



FOOTHILL COLLEGE DEAC/COOL Meeting

MINUTES

Date: 11/27/12

Time: 1:00-2:00 p.m.

Location: Chinese Heritage Room (3523)

Attending

Judy Baker, Carolyn Brown, Falk Cammin, Konnilyn Feig, Hilary Gomes, Newton He, Anita Whitehill, Akemi Ishikawa, Allison Meezan, Nastaran Ouliaei, Steve Sum, Lisa Verissimo, Mimi Will

Agenda Items

1. Welcome, introductions and announcements
2. Finalize "Guidelines for Administrator and Peer Review of Online Courses" to present as our recommendation to the Academic Senate
3. Develop a single set of criteria to use for "Best Practices for Online Learning" based on our reviews in spring (see June 2012 minutes and attachments)
4. Appropriate use of social media and cloud computing services (see attachments)

Discussion Detail

1. Welcome, introductions and announcements
Attendees went around the room and introduced themselves. A special introduction was made for the new Technology Training Specialist, Nastaran (Nas) Ouliaei. Nas started her new position on November 13th. Her background is in assistive technology assessment and training and in graphic design. She will ease herself into the role of Tech Trainer and will begin to schedule some basic (FERPA, copyright, accessibility) technology training workshops for faculty in the winter quarter. An update on the new official online student evaluation was given. Four faculty members requested online student evaluations, all of which were unofficial. One faculty member received a 100% response rate from her students. The instructor will be contacted to find out what she did to receive such a high return.
2. Finalize "Guidelines for Administrator and Peer Review of Online Courses" to present as our recommendation to the Academic Senate
Now that an official online student evaluation process is in place, the committee is eager to move forward with their recommendations for "Guidelines for Administrator and Peer Review of Online Courses" to the Academic Senate. DEAC/COOL has been working on the recommended guidelines for over a year, receiving feedback from various campus groups, FA, senators, etc. It was emphasized, as clearly stated on the document, that the guidelines are "to be used in parallel with the evidence typically used for review on on-campus courses, not as a replacement." The document is to serve as a guide for evaluators of online courses and to better prepare deans, dean's designees, and peers for the process of online course evaluation. There was continued discussion about promotion of the guidelines. It was ultimately decided to recommend that deans should be the ones to present the Guidelines to their faculty, in particular with regard to evaluation of adjunct faculty, who conduct the majority of online instruction. There was also support to have the guidelines incorporated into the Tenure Review Handbook. Falk Cammin said that she would pursue this. Unless an

evaluator serves on a Tenure Review Committee, there is a lack of training on how to conduct effective, competent evaluations of online courses. Individualized training for online course evaluators has been provided in the past and will continue to be made available by Dean Judy Baker upon request. Kate Jordahl will present the final recommendation of the guidelines to the Academic Senate in January. It was requested that any additional suggested edits be submitted before January.

3. Develop a single set of criteria to use for "Best Practices for Online Learning" based on our reviews existing online course assessment documents in spring (see June 2012 minutes and attachments)

Based on reviews conducted by committee members last spring, there was comprehensive discussion on setting structure for the criteria. Whether providing model templates of courses, a skeletal criteria checklist, rigid standards or flexible guidelines, it was agreed that a basic list of suggested best practices would be compiled by the committee, and the specifics would be determined by the division/department based on discipline specific needs. The criteria will need to be broad based to capture issues affecting all, or a majority of disciplines. The audience was also taken into consideration and what would best serve the faculty most in need of guidelines, those who have never taught online, those with poor course evaluations, etc. Some suggested best practices to address included: contact time with students, clear course direction, follow the course outline of record, clean up broken links, final exam time periods/timing issues, inclusion of tutorials on use of new technology, use of publisher's materials, clear drop policy, ongoing course feedback by students. The committee showed keen interest in conducting a survey to obtain student feedback on their online course experience, and incorporating their concerns into the criteria. The student ASFC representative was enthusiastic about this suggestion and will discuss promotion of student participation in the survey further with other ASFC members. There will be continued discussion on this agenda item at the next meeting.

4. Appropriate use of social media and cloud computing services (see attachments)
Due to time constraints, this agenda item was tabled.

Handouts/Documents

- Guidelines for Administrator and Peer Review of Online Courses – DRAFT
- Teaching Standards for Online CS Courses
- Review of Best Practices for Online Teaching from University of Maryland University College – Allison Lenkeit Meezan
- Instructional Best Practices Using Technology from University of Southern California – Michael Loceff
- Recommended Components of an Online Course In Etudes – Anita Whitehill
- Foothill College Social Media Guidelines and Policy – Working Draft 09/17/12
- Use of Cloud and Social Media Services by FHDA Employees

Important Dates

- Next DEAC/COOL Meeting: Tuesday, December 11th, 1-2p, Chinese Heritage Room (3523)