



FOOTHILL COLLEGE
DEAC/COOL Meeting

MINUTES

Date: 05/22/14 **Time:** 1:00-2:00 p.m. **Location:** Chinese Heritage Room (3523)

Attending

Judy Baker, Carolyn Brown, Brenda Davis, Hilary Gomes, Akemi Ishikawa, Kate Jordahl, Mimi Will

Discussion Items

1. Introductions and Announcements
2. Approval of minutes (<http://www.foothill.edu/fga/DEACmtg.php>)
3. Report on the First Annual Showcase of Online Teaching and discussion of ongoing conversation
4. Update on Online grant
5. Plan for addressing achievement gap

Discussion Detail

1. Introductions and Announcements
 - a. DEAC/COOL committee members went around the room and introduced themselves.
 - b. Paula Schales has been working on the FGA website to make it more user friendly, contemporary, clean and streamlined. Because Etudes updated its website over the weekend, Paula is in the process of updating all the new links to Etudes' pages as well. DEAC/COOL were asked to review the work in progress (<http://www.foothill.edu/fga2/>) and to send any suggestions to Judy Baker or Paula Schales, bearing in mind changes must be made within the style sheet guidelines for the college. The newly designed FGA site should roll out this summer.
 - c. Judy Baker met with Andrea Hanstein the new Director of Marketing and Public Relations and discussed the plans to redesign the Foothill College website. Anyone interested participating in the redesign discussion should contact Andrea at hansteinandrea@fhda.edu or x7645.
2. Approval of minutes (<http://www.foothill.edu/fga/DEACmtg.php>)

Mimi Will moved to approve the DEAC/COOL committee meeting minutes from April 24, 2014. Hilary Gomes seconded that motion. The committee then unanimously voted for approval of the meeting minutes. (See above for full attendance.)

3. Report on the First Annual Showcase of Online Teaching and discussion of ongoing conversation
 - a. The showcase attracted a wide range of attendees. 37 attended, including administrators Vice Chancellor Joe Moreau, President Judy Miner, Vice Presidents Kimberlee Messina and Bernata Slater, and Deans Laureen Balducci, Kurt Hueg and Nanette Solvason.
 - b. Survey and feedback
 - Out of the 37 attendees, 11 responded to the feedback survey, with “good” or “excellent” remarks. Suggestions included less focus on technology tools and more on the pedagogy of online teaching.
 - A presenter remarked that positive feedback from participants was immediate during and after the showcase and “thanks” via email from administrators were received.
 - It was observed that some faculty were participating in the showcase to learn how to incorporate some of the technology presented into their face-2-face classes.
 - The time flew by quickly, in a positive way. In the future, fewer presentations might be considered to allow for more time for questions, discussion and feedback.
 - c. Follow up and future showcases?
 - Follow up with attendees was suggested and perhaps have a follow up showcase in which participants share how they incorporated what they learned into their classes.
 - There was interest in offering a showcase annually, even quarterly, but it would be have to be spearheaded by interested DEAC/COOL members, and not by the co-chairs each time. Alternating on campus and webinar based presentations was also suggested.
 - Some potential future showcase topics discussed included online tools, teaching students in groups, and learning to teach online.
4. Update on Online grant
 - a. Foothill College has volunteered to participate as a pilot college in the OEI.

Benefits to participating as a pilot college include:

 - Play a primary role in the development of the consortium
 - Professional development
 - A centrally funded, advanced CMS
 - Support for creation of accessible instructional materials and provision of accommodations
 - Online tutoring and proctoring
 - Online advising & counseling systems

- Support for basic skills instruction
- Online library services
- Instructional design support
- Support for administering credit by exam
- Student orientation & preparation for online learning

Expectations of a pilot college include:

