



FOOTHILL COLLEGE
DEAC/COOL Meeting

MINUTES

Date: 05/15/13

Time: 12:00-2:00 p.m.

Location: Altos Room

Attending

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

Discussion Items

1. Introductions & Announcements
2. Final Review & Discussion - Examples of Effective Practices – DRAFT
3. Discussion - Equity of Access & Success by Our Online Student Population

Discussion Detail

1. Introductions & Announcements
 - a. New and returning committee members made introductions
 - b. Announcements
 - “Etudes Meet & Greet!” this Friday, May 17, 2013 from 12:30 PM to 1:30 PM in Room 6402
 - “Refresher: What’s New? Etudes and You” next Wednesday, May 22, 2013 from 12:30 PM to 1:30 PM in Room 6402
 - c. The final draft of DEAC/COOL Meeting Minutes from April 17, 2013 was approved.
2. Final Review & Discussion - Examples of Effective Practices – DRAFT
 - a. Although it was agreed that “Examples of Effective Practices” will be an invaluable resource for experienced online faculty, there was a request to create a simpler, distilled checklist for easy reference for new, less experienced users. The committee viewed the short video “8 Lessons Learned from Teaching Online” <http://vimeo.com/65413138> from Educause and discussed development of a simple checklist of 5 tips for success for online faculty.
 - b. The final draft of “Examples of Effective Practices” was reviewed. The following revisions were made to the final draft:
 - Page 3, Criteria: “Demonstrates sensitivity to differing student learning styles”, 4th bullet “Course optimizes Internet access and effectively engages students in the learning process in a variety of ways” will be reworded more simply to “Uses technology intentionally” or the like.
 - Page 3, Criteria: “Stimulates student interest in the material presented”, 1st bullet, “a.” will be removed and will be replaced with second tier bullet indicator.
 - Page 4, Criteria: “Uses class time efficiently”, 11th and 12th bullet, “timely feedback” was a source for discussion. Committee members cited “Regular, Timely and Effective Student/Faculty Contact”, as formulated by the Academic Senate <http://www.foothill.edu/fga/rec>, as a point of reference. “A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course

- requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays." One committee member suggested, "...You need to tell the students when you won't be there, but not when you will be there..." when concern for faculty availability not meeting student expectation was voiced. Another committee member suggested that a request be made to Etudes for an option in Private Messages for a send message delay. Faculty would like the ability to veil their presence in Etudes during "off" hours.
- c. "Examples of Effective Practices" was praised as an excellent resource for peer and administrative evaluations of online courses. Vivie Sinou, Executive Director of Etudes, has invited Judy Baker to create a course on how to perform online peer and administrative evaluations. In a related effort, there are plans for an online faculty handbook and a handbook for the deans.
 - d. After the final revisions are made, "Examples of Effective Practices" will be presented to the Academic Senate as an information item.
3. Discussion - Equity of Access & Success by Our Online Student Population
- The committee reviewed portions of a PowerPoint presentation, "Student Equity: Enrollment and Outcome Trends" [EthnicityEquityAcademicSenatefinal.pptx](#), provided by Elaine Kuo, College Researcher, and discussed the data. Data from the slides "Placement at Below College Level" (slide 20), "Course Success and Retention Comparison" (slide 21), and "Online and Not Online Course Success" (slide 23) were among those reviewed, as well as the "Equity Measures for Online Learning at Foothill College" handout provided. The committee concluded that determining factors are more complex and intricate than presented and this raw data did not provide enough specific information on the student populations considered: environment, access to computers, gender discrepancy, basic skills level, etc. There are a lot of pieces to consider. The committee agreed that factors impacting the poor performance of an ethnic group are often systemic problems operating outside of any "control" of the college. The CCRC (Community College Research Center) document, "Adaptability to Online Learning: Differences Across Types of Students and Academic Subject Areas" <http://ccrc.tc.columbia.edu/media/k2/attachments/adaptability-to-online-learning.pdf> was also reviewed. Specifically "4. Discussion and Conclusion", pages 23-25, provided talking points for the committee. There was concern for referenced data regarding online learning becoming quickly outdated, creating an outcry for more current, detailed data. Among the various topics discussed, the committee often returned to how we can ensure the preparedness of students to be successful online learners. Suggestions included a prerequisite or advisory requirement, making CNSL 90: Intro to Online Learning an advisory course, counseling/advising geared specifically for online students, greater effort to track when students drop (When do they realize the online course is not working for them?), how to get students to look at the materials already available at the FGA site, a workshop for students on how to be a successful online student, and what faculty can do on their end, to make the online learning experience easier for the student. The possibility of getting a speaker on online equity for a future Professional Development Day was suggested. The committee discussed in greater detail how to create effective engagement. A suggestion was made to stop and simply ask, "How are you doing?" or "How do you think you are doing so far in this course?" Faculty agreed, more often than not, students cited financial issues and their inability to purchase texts and other course materials. The committee next focused on learning more about the financial aid process here at Foothill College and what could be done, if anything, to speed up the process in Financial Aid. The meeting ended with plans to be in touch via email to determine the next steps for the committee.

Handouts/Documents

1. DEAC/COOL Meeting Minutes, 04/17/13 – DRAFT
2. Examples of Effective Practices – DRAFT 3
3. Equity Measures for Online Learning at Foothill College