

ONLINE INITIATIVE MATTERS

THE NEWSLETTER ABOUT THE LUCAS COLLEGE ONLINE INITIATIVES

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Message From the Faculty Director

This is my second semester as Director of Online Initiatives at the Lucas College of Business (LCOB).

Last semester, we have initiated this newsletter, organized a series of workshops related to online education for LCOB faculty, experimented with ProctorU, collected input from students and selected faculty regarding the use of ProctorU, developed an online teaching rubric for online classes, revised the existing online course approval and online teaching policies, initiated a website for the LCOB Online Initiatives, and participated in an Online Teaching Rubric Workshop by Quality Matters

Professional Development. You will be able to read more about the many things we have accomplished in the previous semester in this newsletter. I believe that we can be proud of the progress we have made during Fall 2014.

Looking forward, we will continue to provide valuable resources on online education for our LCOB faculty, refine our existing policies and online education rubric, and develop an online exam policy that focuses on academic integrity. Our biggest task this semester is probably the launch of an Online Certification

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program for all existing/potential LCOB online teaching faculty and the official launch of our Online Degree Completion Option for the Marketing concentration. We will keep you posted regarding these online initiatives.

All of the progress we have made is only thanks to all of you. Thank you to everybody who has provided his/her input during any of the workshops, the TechLunch, or by stopping by my office. As always, we value your feedback. Please don't hesitate to let us know your thoughts about any of our online initiatives. For now, please enjoy our Spring 2015 Online Initiative Matters Newsletter.

Reflecting on our Fall 2014 Workshops

In addition to participating in the many wonderful events related to online education across campus, LCOB faculty was able to participate in one of our own LCOB workshops on online education during Fall 2014.

During Fall 2014, we hosted two workshops on Camtasia in our Wang Video Studio on the 5th floor of the Business Tower. Participants had the opportunity to learn about and see the Wang Video Studio and meet our Wang Video Studio Student Assistant, Jenny Vo. In addition, participants learned about how Camtasia can be used to prepare online lectures. Specifically, participants learned about how to use Camtasia to narrate PowerPoint slides, save the end-



October 24 Camtasia Workshop Participants

result as an MP4 file, upload the MP4 file onto YouTube, and finally embed the MP4 file into Canvas, our Learning Management System. For our second Camtasia workshop, we also offered one-on-one sessions for interested faculty after the actual workshop.

In addition to our Camtasia workshops, we offered one workshop on “Learning from your Peers”. We had the honor of learning from Bobbi Makani (lecture capture and flipped classroom), Prabha Chandrasekar (self-grading quizzes), Dave Czerwinski (modules function), Simon Rodan (green-screening for video production), and Jennifer Bechkoff (discussion function) about important elements of online education.



December 12 Camtasia Workshop Participants



November 14 “Learning from your Peers” Workshop Participants

In the spirit of online teaching, three of the five speakers were presenting online via WebEx. Please help me thank these wonderful colleagues for sharing with all of us some of the things they are doing in their online classes.

We will be offering more workshops related to online education this semester. For specific topics and dates please see the LCOB workshops in the events calendar in a later section of this newsletter.

You will be able to find the presentations of the “Learning from your Peers” workshop along with (video and pdf) tutorials on Camtasia on our newly created website at www.sjsu.edu/cob/online. Please see the “Resources” link for our LCOB online training resources. These training resources are password protected. We will share this password with all of LCOB faculty in a separate email.

Experimenting with ProctorU: Feedback from Students

ProctorU is a third-party online proctoring service. For a fee, it can be used to have online exams proctored.

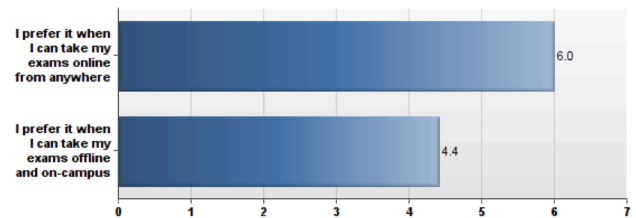
A handful of our LCOB *faculty* has experimented with ProctorU during Fall 2014. Overall, those who experimented with ProctorU liked the service and would like to give students the option of taking exams online, possibly in combination with an offline option. There were a few minor issues that faculty ran into when experimenting with ProctorU. Overall, however, faculty was happy with ProctorU and its support services.