- In collaboration with the OEI Steering Committee, develop policies for governing the responsibilities of "Home" & "Teaching" colleges
 - Ensure academic senates of each college fully control their curricula
 - Use OEI web portal as a clearinghouse
 - Coordinate purchases of online products & services
 - Ensure accessibility & usability of shared resources
 - Utilize centralized, online student support services
 - Implement course design standards
 - Coordinate professional development activities & standards
- b. A link to OEI FAQ for Pilot Colleges and a link to the OEI Consortium Informational Webinar can be found at: <http://ccconlineed.org/>. There are at least 12 colleges expressing interest so far in being a pilot college. Selected pilot colleges will be announced on June 11.
 - c. In order for Foothill College to offer any courses, faculty teaching those courses must meet the training standard for online instruction. It was observed that training to meet the standard could be expensive or unavailable due to training classes filling up quickly. But being part of the OEI consortium, meeting accreditation standards and pressure from auditors requires that faculty meet the training standard. Concern was voiced for the college being prepared when full, active involvement in OEI gets started in the fall.
 - d. Foothill College will be participating in the consortium as both a teaching college that "provides courses and issues credits" and a home college that will "encourage students who may need to enroll in online courses to access such courses through the consortium. The home college will receive transfer credits in a streamlined fashion that is consistent with students' college completion goals and aspirations." Participating, as both a teaching college and home college, will create issues for Admissions & Registration even though just a handful of courses will be affected. Those courses will be high enrollment transfer courses such as sociology, history, psychology, etc.
 - e. Because expectations for participating as a pilot college is high, concern for the workload impact for faculty, deans, student services, marketing, etc. was voiced. It was suggested that DEAC/COOL approach the Academic Senate to help assemble a taskforce that will address this issue. All the various academic disciplines and student services areas will be affected; therefore representation across campus will be required. There was much debate around assembling a separate taskforce or a sub-committee of DEAC/COOL to address these concerns. Some felt a sub-committee would yield more "power" because of DEAC/COOL's position

as an advisory group to the Academic Senate, while others felt a separate taskforce outside of DEAC/COOL was needed because DEAC/COOL is already overloaded with its ongoing responsibilities and projects. Additionally expressed was concern that potential participants might be less inclined to join if the group was just seen as a sub-committee of an existing committee they had no intention of joining to begin with; then the burden of making high impact decisions without broad-based involvement would become problematic. It was agreed that the timing for such a significant decision could not be worse, with faculty leaving for the summer, and with the majority of the campus is not even aware of the consequences of becoming a pilot college.

- f. It was suggested that addressing the Opening Day audience would be an excellent opportunity to inform and create interest, but it was noted that President Judy Miner has asserted Opening Day again be devoted to equity with no time to spare for other issues.

5. Plan for addressing achievement gap

- a. Hispanic, Pacific Islander, African-American students and economically disadvantaged students tend to perform more poorly or drop out at higher rates in comparison to other online students. Presenting teaching strategies such as personalizing, creating interpersonal connections, and creating a stronger sense of community and belongingness will help faculty decrease the disparities in their online classes. The committee discussed how many faculty may not be aware that certain teaching techniques may be more effective at reaching underrepresented groups who may have limited access to technology, may need more hand-holding, may rely more on storytelling methods, etc.
- b. Plans and strategies discussed included:
 - Student focus groups and usability testing to get the students' perspective. Expensive, but could potentially be supported by OEI.
 - Discipline specific faculty input. What works for Business and Social Sciences may not work for Fine Arts and Communication.
 - Being aware that situational factors impact a student's success or failure
 - Learn why specific tools help or hinder students from succeeding
 - Readiness assessment to help determine if a student is prepared to be an online learner
 - Addressing the imbalance of an increased number of online courses versus on campus or hybrid courses offered during summer sessions
 - Professional Development Day on Authentic Assessment (October 3, 2014) – Real, meaningful, contextualized assignments can help lessen the gap
 - Role models need to be seen. Provide testimonials, photos, videos of students with diverse backgrounds on the website or within online classes.
 - Apply for ASFC funding for an online student mentoring program

- Online chat room staffed by students
 - Technology can be challenging for some faculty. Create a resource video for an online class “Welcome!” that would be easy for faculty to upload. Maybe have students make the video.
 - For students with limited access to technology, implement “FaceTime” on smart phones. Use the phone, use what they have access to, but respecting privacy is also important.
 - Ask basic information questions as a first assignment. Ask for a phone number, email address, if it’s ok to call, etc. before they are allowed to move on to the next assignment.
 - Private messages don’t have to be limited to Etudes. Can be in Facebook, other social media, emails, etc.
- c. DEAC/COOL will work on creating an action plan and determine what can be done that will fit its mission. Creating a sub-committee was suggested. Extending DEAC/COOL meetings to 1.5 hours was also suggested.
- d. As requested at the Online Teaching Showcase, Judy Baker has reactivated an Etudes site for Foothill College members’ use of Discussion and Chat tools to continue the dialog, access links to CCCConfer archives, OEl updates, etc. Anyone wanting access to this site should email Judy Baker at bakerjudy@foothill.edu with your request and your Etudes User ID or email address. Once access is given, login to Etudes, and look for the tab titled **FH PRJ FGA JB DEV**.