Academic Senate Minutes October 28, 2019

Meeting called to order at 2:05 p.m

Roll Call

Isaac Escoto - Academic Senate President

Eric Kuehnl - Academic Senate Vice President

Robert Cormia - Academic Senate Secretary Treasurer

David Marasco - PSME/STEM

Matthew Litrus - PSME/STEM

Sara Cooper - Bio/STEM

LIsa Eshman - Vet Tech

Tracee Cunningham - Counselling

Voltair Villanvena - Counselling

Carolyn Holcroft - Professional Development

Kathryn Mauer - Anthropology

Maria Dominguez - Child Development

Mary Thomas - Library

Jordan Fong - Fine Arts

Joy Holland - Language / Fine Arts

Amber La Piana - Language and Fine Arts

David McCormick - ESL

Donna Frankel - Part-time faculty representative (remote)

Mary Sunseri - Fine Arts & Communications

Mimi Overton - Veterans / DRC

Dixie Macias - Kinesiology (absent)

Rita O'Laughlin - Kinesiology (absent)

Kristy Lisle - Foothill Exec Vice President

Leandro Blas - ASFC student representative

Announcements: Next week's meeting will be November 4th joint meeting at Foothill, our executive committee will meet at 2 p.m. here in 2020, and at 2:30 De Anza will join us to discuss resolutions. De Anza will meet among themselves from 4:00 to 4:30 p.m.

Ben Stefonik will present the online course quality research study at 3:25 p.m.

The agenda was adopted by consensus

Public comment:

Voltaire Villanueva commented that there is a plan to move the assessment office away from the student services building, as well as the assessment office no longer report to counselling – counseling request that we agendize this item at the next meeting, and consider a possible resolution to this sudden information. The soonest meeting would be the 4th, or 18th of November most likely. The body agreed to prioritize this item as soon as we can.

Minutes of the September 28th meeting were approved by consensus

Isaac announced we have 4 of 11 readers for program review. Carolyn was added to COOL (on consent calendar) R&R needs a full-time faculty rep, working on a facilities master plan District Budget Advisory Committee (1 or 2 faculty)

ACEFA will have Laurence Lew as one of the two needed FH senate reps- the group will consider if any other variation of calendar schedule would benefit our students/district.

The consent calendar was approved by consensus

Regular business:

- Law Pathway
- Learning Resource Center (LRC)
- APM - Child Abuse Reporting
- Online Learning Research

Law pathway

- Faculty champion
- Feedback on law pathway
- High school partnerships - how?
- Interested high school partners
- Law pathway is a goal, and a process
- How do we craft a support letter?
- Two sentence support letter approved

Che Meneses will be the faculty champion for Law Pathway. He is looking for other faculty to assist in these efforts. President Nguyen asked for a letter from the Academic Senate. If we did write a support letter, it would be slim on details, but would be in support of the spirit and intent of the pathway..

Feedback on the law pathway. Much of the feedback was "of course this sounds great" but the process of how to include faculty in the creation of the program doesn't have a lot of details. Some faculty have been developing a business law course that might be more appropriate than

sociology. Concerns about how lower enrollment in the cohort could force higher productivity in the non-cohort version of the course. But there's continued concern whether our "traditional" students could join the program. Umoja and Puente could be sources of students for the cohort.

What high schools might be partners for the program? Fremont adult school is interested, as is Sequoia Union High School. Mountain View Los Altos (MVLA) is interested but more hesitant, and Palo Alto Unified School District (PAUSD) is definitely interested. High schools and adult schools at all local districts are interested.

A law pathway is the goal, and there is a process (advisory committee) for implementation discussions. The Faculty champion job looks very large, attending many meetings and tracking students. Not clear where funding will come from for the faculty coordinator, but there is clerical support from other programs. There was also concern about faculty training working with high school students. Librarians support the program. Could the program be "linked" to a division?

If faculty support the program, how much of our recommendation should go into the letter? Funding concerns, but not the details, should also go into the letter. Isaac showed a draft of the letter to Senators, and reminded that we letter out soon. Implementation space is about 1-2 years (depending on the site), so there's time to do some development while program is being planned (or deployed). The entire application needs to be submitted by early November.

There was a motion to go with a two sentence letter, was approved unanimously, but there are still questions and concerns. There will be committee meetings (steering committee) to work out the details. We will move forward, with lots of follow up.

