. Education Advisory Board (EAB) - GA State Univ using, 6 institutions interested; EAB will only accept 8. This solution doesn't touch D2L. It can link into D2L analytics if purchased. Tim Rennick's presentation on EAB - essentially trying to improve student advising. EAB will work with the institutions on how to look at student data; Try to steer students toward a successful path. GA State found 1 nursing course that was highly predictive; if students did not do well in it, it was unlikely that they would succeed. The

course wasn't taken until Junior year. By offering the course earlier, they are able to re-direct/suggest a more meaningful path for students with a higher success prediction.

3. Customized solution - Oracle Business Intelligent Engines and DBA (database programmers) building algorithms for analytics; Columbus and Valdosta State are 2 institutions following this path. Valdosta State getting national recognition for work done with Oracle. Significant price associated with this path, by license. Oracle approach is complex, take more funding resources and man hours.

Jon & Mike will contact Curt Carver to inform RACDE members of their institutions decision on how they decided to proceed. Including who from each campus attended the meeting held in Macon and what was decided. Input from Academic Affairs was required.

Suggestion to add analytics discussion Spring meeting agenda with possible presentations from groups using different approaches.

Starfish was a concern for USG because the data was taken from the USG system and transferred to an external source.

Real Time Integration (David Pollock)

There is a reported $30K fee involved with real time integration. David places RTI as a higher priority over analytics. He urged RACDE to impress the importance of real time integration on USG/ITS.

It was noted that the State Archives are now under the BOR which is pulling resources from USG ITS. Members of RACDE shared that RTI is a basic functionality that should have been addressed in initial D2L implementation. RTI does still require work and time at system level, on D2L servers as well as a significant amount of work at the institutional level.

Action item - talk to CIOs and have it brought as an agenda item at the Strategic Planning Board meeting; raising level of importance above analytics.

Section 508 and online course accessibility (Elke Leeds)

These is a need to translate to Section 508 and federal law requirements to faculty. The KSU Legal Office used WebAIM Section 508 checklist to craft policy statement.

Question:
How do RACDE member institutions handle?

David Pollock - in process of redesigning all online courses to include accessibility standards
Irene Kokkala - set up audits of online courses to double check media, also starting closed captioning. KSU and UNG have dedicated resources working on course compliance. The sense is that these cover only a fraction of what needs to be done.

Investigate – How are 504 and 508 regulations age related?

Motion by Jeff Linek:
RACDE to send recommendation that BOR provide resources and assistance for faculty to be able to comply with 508 regulations. This includes BOR level training for faculty assistance, recommendations on transcription and closed captioning resources. Request this become a system level priority to improve student success and assist faculty in compliance.

Possibilities include faculty training to take course through the steps of evaluating and enacting accessibility standards. Create a comparison of a non-accessible course v. an accessible course, perhaps with course tour as a persistent resource.

Since this is universal across all instituti8ons, can the BOR provide a central resource?
Elke seconded motion.

Reference BOR policy; WCAG 2.0 standards
BOR has passed liability to the institutions. Institutions do not necessary understand what they should be doing. David Stone - is a set of guidelines sufficient? Noted - Some institutions do not share the sense of urgency in writing policy to comply with 508 regulations.

Jon - interested in discovering the amount of work and how the decisions were made to implement what needs to be done for institutions to be in compliance.

Discussion of DocSoft and how it works at KSU. USG to use a streaming server (in-house) transcription service (out-source) for video transcription and captioning. Possible USG wide solution?

Discussion of motivating faculty with QM peer review process and captioning. WebAIM tool bar sent to all KSU online teaching faculty to analyze their courses for free, can also send course link for review.

Jeff - faculty support, faculty have resources but some areas they do not understand or know how to proceed (technology); institutions do not have resources to cover expanded responsibilities and 508 requirements.

Mike to carry conversation back to system office.

Columbus State University – Degree in 3 Grant Update

Columbus State University grant - Degree in 3 (DN3) result of a $1million grant from Gates Foundation

Courses set to begin. Seven 7-week courses where students take a set of courses and competency based modules at the same time - move through at their own pace. Students can get a degree in 3 years; Certificate, Associates, Bachelors in Communication or Criminal Justice. 27 hour block is

competency based; remaining 90 hours traditional based instruction of 7 week courses; competency extend over the entire semester.

Learned will need to market more and market more heavily. The original grant called for 500; reality 19 interested, 8 admitted to program. Marie Lasseter working on competency based material.

Quality Matters - Faculty sign an MOU and template builders required to have QM review. Create a checklist for new courses and then review when course is more mature.
Some kinks to work out or that changed since the grant was written.

Gates Foundation has a handful of these grants around the country and all are struggling with enrollments. Hard to communicate what the students were signing up for. Actual audience is turning out to be adult learners and not the traditional student as intended.

SACS seems to be okay with the way Columbus State is presenting competency based program.

Spring meeting planning (David Stone)
Role of RACDE – AY 2013-2014 (Mike Rogers with David Stone)

David Stone welcomed into role of Chair. Call for nominations of Chair-Elect
Elke nominated Irene Kokkala; approved unanimously
AY 2013-2014 Executive Committee; David Stone (Chair), Irene Kokola (Chair Elect), Elke Leeds (Past Chair)

David will send BOR RACDE link with the minutes.
RACDE is a closed group of members nominated by the VPAA of each institution or their representative. A fall retreat (location TBD) and a spring meeting (institution hosted) are typically held each year. This spring 2014 meeting will be Southern Poly. David will email suggested dates.

Subcommittee Recommendations for AY 2013-2014

MOOCs
ANALYTICS
ADA - Have Chair of USG Committee to meet with RACDE. Committee on Disability Services composed of institutional reps - RACDE members find their rep and see what is happening at their own institution and report on same
MARKETING; ask Annette Ogletree and Sandi Suda to present on IT Strategic Communications with an update of what they have done and plan to do
TECHNOLOGY; make an agenda item to report back on common technologies list
COLLECTION and QUALITY of DATA; Owner of Data Element Dictionary at BOR to meeting with Jon & David

Last year subcommittees were based on the DE Task Force recommendations to the Chancellor.

Jeff - opened a discussion on the next generation of what online courses will look like and consist of 5 years from now. Discuss the evolution of online courses. Recommendation was made that RACDE be proactive with the expiration of the D2L contract in 3 years. What do we want? What do we envision?

Build in time next year for each representative to report on what is going on at each institution, philosophies, new initiatives, innovations, etc. It was auggested that we target conversations around one of the above listed topics.

David will create a DropBox for committee with a process folder or special interest folders.

Irene - can institutions look at each other's policies, correspondence course, student identification verification; share policies?

Elke motioned to adjourn, Jeff seconded, 11:37am