We also collected feedback on the use of ProctorU from our *students*. We collected feedback twice: the first time after they had used the service once (i.e., for one exam – earlier in the semester, $N = 73$) and the second time after they had used the service three times (i.e., for three exams – later in the semester, $N = 82$). There were no significant differences between these two student samples.

In the following, we will provide some of the results of the second student survey. Note that the Likert scale ranged from 1 (=strongly disagree) to 7 (=strongly agree). Thus, a score of 3.5 suggests that students neither agreed nor disagreed with a certain issue. The scores shown are either means or percentages.

Online Exam Format

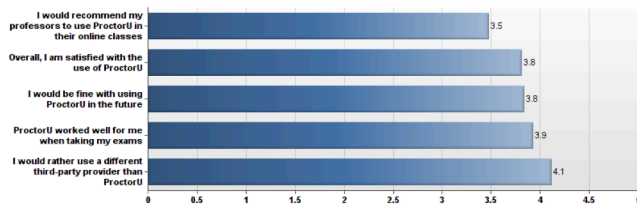
When asked about their preference when taking exams in online classes, students indicated that they like having the option of taking the exam online from anywhere. In fact, about 75% of the respondents selected the “agree” or “strongly agree” options. In contrast, about 31% of respondents selected these options when asked if they like having the option of taking their exams offline and on-campus. Students seem to have a strong preference for taking exams online when taking an online class although a significant number of students does prefer the offline option.



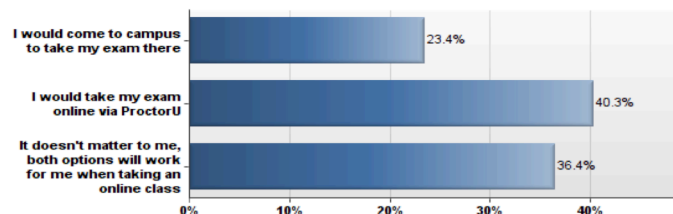
Use of and Satisfaction with ProctorU

Students were neutral regarding the use of ProctorU and their satisfaction with this service. Most responses were lingering around the midpoint of 3.5. Specifically, students were neutral with regard to recommending ProctorU to their online professors ($M=3.5$), their satisfaction with ProctorU ($M=3.8$), using ProctorU in the future ($M=3.8$), and the statement that

ProctorU worked well for them when taking their online exams (M=3.9). Further, they overall “somewhat agreed” (M=4.1) that they would rather use a different third-party service provider for proctoring online exams (mean scores out of 7.0). Given these results, we continue to look for ProctorU alternatives.



When giving online students the option of coming to campus to take an exam offline versus taking the exam online via ProctorU, about 23% of the respondents would come to campus to take their exam offline, 40% would take their exam online via ProctorU, and about 36% would be fine with either of these two options. These results suggest that it might be best to give online students different exam options.

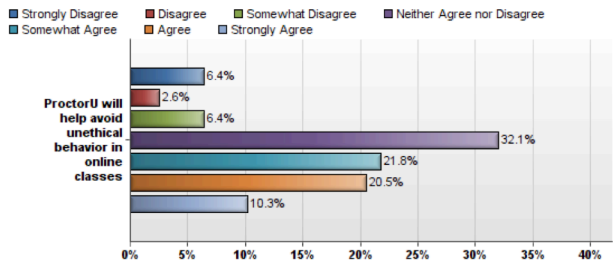


Pricing for ProctorU

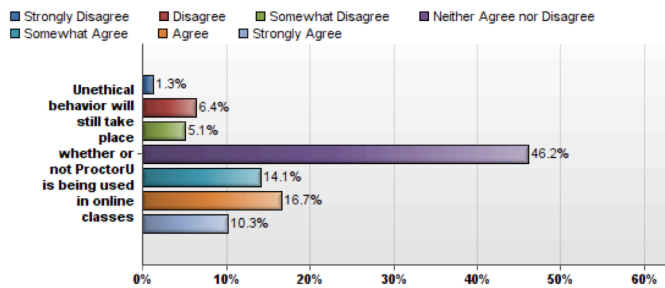
The use of ProctorU is not cheap. We asked students how much they would be willing to spend for a 60 minute online exam if they had to spend the fee by themselves and if their professor gave them permission to use a third-party proctoring service, such as ProctorU. Students were willing to spend an average of \$7.50 for a 60 minute exam. In contrast, LCOB faculty indicated that – on average -- \$17.50 would be appropriate for a 60 minute exam. Interestingly, both price points are significantly below the ProctorU fee. Clearly, pricing – who will need to pay and how much? – for an online exam proctoring service is a major issue that needs to be clarified.

