

# FETC Regular Meeting

*2013-10-10 3:00pm*

## I. Old Business

1. Deep Freeze & classroom computer configuration, Philip Paradise:
  - a. Deep Freeze restores computer to reference state on reboot, avoids viruses, but also restores configuration mistakes that weren't caught when the reference state was built
  - b. New image has been set up
  - c. Problems with classroom computers: reference state didn't include various initializations
  - d. Deep Freeze slows down start-up
  - e. Has been used on campus for a while now, prevents viruses from affecting classroom computers
  - f. Need a subcommittee
2. Campus communications, online community, Andrew Bergstrom:
  - a. Added questions to Tech Qual survey, what features do users want
  - b. Users might not know what features to ask for, what are available
  - c. General needs: quick trading posts, long multi-user discussions—very different, maybe different packages for different use-cases
  - d. Need a subcommittee
3. Faculty Senate meeting, faculty course evaluations, Mark Hurd:
  - a. Ongoing ad-hoc committee
  - b. Target to be on agenda for November senate meeting
  - c. Deadline October 24
  - d. Paper response rate was 67%
  - e. Online response rate is about 35-40% now
  - f. Deanna Caveny-Noecker: We have Blue Portal Integrator software that should let us administer the survey through more sources, easier access via OAKS & smart phones. Implementation by Chad Ridley, Sandy Hall, waiting for resolution of tech issues. Should result in easier access to forms (for students) and reports (for faculty).
  - g. Some question: what about teachers that don't make much use of OAKS, students that don't sign in very often... Faculty can look up usage statistics for their classes. Zach Hartje: should be able to do a college-wide report.

- h. Meg: Would like to see reports grouped by how often students missed class.
  - i. Deanna: There's a big data file of all details of all responses, and Institutional Research and Planning (IRP) can do more detailed analysis on it, even though Blue does not generate reports for all the more complicated questions we come up with.
  - j. Anecdotes: Same amount of "advertising" in similar sections yields vastly different response rates.
  - k. Faculty already ought to be able to see their response rates in real time during the evaluation period.
  - l. Problem that evaluations during summer & Express terms are harder to advertise to. We have to focus on only the relevant part of the campus.
  - m. Students complain that the form is too long, but changes to shorten it must go through the senate.
  - n. Suppose: We could invite students to bring devices to class, spend some time there filling them in. But not all students have devices, various reasons, and use of a phone may lead to minimal text in free responses, lower quality of information. Not enough portable devices owned by the college to loan out during the period.
  - o. Online evaluations created a burden for faculty, who now have to "market" the survey. This is at the benefit of reducing the distribution and collection of paper forms, which wasn't a direct burden on the faculty but was a logistical nightmare elsewhere.
4. Tech Qual survey is out, Philip Paradise:
- a. Sent to 14,535 people, 2% response so far, open for a while
  - b. Last year's response rate was 22% after sending it to whole campus, much higher rate for faculty than students
  - c. Done by techqual.org, masquerading as helpdesk
  - d. This year, Tech Qual can send targeted reminder e-mails to those who haven't filled it out yet.
  - e. Would it be better to use something other than e-mail: Facebook, Twitter, SMS/Text? Students are not paying as much attention to e-mail, favoring other media. Also too much "noise" and no way to prioritize messages. Job for communication subcommittee.
5. Survey about complaints, Meg:
- a. Posted on Share Point, already discussed with Monica
  - b. New Tech Qual survey allows comments on all questions
  - c. Classroom problems are being resolved much more quickly now
  - d. Problems are not being thoroughly reported according to Philip Paradise
  - e. Other patterns: off campus access, GIS

## II. New Business

### 1. Subcommittees

- a. Deep Freeze and classroom configurations
  - Meg, Garrett, Phil, Alejandro
  - List needs, prepare ways to evaluate software solutions
- b. Campus Communications
  - Andrew, Vijay
  - Current *and* future needs

### 2. Online & distance education, intellectual property, Mark Hurd:

- a. From James Madison University, Hanover Research Council, packets about best practices for online education. Can we write something similar for our specific needs and platforms, maybe using the TLT group? There's a course in TLT that is required for faculty teaching a DE format course. Purpose of the course for faculty is so that when their course actually runs, they have fewer tech issues, fewer unexpected tasks.
- b. Meg: Has heard a lot of bad stuff about this course, too much time and trouble, no advance notice of what is required. The problem is time.
- c. Deanna: Academic affairs does provide some stipends
- d. TLT responds to the lead from academic affairs, which pushes the development of DE.
- e. New service: Kaltura, for doing short streaming of non-copyrighted (via OAKS too after December upgrade), instructions on TLT site
- f. Replacing lemon with stream server, needed to stream copyrighted or very long media files
- g. Documentation posted at: <http://blogs.cofc.edu/tlftutorials/>