FOOTHILL COLLEGE
DEAC/COOL Meeting

MINUTES

Date: 04/17/13   **Time:** 12:15-1:45 p.m.   **Location:** Altos Room

Attending

Judy Baker, Carolyn Brown, Falk Cammin, Hilary Gomes, Akemi Ishikawa, Kate Jordahl, Michael Loceff, Nastaran Ouliaei, Mimi Will

Discussion Items

1. Announcements
2. Review Examples of Effective Practices – DRAFT 2
3. Report on Survey Summary Report (Tasks For Spring Quarter)

Discussion Detail

1. Announcements
   a. Academic Senate Resolutions
   DEAC/COOL members were asked to review the three issues, listed below, which will be voted on at the Academic Senate Spring Plenary Session, April 18-20. COOL asked Michael Loceff to report to Carolyn Holcroft that COOL had no major issues with the other resolutions, but the resolution about MOOCs seemed to be ill-defined and it raised concerns we already address (or should be addressed by institutions) in online classes which are not necessarily limited to MOOCs.
      i. "Conditions of Enrollment for Online Instruction":
      "Resolved, That the Academic Senate for California Community Colleges investigate what would be required to permit colleges to implement appropriate conditions of enrollment for distance learning courses, including changes to Title 5 if necessary, and research the efficacy of a required orientation designed for students taking online class or section and report the results of the study to the body by the Spring 2014 Plenary."
      Members discussed the usefulness of the requirement and what the best practice for students would be. Also taken into consideration was the negative impact it could have on enrollment; the variations on what type of orientation would or could be implemented; the problem it could create if the orientation is perceived as a pre-requisite requirement. It was stated that since the resolution was to initiate an investigation, it would not create an impact at this time.
      ii. "Investigate and Determine Appropriateness of Massive Open Online Courses":
      "Resolved, That the Academic Senate for California Community Colleges research and investigate massive open online courses (MOOCs) through an evaluation based on formative and summative criteria to determine the appropriateness of this new form of instruction for community college students."
      It was observed that there are several institutions already funding research into MOOCs. Again, the resolution is for an initiation of a study, and committee members questioned whether permission to do research would create any real

impact at this stage. If committee members have specific issues or concerns to address, a recommendation was made to contact Carolyn Holcroft directly.

    iii.   "Certification of Faculty to Teach Distance Education Courses":

"Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to explore possible revisions to Title 5 that clarify the role of local academic senates in certifying the qualifications of faculty assigned to teach DE courses, including, but not limited to, training in DE course management systems and training in DE pedagogical methods."

Members stated that on many levels Foothill College has already taken the initiative and is ahead of the curve, but that it is understood that the Academic Senate is perhaps presenting this resolution to enable them to act in an official capacity on this issue.

b.   Etudes Meet and Greet!

This brown bag lunch event will be offered once a month this Spring Quarter. It is an opportunity for faculty to share their tricks and tips for online teaching.

- Friday, 4/19 from 12:30 pm – 1:30 pm in FH LA Computer Lab Classroom 6402
- Friday, 5/17 from 12:30 pm – 1:30 pm in FH LA Computer Lab Classroom 6402
- Friday, 6/21 from 12:30 pm – 1:30 pm in FH LA Computer Lab Classroom 6402

c.   Day on the Hill Flyer

Nas Ouliaei, Technology Training Specialist, presented a flyer she designed for FGA promotion at Day on the Hill and asked for feedback from the committee. There was praise and excitement for the flyer and the opportunity to promote FGA at the event. Some suggestions to make the flyer more appealing to a high school audience were made. A suggestion to clearly and boldly say Online Classes on the flyer was made. It was also suggested to print a list of the courses available for Summer 2013 on the back of the flyer.

d.   Meeting Minutes

The final draft of DEAC/COOL Meeting Minutes from March 20, 2013 was approved.

2.   Review Examples of Effective Practices – DRAFT 2

The committee reviewed changes made to "Examples of Effective Practices" during the previous DEAC/COOL meeting and added the following changes:

a.   "Employs multiple teaching approaches when applicable."

Delete "Problem-based" and "Project-based" and add "Projects".

b.   "Paces classes according to the level and material presented."

Delete repeated 1st bulleted item.

New recommended changes:

c.   "Maintains student-faculty relationship conducive to learning."

    i.   An observation was made regarding the 2nd bullet: "Instructor offers opportunities for students to give anonymous feedback on ease of online technology and accessibility of course." During faculty evaluations, sometimes students evaluate the technology and do not separate this assessment from their evaluation of the course or instructor. This bullet is included to help distinguish an evaluation of the technology and accessibility of the course.

    ii.   Add a reminder to be respectful of the response time in all areas, including the question forum as well as private messages. Rephrase the "respond in a timely manner" reminder as to not sound repetitive.

d.   "Demonstrates sensitivity to differing student learning styles."

    i.   Add a statement regarding accommodation for learning disabilities.

    ii.   Add a statement regarding teaching style bias. Be sensitive to you're your own teaching style to accommodate students with different learning styles. Provide workarounds or alternative routes to information.

    iii.   There was discussion surrounding the pros and cons of providing a printable version of the course map and contents.

e. "Stimulates student interest in the material presented."
   i. Combine last two bullets into one: "Etudes: Instructor uses Activity Meter in Etudes to identify course content that students use infrequently"
   ii. It was suggested that students be asked what would make the material more interesting.
   iii. It was agreed there were too many bullets in this criteria:
      - Reword and move 1st bullet to "Demonstrates sensitivity to differing student learning styles" criteria.
      - Merge 2nd and 3rd bullet into one, more general bullet.
f. "Test student performance in fair and valid ways."
   i. Move the two following bullets to "Uses class time efficiently" criteria:
      - "Provides individual and timely feedback to students via Private Messages or emails."
      - "Provides individual and timely feedback to students via comments on Assignment submissions."
g. "Uses class time efficiently."
   i. Indicate that 1st bullet refers to Course Map or equivalent.
   ii. Change 5th bullet to 10:00 a.m. access for students: "Course site is made available for student access before 10:00 a.m. on start date."
   iii. Remove 7th bullet. Consistent use of terminology is previously mentioned in "Communicates ideas clearly, concisely, and effectively" criteria, 10th bullet.
   iv. It was recommended to strongly encourage students to watch the orientation video or to attend the on campus orientation. It was suggested to make it a gradable assignment or quiz. Faculty could set up a module with a link to the video or provide a quiz. Judy Baker will create a 5 question quiz on the video for faculty use and Nas Ouliaei will create a 5 question quiz for the on campus orientation.
h. "Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information."
   i. No changes.
i. "Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities."
   i. Add bullet regarding creation of a comfortable classroom climate. Respond to any inappropriate remarks quickly and provide a reminder of etiquette rules.

A request was made to have parallel structure throughout the document. Provide either complete sentences, or incomplete sentences, consistently. Final revisions will be reviewed at the next meeting.

3. Report on Survey Summary Report (Tasks For Spring Quarter)
   Results of the survey administered to COOL/DEAC members were reviewed to help prioritize topics for the remaining DEAC/COOL meetings for Spring 2013. Based on the results, the following items will be on the agendas for the next two meetings:
   a. Begin discussions of equity of access and success by our online student population
   b. Continue work on our "Effective Practices – Examples"
   c. Plan a one day conference about online learning
   d. Explore effective multimedia for exciting online classes

Handouts/Documents

1 DEAC/COOL Meeting Minutes, 03/20/13 – DRAFT
2 Examples of Effective Practices – DRAFT 2
3 Survey Summary Report (Tasks For Spring Quarter)