FOOTHILL COLLEGE

COOL/DEAC Meeting

Committee On Online Learning and Distance Education Advisory Committee

MINUTES

Date: 05/07/18   **Time:** 12:00 p.m. – 12:30 p.m.   **Location:** Hearthside Lounge 2313

Attending

Judy Baker, Steve Batham, Raymond Brennan, Carolyn Brown, Isaac Escoto, Heather Garcia, Hilary Gomes, Kurt Hueg, Akemi Ishikawa, Kristy Lisle, Allison Lenkeit Meezan, Lisa Markus, Kathryn Maurer, Bita Mazloom, Ram Subramaniam, Paul Starer, Paula Schales, Nanette Solvason, Shirley Treanor, Sarah Williams

Discussion Items

1. Welcome & introductions
2. Approval of minutes from April meeting (Judy)
3. Review of online course quality standards (Kristy)
4. Deans' perspectives about online course quality and college-wide standards (deans)
5. Faculty perspectives about online course quality and college-wide standards (COOL members)
6. DRAFT proposal to establish a formal online course quality peer review process?

Discussion Detail

1. Welcome & introductions
   COOL/DEAC members went around the room and through Zoom to make introductions.

2. Approval of minutes from April meeting (Judy)
   https://foothill.edu/onlinelearning/pdf/DEACCOOL_Minutes_042018_DRAFT.pdf
   The COOL/DEAC meeting minutes from April 20, 2018 were approved.

3. Review of online course quality standards (Kristy)
   Points of discussion from the previous COOL/DEAC meeting were reviewed. The need for college-wide standards was the emphasis of the discussion.
   a. Improve the student experience.
      i. Consistency in course navigation/menu, color scheme, organization, etc.
      ii. Improve retention and success rates.
   b. Improve quality of online instruction.
      i. First steps for consistency takes place within departments, then divisions and then college wide.
   c. Provide consistency for faculty during the evaluation process.
      i. Evaluate from a perspective of consistency for the online version of J1.
      ii. Simplify the peer review process.
      iii. Establish more consistent REC in order to conduct more effective evaluations.
      iv. Avoid legal problems that may arise as related to tenure review aspects.
   d. Ease the onboarding process for faculty, particularly for adjunct faculty.

e. A norming session with division deans was unsuccessful when attempting to define the terms for evaluations based on the various division standards.

4. Deans' perspectives about online course quality and college-wide standards (deans)
   a. Distinguishing between the instructor of record and the course facilitator is sometimes difficult. When the instructor of record is not the "teacher" it is difficult to evaluate.
   b. There is no real process to convey to adjunct faculty the expected level of quality of online courses. Concern for not meeting minimum quality for distance education is growing.
   c. Division decentralization is now hurting us. We need to change and have a college wide process. In comparison to other colleges around the state we are now falling behind.
   d. We need to provide more support for faculty to meet all standards.
   e. Contractually, faculty are required to take the Canvas certification training or similar, but they are not required to take the Online Teaching (pedagogy) course.
   f. Evaluations are a good barometer of what is superlative and what is poor. (It is easy to tell when someone is on autopilot and just updating dates each quarter.) Most classes fall somewhere in the middle.
   g. COOL has the potential to provide more peer-to-peer assistance. Not just about the online course structure, but about online student engagement.
   h. Use of publishers' content is not the same for on campus and online courses. There is a greater frequency of online students reporting that their online instructor is not present or is not responding in a timely manner, than in on campus classes.
   i. Evaluators need a coversheet to know where to find things in the organization of an online course.

5. Faculty perspectives about online course quality and college-wide standards (COOL members)
   a. We do need to provide some type of consistency for students in their online courses. A template could provide some consistency.
   b. We should try and agree to the order for navigation in the left side menu in Canvas course sites. Students, at the very least, should be able to see what they need in the app navigation. Faculty cannot be required to set their navigation in a specific way, but it can be strongly recommended.
   c. More guidance for adjunct faculty needs to be provided.
   d. Faculty feel comfortable in knowing when on campus teaching is "good," but it can be challenging to know when online teaching is "good." The options technology provides to do an effective job are not always clear.
   e. There is an opportunity to structure professional development to address online course quality.
   f. Look for common ground in the division standards. Consistency and the shared qualities in the division standards will help in the development of college wide standards.
   g. Division standards were based on minimum standards. They were not based on the OEI best practices.

6. DRAFT proposal to establish a formal online course quality peer review process?
   a. COOL needs to address the quality of online instruction and be more specific about what makes a good online lecture, presentation, more engaging questions, etc.
   b. Create a list of top ten best practices and add specifics for a department when necessary.
   c. A clearer definition of the standards should be established. Online classes are scaling quickly. Foothill needs to keep up with quality.
   d. Adjuncts need more guidance.
   e. To be fair and equitable, there needs to be clarification on what faculty are held accountable for.
   f. Compliance issues with federal standards are increasing. When reviewing, the substantive interaction with students needs to be apparent in order to demonstrate we are complying. We need to be proactive in this regard.

g. The differing commitment levels produce differing levels of interaction from faculty. The same people seem to be the ones committed to doing all the work. The faculty that need improvement are the ones who are missing from the conversation and are least committed.