FOOTHILL COLLEGE
DEAC/COOL Meeting

MINUTES

Date: 04/24/14   **Time:** 1:00-2:00 p.m.   **Location:** Chinese Heritage Room (3523)

Attending

Judy Baker, Carolyn Brown, Konnilyn Feig, Hilary Gomes, Akemi Ishikawa, Kate Jordahl, Kathryn Maurer, Allison Meezan, Janis Stevenson, Mimi Will

Discussion Items

1. Announcements
2. Approval of minutes
3. Showcase for online learning: Beyond the Textbox, Friday, May 16 from 9 am-12 noon in 4008
4. Online grant info from Judy Baker
5. Results of "Faculty Survey: Final Exam Scheduling for Online Classes"
6. Discussion: Clarification of "fully online," "hybrid," and "on-campus" classes
7. Continued discussion of Etudes vs. Course Studio as solutions to student verification and faculty compliance with these requirements

Discussion Detail

1. Introductions & Announcements
   a. DEAC/COOL committee members went around the room and introduced themselves.
   b. While Nas Ouliaei is out on medical leave, FGA and KCI have hired TEA, Paula Schales to fill in as Technology Trainer, May 1 – June 13. Paula was a senior systems engineer and with her background in web design, she will be able to provide faculty with some much wanted HTML training.

2. Approval of minutes (http://www.foothill.fhda.edu/fga/DEACmtg.php)
   Hilary Gomes moved to approve the DEAC/COOL committee meeting minutes from March 11, 2014. Janis Stevenson seconded the motion. The committee then unanimously voted for approval of the meeting minutes. (See above for full attendance.)

3. Showcase for online learning: Beyond the Textbox, Friday, May 16 from 9 am-12 noon in 4008. (http://conta.cc/1jolR0w)
   a. Carolyn Brown, Hilary Gomes, Kate Jordahl and Kathryn Maurer will be presenting at the online learning showcase.
   b. Advance apologies were made to those who may be receiving duplicate emails from Judy Baker and Kimberlee Messina when email blasts are sent out about the showcase.
   c. Marketing the showcase in support of the campus' focus on equity was discussed. 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 and creating interpersonal connections, providing clear effective instructions and feedback, and incorporating Universal Design 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. The showcase is not just a training/demo workshop, but is a time for participants to share ideas and methods, and to create dialog about the tools used and the materials tailored to tackle barriers for underrepresented students and how to help them become successful online learners.

4. Online grant info from Judy Baker
   Although many feel they are not hearing much discussion on campus about the Online Education Initiative (OEI) grant, reassurance was given that there is a lot of going on "behind the scenes." Both Judy Baker and Hilary Gomes are serving on search committees to fill the permanent Executive Director position for the grant. Last night there was a town hall broadcast from San Diego about OEI. The segment presented by the rollout team was informative and the URL for the broadcast will be shared. There will be no real impact for FHDA for another 2-3 years, but the college's participation and leadership role is helping to build connectivity and a community of collaboration with other colleges within the consortium.

5. Results of "Faculty Survey: Final Exam Scheduling for Online Classes"
   The survey was not conducted for DEAC/COOL, but was requested by the Scheduling Committee and the Faculty Association to help determine how to better accommodate and incorporate online classes into the final exam schedule. Although 395 faculty were invited to participate in the survey, approximately 100 of those are currently teaching online classes, and among those 100, 58 responded. In some instances the questions may have appeared awkward or incongruous due to the necessity of taking into consideration, the many variations of approaches to final exams and proctoring of online classes. The survey did reveal that despite an assortment

of methodologies, there was consistency by division. Those who would like to provide additional feedback or would like to be more involved in the conversation can contact John Mummert mummertjohn@fhda.edu or Judy Baker bakerjudy@fhda.edu.

6. Discussion: Clarification of "fully online," "hybrid," and "on-campus" classes
Although what constitutes a hybrid course has been clearly defined, there is still no clear definition of what the college considers to be a fully online course. Some of Foothill's current fully online courses (indicated with a "W" distinction at the end of the course ID number) incorporate an on-campus component. Many argue that a fully online course should not have an on-campus component at all (exam, speech, group work, etc.) There are other colleges that have created 5 or more categories that identify and distinguish the variations of the online courses they offer (telephone requirement, field trip requirement(s), one on-campus requirement, two on-campus requirements, etc.) The committee did agree that too many online class distinctions by category would be confusing, but also agreed that if a course does have any type of on-campus component, it should be made very clear to students prior to registration. There should be no surprise and students should not feel misled if they are under the impression they are enrolling in a 100% fully online course. There was serious discussion about where and how to make it clear to students: in course descriptions, in the footnotes of course descriptions, in the syllabus, on the FGA wiki course summary page, in the "Welcome!" message to new students. All agreed no matter what precautions were incorporated to inform students prior to registration about potential on-campus requirements of a fully online course; the message(s) would just not reach some students. Some members requested additional information and background material on the subject to review; others felt it was not the right time to create strict definitions because new technology is constantly re-shaping and impacting what constitutes a fully online course.

7. Continued discussion of Etudes vs. Course Studio as solutions to student verification and faculty compliance with these requirements
Due to the time constraints of this meeting, this item was tabled for the next DEAC/COOL Committee meeting, on Thursday, May 22 from 1-2 pm in the Chinese Heritage Room (3523).