

29 May 2003: CMSAG Summary

In attendance: Erin Easterling, Randy Graff, John Holmes, Doug Johnson, Chris Sessums, Ron Thomas, Mike Wright.

I. Opening Comments and Discussion:

The committee decided to delay the recommendation decision for another couple of weeks in order to more fully review and discussion course migration issues. The new tentative decision date is 19 June 2003.

Absentee voting will now begin following the 12 June meeting.

II. Work Groups:

Human Resources:

The committee returned to an extensive discussion of staffing needs to effectively support the central CMS. The staffing recommendation was as follows:

1.0 FTE	CMS Administrator: administration and coordination
2.0 FTE	CMS User Support (walk-in, phone, email, etc.)
1.0 FTE	CMS Support/Trainer (development of account templates, self-service training tools, classroom training, etc.)
1.0 FTE	CMS Administration (course administration, account service, system functions, etc.)
0.5 FTE	Programming (integration with PeopleSoft and other campus systems, development of support tools, etc.)
0.5 FTE	Oracle DBA/DBM
1.0 FTE	CMS-specific instructional design and project development

There was a consensus that this recommendation represents a reasonable minimum support level. Furthermore, there was a recognition that the last recommendation, instructional design support, may need to be increased substantially depending on the level of support UF wishes to provide to faculty migrating courses from existing CMSs and for ongoing support to faculty building online courses

Additionally, it was suggested that UF should consider centrally supporting on-site CMS personnel at certain UF sites with a substantial investment in CMS use. Possible examples included HSC, IFAS, and DCE. There was a consensus that this recommendation should be included as an ancillary recommendation in the final report. It was also suggested that to provide this kind of on-site support in an equitable fashion would require the development of a protocol for objectively determining when any UF unit had reached a point in its CMS use to merit the FTE allocation.

III. Report Writing

Work Group Leaders:

Yet another reminder that each work group leader should be writing a brief report to present the information and recommendations developed under his or her auspices.

Recommendation and Planning Draft:

Please devote adequate time to read and offer suggestions on how to continue developing the final document.

IV. Next Meetings [tentative topics]:

Thursday, 12 June 2003. 9:30 AM, Turlington 1012 **[Migration]**

Thursday, 19 May 2003. 9:30 AM, Turlington 1012 **[Migration, recommendation]**

USER RESPONSES

Feature	Current Use	Future Use
WebCT internal email	30	30
Calculated questions in quizzes	15	26
Random variables in calculated questions	8	20
Selective release by mastery criteria	3	20
Selective release by student name	19	25
None of the Above	4	4
N = 43		

Additional comments re. usefulness / how you use these features.

- For the record, I use E so that I can have students in my class read each other's term papers. I post all the submitted term papers electronically on the WebCT page, and configure it so that each paper is accessible to three student "readers" (chosen by me). Students then submit their reviews to me by WebCT email. This selective release was a pain in the neck to set up, but it was well worth the effort.
- Calculated questions in quizzes comprise 90% of my quizzes and are indispensable. Random variables in calculated questions allow me to accept repeated attempts on quizzes AND releasing the grade and correct answer on each attempt. Sometimes the 'reverse engineering' of a problem teaches them the concept!
- I use A and E. I don't know what B or C or D are but now that I see them, I may look further into using them
- I just got into managing a course this semester and am looking forward to using this medium to its fullest.
- Releasing the quiz based on the student's name is very helpful. Otherwise, it would not be possible to allow students to makeup quizzes.
- For myself and others in physics, the most important of these features are B. calculated questions in quizzes and C. Random variables in calculations. I and others in our department are presently using these and intend to continue using these.
- Continue to develop use of WebCT. I seem to use more each semester. The more features available, the better.
- "D. Selective release by mastery criteria (e.g. students cannot access module 2 until scoring 80%+ on module 1 quiz)" <-LOVE IT!

The questions as posed:

Greetings all!

As you are aware, there is a committee working to make a recommendation of a single course management system to be centrally supported at UF. The committee is currently attempting to evaluate certain specific features and functions that may be needed and/or desired by faculty. Therefore, I would very much appreciate feedback from as many of you as possible regarding the following questions:

1. Which of the following features of WebCT do you use?

- A. WebCT internal email no
- B. Calculated questions in quizzes yes
- C. Random variables in calculated questions no
- D. Selective release by mastery criteria (e.g. students cannot access module 2 until scoring 80%+ on module 1 quiz) yes
- E. Selective release by student name yes

2. Which of those features do you think you might use in the future?

- A. WebCT internal email no-> there are already class listservs provided by UF
- B. Calculated questions in quizzes yes
- C. Random variables in calculated questions yes
- D. Selective release by mastery criteria yes
- E. Selective release by student name yes

Any additional comments about how useful you consider these features or how you use these features will be greatly appreciated.