Potential Unethical Behavior

We also asked students if they think that ProctorU will help avoid unethical behavior in online classes. About 53% of the respondents “somewhat agreed”, “agreed” or “strongly agreed”. About 15% of the respondents “somewhat disagreed”, “disagreed”, or “strongly disagreed”.



When asked whether unethical behavior will take place irrespective of whether ProctorU is being used, about 41% “somewhat agreed”, “strongly agreed” or “agreed” whereas about 13% “somewhat disagreed”, “strongly disagreed” or “disagreed”.



It does seem that a third-party proctoring service will help reduce potential unethical behavior although students believe that unethical behavior will still take place even when a third-party proctoring service is being used.

Other Qualitative Information

We also gathered a significant amount of qualitative information from students, such as what students liked about ProctorU (e.g.,

convenience), what students disliked about ProctorU (e.g., privacy, proctors were distracting, lengthy process), things that didn’t work when using ProctorU (e.g., scheduling an exam, connecting with proctors), and how the process of administering online exams can be further improved.

Conclusion

Overall, we have the impression that LCOB faculty likes ProctorU (although the feedback we received is clearly not enough to make such a generalization; N=3). Students in contrast are not as enthusiastic about ProctorU. The price for using ProctorU as a proctoring service is clearly above what students and faculty think is reasonable. Consequently, we will continue to look into the best ways of administering online exams.

Online Teaching Rubric: New Standards for Online Teaching

During Fall 2014, we spent a significant amount of time developing a rubric for online teaching. The purpose of this rubric is to put forward a set of standards for our online offerings. These standards provide the LCOB faculty with guidance regarding design, development, and execution of online classes. In addition, they will constitute the basis for a new proposed peer evaluation rubric for online classes. The existing peer evaluation forms were developed for offline classes and hence are not fully suitable to peer evaluate online classes.

Our rubric is the result of input from the School of Information and eCampus at San Jose State University. We are thankful for such wonderful colleagues who shared with us their proven online teaching rubrics. In addition, it is the result of our own research on online teaching rubrics and the input we received from the LCOB Core Course Curriculum Committee, the CMT, and the Departmental Undergraduate Curriculum Committees. Thank you also to the many individuals who have shared their perspective and opinion regarding the online teaching rubric. My participation in an Online Teaching Rubric Workshop by Quality Matters Professional Development substantiated the need for an online teaching rubric and the relevance of the standards we had developed.

In the following are the eight developed standards, with explanation, for our online classes. These standards form the basis for our “Toolkit” section at www.sjsu.edu/cob/online. Therefore, you can visit our “Toolkit” section on the web to learn more about what you can do in your online classes to satisfy each of the standards.

Standard 1: Learner Support and Resources

It is important that Online Instructors clearly communicate the nature and expectations of the course. It is also important that the course contains sufficient information about being an online learner and links to campus resources. The course should also provide a variety of course specific resources along with contact information for the instructor, department, and program.

Standard 2: Course Design and Structure

It is important that Online Instructors design, organize, and deliver the course in an effective and systematic manner. All elements of the course should be clearly identified and easily located. Materials should be sequenced properly and contribute to student learning. The syllabus should contain required components.

Standard 3: Course Content

It is important that online courses have the same coverage and rigor as face-to-face courses. The course content should be up-to-date, reflecting recent developments and current professional practice. Course assignments should be designed to achieve the course's learning goals, and have measurable outcomes. Assignments should be designed to meet the university's accessibility requirements and varied to show sensitivity for differing learning styles among students. Required readings and other assigned materials and resources should be of reasonable quantity and enhance student learning. The online course work should meet the required credit hours. The online course should further utilize multiple modalities to enhance student learning and accessibility, such as visual, textual, kinesthetic and/or auditory activities.

