**Minutes**

**COOL/DEAC Meeting**

**November 16, 2011**

**12:15pm - 1:15pm**

**Chinese Heritage Room (Room 3523)**

**In Attendance:** Hilary Ciment, Mimi Wills, Marcel Samudra (student representative), Jerry Cellilo, Una Daly, Lisa Versissimo, Meredith Heiser, Konnilyn Feig, Judy Baker, LaDawn Meade (online), Anita Hill (online), Tommy Wong (student representative, online)

**Introduced new members of DEAC**

* Student representatives: Marcel Marcel Samudra and Tommy Wong

**Update on pilot of Student Evaluation of Online Courses surveys for fall 2011**

* Surveys administered for 8 faculty members in 10 fully online classes
* Response rates from 5 online courses evaluated thus far this quarter were shared. Rates varied from 38% to 83%.
* Discussion on how to improve response rates:
	+ Use Coursemap to direct students to the survey as was done by instructors in Summer 2011.
	+ Hilary doesn’t use ATS but Google Docs have worked very well in the past.
	+ Jerry asks students what they think of the questions.
	+ Konnilyn mentioned a badly designed online course survey being distributed over the Internet.

**Report on Etudes Summit (see program at**[**http://etudes.org/summit/summit-agenda.htm**](http://etudes.org/summit/summit-agenda.htm)**)**

* Presentations conducted by Elizabeth Barkley, Jerry Cellilo, Hilary Ciment, Kathy Fransham, Chris Burley, & Judy Baker (6)
* Attended by Elizabeth Barkley, Shawn Townes, Juanita Croft, Ben Stefonik, Jerry Cellilo, Hilary Ciment, Kathy Fransham, Chris Burley, & Judy Baker (9)
* Slides for some Summit presentations are available from Judy upon request
* Lisa Verissimo recommended a recent article by Thomas Friedman
* Announced at Summit - new Etudes mobile app for students called inTouch will be deployment in winter
* Chris Burley’s PPT slides were very interesting and effective. Used headline or billboard approach.

**Upcoming fall workshops for online faculty announced**

* Register at http://www.foothill.edu/staff/development/calendar.php
* For list of professional development opportunities, go to http://www.foothill.edu/staff/development/
	+ Rich Media - Creating Engaging & Interactive Courses on Oct. 23 and Dec. 13
	+ Turnitin: Anti-Plagiarism Software Training November 16
	+ Course Studio as an Alternative to Etudes on Dec. 5
	+ Manage Cheating: How Everyone Can Win on Dec. 8

**Discussion on developing guidelines for reviewing online course quality**

* Reviewed “Rubric for Online Instruction” developed CSU Chico (<http://www.csuchico.edu/celt/roi/rubric/fsf.shtml>) along with “Instruction Design Tips for Online Learning” (<http://www.csuchico.edu/tlp/resources/rubric/instructionalDesignTips.pdf>)
	+ Chico rubric is excellent but probably too long for deans to use effectively
* Reviewed guidelines form Las Positas College (Best Practices in Designing Online Courses <http://lpc1.clpccd.cc.ca.us/lpc/blackboard/best_practices>)
* Reviewed “Guidelines for Review of Online Courses” draft document developed by Judy
	+ Meredith Heiser proposed -
		- Separating best practices from minimum standards for purposes of course evaluation; develop a separate document to guide dean/peer review of online courses and a separate document about best practices
		- Guide for dean/peer review of online courses should NOT address the following two items from the Administrative and Peer Evaluation Form
			* “Submits required departmental reports/information, including census, and/or positive attendance, and grade sheets on time.”
			* “Shares in faculty responsibilities.”
	+ Hilary stated that the “teaches at appropriate level” criterion should be same requirement for online courses as on-campus courses; good course design is necessary
	+ Konnilyn stated that we’re requiring more of online teachers than face-to-face.
		- Too high a bar for students as well
		- Information overload needs to be taken into account

**Discussion about timing and length of online course reviews**

* Make online course site available for review for one week online, allowing no more than 3 or 4 visits
* On-campus instructors are only evaluated on 50 minutes class instruction. Online review is more extensive – is this fair??
* Should only evaluate online course after it has been taught for at least one quarter
* Should an instructor be present for an online course evaluation by a dean or peer?

**Procedures for dean/peer review of online courses**

* Meredith Heiser proposed -
	+ Start with development of procedures of dean/peer review of online courses rather than development of the criteria
	+ Need to make dean/peer review of on-campus and online courses equivalent; probably 2 hours would be advisable for online courses
		- For example, a week-long online activity might be comparable to a single lecture in the classroom.
* Judy asked about the type of access the dean/peer reviewer should have to the online course site: student access or instructor access
* Judy suggested that committee members get more familiar with the process of dean/peer review of online courses by using the existing form to review an actual online course.
	+ Asked for volunteer to open up their online courses and then each of us could take this rubric and pretend we are a dean.
	+ Hilary is willing to open up her course to committee members for review.
	+ Many committee members agreed to review an online course before the next meeting
* Need to keep the online course review guidelines general so that changes to technology don’t make it obsolete (e.g., uses the internet to support course objectives.)
* Need the online course review guidelines to accommodate De Anza (Catalyst)
* Meredith will be attending a Faculty Association meeting and may address the issue of procedures and guidelines for dean/peer review of online courses

**Action Steps**

* Send your Etudes User ID to Hilary so that she can give you Student Role access to her online course
* Review an online course before the next meeting; take about 10 minutes to try to review the course using up to 5 items from the Administrative and Peer Evaluation Form
* Find a faculty member who doesn’t use Etudes to volunteer to have his/her online course reviewed to help us better understand how the criteria apply generically

**Next Meeting:** Wednesday, December 7, 2011

Respectfully submitted by Una Daly and edited by Judy Baker, Nov. 23, 2011