**FOOTHILL COLLEGE**

# DEAC/COOL Meeting

## MINUTES

**Date:** 01/14/14 **Time:** 1:00-2:00 p.m. **Location:** Altos Room (2019)

## Attending

Judy Baker, Carolyn Brown, Konnilyn Feig, Hilary Gomes, Meredith Heiser, Akemi Ishikawa, Kate Jordahl, Kathryn Maurer, Allison Meezan, Nas Ouliaei, Lisa Verissimo, Mimi Will

## Discussion Items

1. Announcements

2. Proposed online teaching certification program

3. Senate Resolution

4. Spring Showcase

## Discussion Detail

1. Announcements
   a. Report on Student Evaluation Surveys for Fall 2013
      The Report on Student Evaluation Surveys for Fall 2013 was reviewed. 15 course evaluation surveys were administered during Fall 2013. Of the 15, response rate data from 11 course evaluation surveys was returned. The average response rate was 70%. Faculty requests for Student Evaluation Surveys and the student response rate are both up considerably from previous quarters. Six instructors have already submitted requests for surveys for Winter 2014. There was again discussion and concern surrounding official versus unofficial surveys. Meredith Heiser will check with FA to determine if an MOU can be created that clearly states that unofficial surveys will never be used for official faculty evaluations.
   b. Professional Development Day – 1/24/14
      DEAC/COOL Committee members Hilary Gomes and Carolyn Brown will be co-presenting a workshop on Voicethread. There will be a total of seven workshops taking place between 8:30 a.m. and 1:00 p.m on Friday, January 24th.
      - 8:30-9:30 am       Professionalizing Your Assessment: A Qualitative Approach
      - 9:40-10:40 am      What is Voice Thread?
      - 9:40-10:40 am      Improving Student Learning with Effective Learning Techniques
      - 10:50-11:50 am     Student Success from a Classified Staff Perspective
      - 10:50-11:50 am     What's in Your Toolbox: Dealing with Difficult Students
      - Noon-1 pm          Professional Development Opportunities for Classified Staff
      - Noon-1 pm          Debrief! Candid Conversation about Student Equity & Program Review

Anyone interested in giving a future workshop or anyone with ideas for future workshop topics is encouraged to contact a Professional Development Committee tri-chair (Judy Baker, Maureen Chenoweth or Ben Stefonik) with suggestions.

c. DEAC/COOL would like to see all divisions represented on their committee. Members were encouraged to spread the word among colleagues to participate.

d. MATH 105 will no longer be offered as a fully online course; therefore, technically, an AA degree cannot be completed using completely online courses through Foothill College unless a student can meet the minimum MATH proficiency requirement with an equivalency.

2. Proposed online teaching certification program
   a. Foothill needs to develop and offer professional development for online teaching in order to satisfy upcoming Accreditation and Online Education Initiative (OEI) Grant requirements, as well as promote high quality online teaching. Faculty training for Etudes is not enough.
   b. A proposed Online Teaching Certification Program should cover both online course design and online course management/delivery topics.
   c. Topics to be covered by the certificate program could be based on curriculum used by the @ONE Online Teaching Certification Program to use as a potential starting point for development.
   - Development of Certificate Program
     o How many PGA units? (e.g., 1 unit = 18 hours)
     o How often? (e.g., quarterly)
     o Program developer(s)
       ▪ Release time or stipend?
       ▪ Criteria for selection?
     o Program teachers(s)
       ▪ Release time or stipend?
       ▪ Criteria for selection?
     o Base Certificate Program on curriculum used by @ONE Online Teaching Certification Program?
     o Learning objectives
       • Criteria for successful completion? (e.g., development of model Module along with self-reflection; peer review of classmates' model Modules)
     o Schedule (e.g., 6-week course with 1.5 hours direct contact with live/synchronous facilitator and 1.5 hours working on assignments and portfolio per week)
     o Format for delivery (e.g., Etudes, CCC Confer webinar, face-to-face)
     o Incentives for gaining faculty participation?

   It was agreed that the @One model requiring 40 hours of participation was not realistic and that the proposed 1 unit = 18 hours was a more reasonable recommendation. The committee also agreed this Online Pedagogy Certification Program requirement would only apply to faculty new to teaching online. Foothill College faculty with online teaching experience would be grandfathered into the program. A survey will be sent to committee members to help prioritize the potential requirements for certification. Pat Hyland will also be consulted and asked to participate in the survey.

3. Senate Resolution
   Yesterday Kate Jordahl presented a resolution to the Academic Senate. Dolores Davison was thanked for contributing to the formalization of the resolution. Feedback from the senate was positive.

   *Whereas Foothill College has been a leader and innovator in online learning with large number of classes and degrees offered in this modality*

*Whereas the number of student being served by online and hybrid classes has continued to grow significantly with a 20% increase from 11,209 in fall 2011 to 13,463 in Fall 2013. In 2012-13, enrollment, FTES and WSCH in fully online courses represented 27% of all courses.*

*Whereas mandated requirements for accessible and quality online classes are growing and faculty are facing constant challenges of changing software and hardware*

*Whereas Foothill Global Access does not have sufficient staffing to support faculty innovation in delivery of online instruction, particularly their efforts to increase interactivity and multimedia richness to their online course sites.*

*Whereas current tools and services can offer little assistance in important aspects of online teaching like documentation of last day of attendance, accessibility compliance, student authentication, use of open educational resources, and academic integrity strategies.*

*Whereas Foothill participation in the Online Education Initiative (OEI) will require online faculty to receive training in online instruction beyond what Foothill College currently provides and such training will have to be developed and presented*

*Whereas faculty are building online classes with limited assistance and need more guidance and assistance to keep their classes compliant, relevant, and effective*

*Resolved, that the Foothill Academic Senate calls for expanded services and funding for Foothill Global Access including consideration of the hiring of a full-time Instruction Designer to assist faculty in development of classes to serve our students and improve the training and preparation of faculty in the effective education of the large numbers of students enrolling in online classes not fully prepared for the demands of online learning.*

This first draft will be reviewed for feedback and Kate will return to the Academic Senate for a second read in two weeks.

4. Spring Showcase
   The Professional Development Committee would like to host a showcase, mid-May, for faculty to share innovative aspects of their online courses. DEAC/COOL members were asked for suggestions on how to structure this event. It was agreed that showcase topics should not be a static presentation, but more of a roundtable discussion to encourage dialog between colleagues. Some of the following topics were suggested for the showcase: lectures, group projects, collaborative learning, student engagement, feeling connected, using assignments, administering REC, strategies for student retention, academic integrity, establishing tone, humanizing your online course, how to get started. This last suggestion prompted members to recommend structuring the showcase around the class/quarter timeline: What do you do before the class starts? Pre-week 1? Welcome message? Week One? Week Two? (etc.) How to finish the course? The committee agreed that connecting the showcase with the Online Teaching Certification Program was a good idea. It was observed that the topics suggested would make an excellent outline for the certification program.