Standard 4: Instructor Contribution to Course Content

It is important that the instructor demonstrates a mastery of the subject area and communicates this knowledge consistently throughout the semester. The instructor should use appropriate teaching methods and pedagogical approaches to stimulate interest and achieve course learning goals. The instructor should be

engaged in the online course throughout the entire semester.

Standard 5: Interaction and Collaboration

It is important that the online course design includes multiple means of communication, including learner-to-instructor and learner-to-learner interactions. As such, the instructor should create a sense of community by frequently communicating with students regarding course activities, the posting of new content, current assignments, approaching deadlines, and other pertinent information. The instructor should further create forums for students to interact with each other (for example forums to introduce themselves and ask questions about the course content, expectations, and assignments).

Standard 6: Instructor Feedback

It is important that the online instructor responds to student questions respectfully and within a reasonable timeframe (e.g., 48 hours). The instructor should provide regular feedback on student work throughout the semester and constructive criticism regarding the quality of work and areas needing improvement.

Standard 7: Student Assessment

It is important that course assignments and activities are clearly aligned with the course's student learning objectives, and that student learning outcomes are measurable. It is helpful to use multiple assessment strategies to measure content knowledge, attitudes, and skills. Exams and other student assignments should be appropriate and sufficiently demanding.

Standard 8: Use of Student Feedback

Online instruction is improved by taking into account student feedback. Therefore, online instructors should offer opportunities for students to give feedback on course content, assessment, and online instruction. In

addition, the instructor should offer opportunities for students to give feedback on ease of online technology. The instructor should use formal and informal student feedback on an ongoing basis to help plan instruction and assessment of student learning throughout the semester.

These 8 standards should form the basis for designing, developing, and executing online classes. More details about the online teaching standards can be found in our password protected "Policies and Rubrics" section at www.sjsu.edu/cob/online. Details on how to address each of these standards can be found in the "Toolkit" section.

Official Launch of Our Online Initiative Website

We are excited to introduce you to our newly developed Online Initiative website at www.sjsu.edu/cob/online (thanks Shannon for your help!). The website is the best place to stay up-to-date with all of the online initiatives of the LCOB.

Please visit the website and send us your feedback along with information you would like to see on the site. Some of the content is password protected. We will regularly share the password with all LCOB faculty via email.

LUCAS COLLEGE AND GRADUATE SCHOOL OF BUSINESS
SAN JOSE STATE UNIVERSITY

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Welcome from the Director of Online Initiatives
Welcome to the Online Initiative Webpages of the Lucas College and Graduate School of Business (LCOB).
We hope that the following pages help keep you informed about all of the interesting things we are doing in the LCOB, provide you with the necessary resources to design and develop your online classes successfully, and inform you about our Online Degree Completion Programs.

Michael Merz
Faculty Director
Lucas College of
Business Online Initiatives

News & Announcements
02/12/2015: We are happy to announce the official launch of our LCOB Online Degree Completion Program. For more details, please see the respective link in the Menu bar.
02/10/2015: We are happy to announce the official launch of our LCOB Online Initiative Website.

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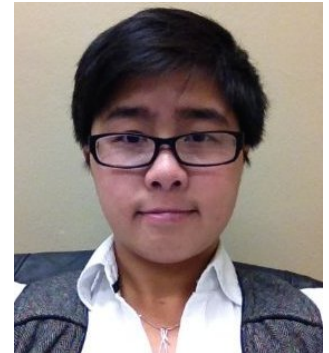
[site index](#)

Associate Professor of Marketing

Introducing Jenny Vo: Our Wang Video Studio Student Assistant

“My name is Jenny Vo. I’m currently a 5th year corporate finance major and have been working as the Wang Studio’s student assistance for over a year now. Through this time, I mainly specialize in assisting with editing

in Camtasia Mac and Studio. It is my pleasure to help any LCOB member. On a non related note, I am an avid board gamer and love to casually bowl.”



Jenny Vo

Wang Video Studio Student Assistant

The Wang Video Studio: How to use it and make an appointment with Jenny Vo?

