FOOTHILL COLLEGE
DEAC/COOL Meeting

MINUTES

Date: 03/20/13   **Time:** 12:00-2:00 p.m.   **Location:** Altos Room

Attending

Judy Baker, Carolyn Brown, Falk Cammin, Konnilyn Feig, Hilary Gomes, Meredith Heiser, Akemi Ishikawa, Kate Jordahl, Michael Loceff, Nastaran Ouliaei, Lisa Verissimo, Mimi Will

Discussion Items

1. Announcements
2. Social Media Survey - Update
3. Review Draft01_EffectivePractices_Examples_2013Jan10.doc
4. Planning for Next Quarter

Discussion Detail

1. Announcements
   - The final draft of DEAC/COOL Meeting Minutes from February 20, 2013 was approved.
   - State Authorization for Enrolling Out-of-State Students in Online Courses at Foothill College:
     Enrolling of out-of-state students is considered commerce across state lines therefore we are responsible for seeking state authorization or exemption from the other 49 states, as well as the District of Columbia and Puerto Rico. Meeting exemption/authorization requirements varies greatly from state to state. For example, some states have no requirements for fully online programs, while others have complex and formal authorization processes with hefty fees. Although the majority of the states do not charge any fees, only 11 states currently participate in reciprocity agreements. Minnesota, Oregon, Tennessee, Texas and Washington require formal authorization because there are Foothill College faculty members who reside in those states. Of the states with faculty residency as a "trigger" to seek authorization, a total of $4,250 will be required in fee payments. We will apply for authorization and pay the fees for these states. However, Foothill still deciding whether or not to block enrollment by students residing in other states that charge fees in excess of $250. Foothill College needs to become compliant now, because state authorization will be a priority for our next accreditation review.
   - Report on Survey Response Rates from Student Evaluation of Online Courses for Winter 2013:
     Sixteen class sections participated in online surveys this quarter. Five counted toward performance reviews. The response rate average was 69% (95% highest, 45% lowest). There does not appear to be a pattern to determine why the response rate was high or low in a given class. Once more evaluations are completed; we can track the data by division in the future. A request was made to have the deans recommend to faculty who teach classes with high enrollment (150+) to participate in the evaluations.

2. Social Media Survey – Update

Foothill College has been leading the effort to develop and administer a survey of faculty regarding their use of Internet social media and cloud services for instruction. The issues involved include protection of faculty and student intellectual property rights, the observance of student privacy as required by FERPA, and the accessibility of these resources to all students as required by the American with Disabilities Act. The results of this survey will be used to help develop guidelines and best practices for faculty as they select and use online tools to enhance their teaching and learning strategies. Draft 10 of the survey was distributed for review. Please submit revision suggestions this week. Once the survey is finalized, both Foothill and De Anza faculty will be surveyed by the end of the spring quarter.

3. Review Draft01_EffectivePractices_Examples_2013Jan10.doc
   Examples of Effective Practices is a companion document to *Suggested Practices for Online Courses Essential Components*. Consideration for the end user (new faculty, faculty who are creating new courses, etc.) played a major role in determining the content of this document.
   - The Faculty Association (FA) voiced concern that the Criteria column of *Examples of Effective Practices* was too similar to information in Appendix J3 of the FA contract. It was clarified that concern was placed on potential misinterpretation by faculty. A request for a disclaimer on the top of the *Examples of Effective Practices* document could help distinguish this document from the J3. FA would like it made clear that *Examples of Effective Practices* is not an exhaustive list, and that there are other potential criteria and examples to follow.
   - Revisions to each of the following section were discussed:
     o *Uses current materials and theories*: More examples were requested. There was debate over what was considered "out dated". Some suggested materials 5 years or older could be considered out dated while others cited use of seminal or classic materials will always be relevant. It was agreed relevance and currency should be determined by discipline.
     o *Employs multiple teaching approaches when applicable*: More examples were suggested: simulations, brainstorming, debates, role play, case studies, collaborative reading of texts, Skype, VoiceThread, CCCConfer. (It was recommended to not use the brand name, but to use the generic type or description.) At first it was suggested to create links to the examples, but it was then agreed that example links should be created on a separate document or website. In case there was dispute over linked sites, the committee did not want approval of *Examples of Effective Practices* to be stalled over a question about an external link.
     o *Uses materials pertinent to the course outline*: Since there is already a standard rule in the course outline of record, additional examples may not be needed and as long as there is alignment with the SLOs for the class.
     o *Communicates ideas clearly, concisely, and effectively*: Faculty remarked these examples were especially helpful because they help the students get started and help the instructor set the tone for the course. Consistent use of terminology for labeling through-out the course site was a recommended example. Continuity of terminology within the course would be less confusing for students, particularly for those with learning disabilities. (Ex. Referring to the same test as a test, quiz, exam, etc.)
     o *Paces classes according to the level and material presented*: Remove one of the repeated examples. There was debate on the length of lectures. There should not be restrictions on length, but there is research that shows the advantages of pacing and "chunking" or breaking up video/audio lectures into smaller components to keep audience attention. Because there is no "eye contact" in online classes, it is more difficult to determine when instructors are losing class attention and when students have disengaged. Faculty can explore ways (chunking) to make lecture materials more digestible. (Ex. Coursera creates short

15-minute video clips.) Also, chunking makes it easier for the material to be adapted based on varying needs of the institution, the audience, etc.)

- o *Maintains student-faculty relationship conducive to learning*: There was discussion surrounding students' requests to remain anonymous. Some students prefer not to use their real name and not to post their likeness as their avatar. Being responsive and flexible with students was a suggested example. Building a sense of community by using students' names in discussions, when making comments and in posts was also suggested.

- There was discussion about the longevity of this document. It was agreed *Examples of Effective Practices* should be revised every 1-2 years to keep the information relevant. This was another reason to keep links on a separate document or website. A suggestion was also made to not make the document too specific. More general examples are applicable across disciplines and also can also keep the document relevant longer. It was also decided to include the year or date at the top of the document to help identify the most current version in use.

4. Planning for Next Quarter
   Kate Jordahl will send a Doodle to prioritize DEAC/COOL planning for next quarter.
   Some suggested topics include:

- One-day, Online Learning/Teaching Conference
  A Foothill College, local, one-day conference about online teaching was suggested. FGA currently hosts *Etudes Meet and Greet*, a monthly informal discussion group that may be changed to a quarterly gathering, but there was enthusiasm for a one-day conference on online teaching with a formal program. Faculty are interested in seeing not only what has been successful for their colleagues, but the challenges, resources, etc.

- Future Use of FGA Media Server
  Will asked about Foothill College's plan to continue using Etudes. Baker reported that Foothill College will be staying with Etudes for the time being because of the lack of funds and staff resources necessary for switching to a new course management system and the State Chancellor's Office's future plans to create a free custom course management system.

- Equity of Access by Our Student Population

- Effective Media for Exciting Online Classes
  We need to be more competitive and distinguish ourselves through our online learning courses. We need to be exciting and appealing with depth and content. Should we have a showcase to explore how our colleagues are creating engagement?

Handouts/Documents

1. DEAC/COOL Meeting Minutes, 02/120/13 – DRAFT
2. Suggested Effective Practices for Online Courses – DRAFT 4
3. Effective Practices Examples – DRAFT 1
4. Faculty Survey: Use of Internet Services for Instruction – DRAFT 10