The Wang Video Studio is located in the faculty lounge on the 5th floor of the Business Tower. A key for the faculty lounge, therefore, is required to be able to use the studio. The Wang Video Studio provides faculty in the Lucas College of Business with the possibility to record their lectures etc. in a quiet environment. In addition, it provides faculty with the possibility to hold online meetings with the SJSU Signage in the background.

The workstation in the Wang Video Studio has pre-installed software (e.g., Camtasia and SnagIt). In addition, a high-quality webcam and microphone are available. The

windows in the room are darkened for best video results.

How to use the Wang Video Studio?

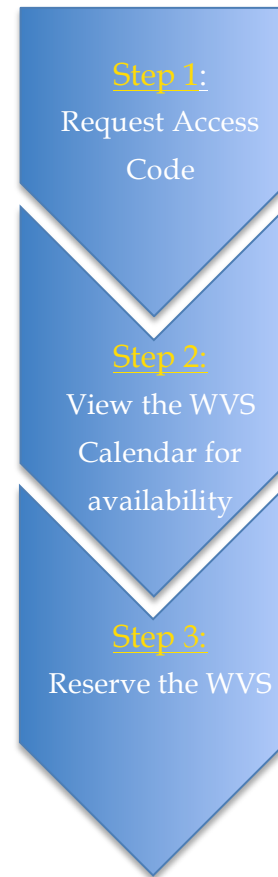
All faculty in the Lucas College of Business are able and encouraged to use the Wang Video Studio. Unfortunately, non-LCOB faculty members are not allowed to utilize the studio!

To use the Wang Video Studio, you will first need to contact me to get an access code. I will ensure that you are a LCOB faculty member and hence eligible for an

access code. If you participated in one of our workshops in the Wang Video Studio, you did receive an add code along with the workshop agenda.

Next, I will add you to the Wang Video Studio (WVS) Calendar, which allows you to see at what times the Studio is available.

Finally, assuming that you have a key for the faculty lounge, you can reserve the Wang Video Studio for any available time that is convenient for you. Reserve the Wang Video Studio at the desired dates/times by indicating so in the WVS Calendar.

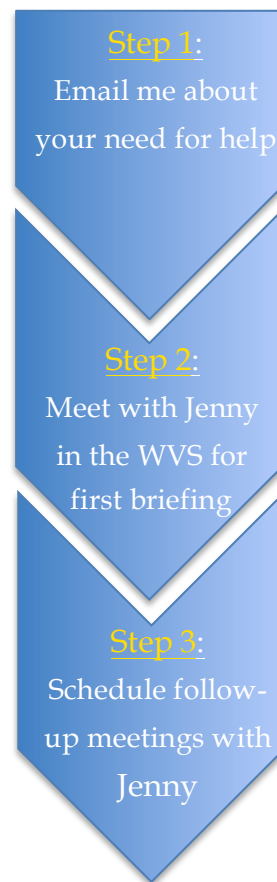


How to make an appointment with the Wang Video Studio Student Assistant?

For FERPA reasons, we have developed a set of guidelines that I would like you to keep in mind as you make an appointment with Jenny Vo, our Wang Video Student Assistant. If you have already worked with Jenny, then please feel free to directly get in touch with her for your technology-related questions and her help as you prepare your online teaching materials.

The same counts for everybody who has attended one of our workshops in the Wang Video Studio where you were introduced to Jenny. *If you have never met Jenny and she has never assisted you on previous projects, then please follow the following simple three steps.*

1. Please send me an email letting me know that you would like to ask Jenny Vo for assistance regarding a specific issue related to your online teaching materials. Once I received your email request, I will verify that you are LCOB faculty and forward your email to Jenny.
2. Jenny will then get in touch with you about a first meeting date/time. *Note that this first meeting will require the door of the Wang Video Studio to be wide open.* The purpose of this first meeting is for Jenny to understand your needs and for you to understand how Jenny can help.
3. If you both agree that Jenny can help with your request, then the two of you will schedule any future follow-up meetings.



Spring 2015 Events Calendar

Setting up an online class isn't easy. Converting an already existing offline class to an online class is very challenging as well. This is particularly true if we aim for high quality online course offerings.

To overcome such challenges, it is helpful to attend workshops that are touching upon topics relevant for online teaching and course development. We have put together the following list of workshops offered by the LCOB and eCampus. These workshops

have in common that they touch upon different elements important for online teaching. Some of the workshops introduce software that helps faculty develop online teaching materials. Other workshops introduce specific features of our Learning Management System Canvas.

As the LCOB online courses are set up in Canvas and course material needs to be adjusted to fit the online teaching environment, we believe that both types of workshops are critical.

Spring 2015 Online Education Events Calendar

eCampus Workshops

For registration (required) and details see:

<http://www.sjsu.edu/at/ec/aboutus/ecampusevents/index.html>

- Tuesday, Feb. 16: Camtasia III
- Monday, Feb. 23: Webex I
- Thursday, Feb 26: Canvas V
- Friday, Feb. 27: LockDown Browser & Respondus
- Monday, Mar 2: Canvas I
- Friday, Mar. 6: Camtasia II
- Wednesday, Mar. 11: Snagit
- Monday, Mar. 16: Camtasia III
- Thursday, Mar. 19: Qualtrics
- Friday, Mar. 20: Canvas II
- Monday, Mar. 23: Camtasia & Snagit
- Wednesday, Mar. 25: Canvas I
- Thursday, Mar. 26: Camtasia I
- Friday, Mar. 27: Webex II
- Thursday, Apr. 2: Canvas III
- Tuesday, Apr. 7: Camtasia I
- Wednesday, Apr. 8: Canvas IV
- Monday, Apr. 13: Criterion
- Thursday, Apr. 16: Snagit
- Tuesday, Apr. 21: Camtasia & Snagit
- Wednesday, Apr. 22: Webex I
- Tuesday, Apr. 28: Canvas V
- Wednesday, Apr. 29: Camtasia II
- Tuesday, May 5: Camtasia I
- Thursday, May 7: Qualtrics
- Wednesday, May 13: Canvas I
- Friday, May 22: Webex II
- Wednesday, May 27: Snagit

Lucas College of Business Workshops

All workshops require an RSVP. Reminders will be sent ahead of time.

- **Friday, March 06** (12:30am – 1:30pm):
Wang Video Studio (WVS) Tour and Hands-on Camtasia Workshop (WVS, BT 5th floor)
- **Friday, March 27** (10:30am – 12:00pm):
Learning From Your Peers (BBC 032)
- **Friday, April 10** (1:30am – 2:30pm):
Wang Video Studio (WVS) Tour and Hands-on Camtasia and Snagit Workshop (WVS, BT 5th floor)

Prabha Chandrasekar, our LCOB Mediated Learning Assistant, continues to offer one-on-one meetings on Canvas per request.

If you need Camtasia, Snagit, etc. please contact Nick van Eyck's office at lcob-bttechserv-group@sjsu.edu.

Online Initiative by Numbers: How many classes in the Lucas College of Business are taught online during Spring 2015?

The following table shows the total number of classes offered by the Lucas College of Business across the different departments/ schools during Spring 2015.

It also shows the total number of online and

hybrid classes offered across the different academic areas.

Finally, it displays the different online/ hybrid class titles along with the online/ hybrid class instructors across departments/ schools.

Subject	Total Classes	Total Online Classes	Total Online Classes as Percent of Total Classes	If Online, Number of Different Class Titles	Hybrid Classes	Online and/or Hybrid Class Titles	Online/Hybrid Class Instructors
Bus	49	5	10%	5	1	220M, 225H, 235A, 235B, 280, & 227B as Hybrid Class	Annette Nellen, Jian Zhang, David Czerwinski, Jennifer Bechkoff, Roger Salstrom
Bus1 - A&F	94	2	2%	2	0	20, 125A	Thomas Black, Catherine Lycurgus
Bus2 - Mktg	71	11	15%	5	1	130, 134A, 137A, 138, 190, & 134B as Hybrid Class	Marilyn Easter, Miwa Merz, Jennifer Bechkoff, Jing Zhang, David Czerwinski, Hao-Wei Chen
Bus3 - Mgmt	73	3	4%	2	0	12, 166	Richard Okumoto, Randall Stross
Bus4 - MIS	50	0	0%	0	1	110a	Leslie Albert
Bus 5 - GIL	46	5	11%	2	0	140, 187	Arvinder Lommba, Alaka Rao, Inae Yang

Source: Data taken from the MySJSU database (report generated on February 05, 2015); Feedback on generated data received from LCOB Chairs/Directors or Department Analysts

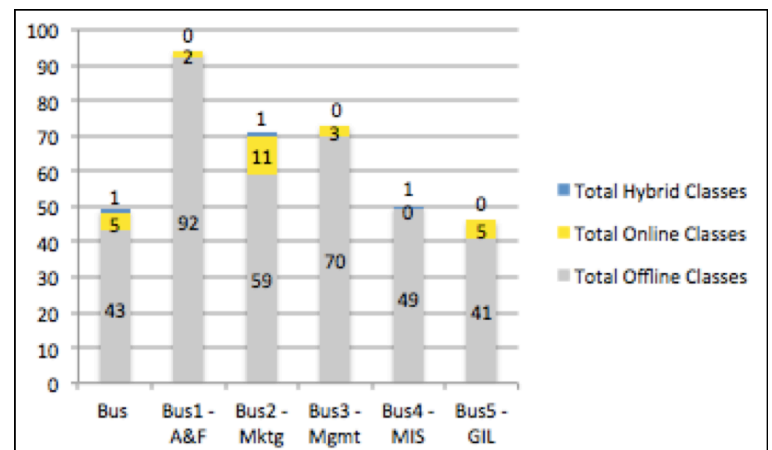
Online Class Offerings

The data suggests that out of the 49 graduate classes, 5 are online and 1 is hybrid.

Of the 94 A&F classes, 2 are fully online.

Of the 71 Marketing classes, 11 are online, and 1 is hybrid.

Of the 73 Management classes, 70 are offline and 3 are online.



Of the 50 MIS classes, 49 are offline and 1 is hybrid.

Of the 46 Global Innovation & Leadership classes, 41 are offline and 5 are online.

Online Class Titles

At the undergraduate level, the Lucas College of Business offers a total of 12 different course titles as online classes and 1 course titles hybrid classes. Of those 13 course titles, A&F offers 2 online/ hybrid course titles, Marketing 6, Management 2, MIS 1, and Global Innovation & Leadership

2. At the graduate level, a total of 6 course titles are offered as hybrid or online classes during Spring 2015.

Online Class Instructors

A total of 17 different instructors teach online and/or hybrid classes in the Lucas College and Graduate School of Business. At the graduate level, 5 instructors teach online and/or hybrid classes. At the undergraduate level, 2 A&F instructors, 6 marketing instructors, 2 Management instructors, 1 MIS, and 3 GIL instructors teach online and/or hybrid classes.

Online Initiative Updates: What is currently happening?

Degree to Completion Option

We are currently working on providing our students with the possibility to complete their concentration fully online. This means that students will eventually be able to take all of their upper division classes (e.g., 60 units of the total of 120 units needed for the B.S. in

Business Administration degree) as online classes.

We are excited to offer the Degree to Completion Option for our Marketing concentration beginning in Fall 2015. We are working on launching the Degree to Completion Option for the other ten concentrations in the coming academic years. Please help spread the word about the Marketing

Degree to Completion

Option. For more information on the Marketing Degree to Completion Option, please visit our website at www.sjsu.edu/cob/online.

Online Certification

We are currently working on developing an online certification program for all

LCOB faculty. Specifically, we will offer online LCOB instructors the possibility to become “certified online instructors”. This three-week online certification program is offered twice per semester and during the summer. Upon successful completion of this online certification program, LCOB participants will receive a certificate of completion. Eventually, all online instructors who want to teach online in the LCOB will need to complete this online certification program.

The Online Certification Program teaches faculty how to prepare, design, develop, and teach an online class. Further, it will teach faculty how to use screen capture, podcasting, voice grading and other technologies in their online classrooms.

The purpose of the Online Certification Program is to help prepare faculty become effective and self-sufficient online instructors.

Given that our Marketing Degree to Completion Option launches officially during Fall 2015, we will begin certifying our online teaching Marketing faculty during Spring 2015. We will open up the Online Certification Program to all LCOB faculty during the summer of 2015.

For specific Online Certification Program dates, please visit our website at www.sjsu.edu/cob/online.