LRC proposal

- Paul Starer's presentation last week
- Concerns about the reporting structure
- Library has concerns, mostly addressed

LRC presentation by Paul Starer last week - we did share concerns about the reporting structure (refer to Isaac Escoto for details). LRC dean would be the evening dean, and also support extended library hours. There was a push not to take action at advisory council until getting feedback at this AS meeting. Some feedback spoke to not needing more deans, and instead more tutoring support. But in general, there was support by faculty for this new structure. There was faculty comment that we weren't really sure about funding being available to do this effort. Follow-up questions to the library senator, the library wants to continue to have authority over their own space, such as study areas that some want to push tutoring into. There was a question about accreditation, and would the new model (organization) impact it, but the answer was probably not. Kristy commented that in her executive position she would always support the library, and through academic freedom, librarians will always have the ability to

design their own pedagogy. The new organization structure won't solve the tutoring issue, but it would help spread our resources further. Regulations have changed to allow the campus to receive apportionment for student self-referrals to tutoring. Apportionment is through positive attendance.

There was a question about the organization and the span of our deans. Our deans have different levels and different pay structures. There is a union structure (AMA committee) that oversees these issues, and there is some guidance to help define these positions.

Along with operational questions/concerns, either overall support for the new division idea, or some divisions not feeling this is in their wheelhouse.

APM - Academic and Professional Matters is looking for feedback on proposed child abuse BP/AP

- Faculty are mandated reporters
- Discussion about reporting procedures

Faculty are mandated reporters. Asterisks on the roll sheet mean that students are minors. You can report issues to CPS (Child Protective Services) or directly to the police. Will bring BP/AP back at future meeting for 2nd read/possible action.

Online Learning: Research and Next Steps

- Ben Stefonik's PDL researched feedback from students about online courses
- Students in online courses mostly like traditional, slightly less Latino, slightly more Asian
- Students asked about engagement, learning effectiveness, comparability to traditional
- Instructional design support would help online course development
- Need more engaging video content, especially lecture / activity content from instructors
- More professional development around online teaching would be a benefit

Ben Stofonik researched student opinions and experiences in online courses. Ben took courses online, and found sites like Course Hero, with answers to questions and other courses that provided no feedback. Online courses have been going up and up in enrollment, with a nearly equal share of courses offered online. Ben did an online survey with students taking online courses, and received responses that generally represented Foothill's population, but a little lower in Latino, and higher in Asian populations. In the sample, 50% of the student sample have taken 1 to 3 courses, with 76 different majors were represented. The total sample responses was 448 followup with 65-70 instructors, and 35 faculty distributed the survey. The survey didn't

ask about the individual class, but more about the online experience, learning, etc. Follow up contact did provide faculty with student feedback.

Survey questions - "I feel like I learn more in online courses than in-person courses". 80% neutral or disagree. "In general, I am more engaged in online courses", 80% say they are not as engaged, "I have had high quality learning experiences" 75% said yes, When classes are done well, 88% agree. Instructor feedback, many students report not getting responses from their instructor. Receiving personal feedback motivates students to do well. Students who don't get feedback lose motivating (students want feedback at least once a week). About 50% of students can find answers to quiz and exam questions on Course Hero. Generally in an online course, if something isn't required, students won't do it. 60% of students say that all or most of their online courses have been high quality, whereas the number is 80% of students taking in person classes say have a high quality experience. Online education is an Institutional issue, addressed at an institutional level, and therefore needs institutional policies and support.

Suggestions - more engaging video lecture content, where instructors generate their own content. Students appreciate when instructors are more engaging, which isn't yet a standard in these courses. There was a strong comment about faculty needing release time and special training to perform better in online learning. The College could provide more support for professional development. Two issues here, one is the instructional design and content, and the other is course delivery and management.

Ben is chair of the COOL Committee (Committee for Online LEarning), and suggested we should look at how big Colleges and Universities with big online learning programs operate their online programs. Homegrown peer and online course development, potentially revise Canvas training to include equity, Ben had six big bullets at the conclusion of his presentation:

1. Develop a homegrown approach to course review
2. Revise Canvas Orientation
3. Require training for online pedagogy
4. Further revise the J1 for online courses
5. Provide a suite of professional development tools
6. How can we address the lack of instructor feedback to students?

Though COOL helps take the lead on online related discussions, as a subcommittee of the senate, they can request help in discussing specific details/items at the senate level.

Next meeting is next Monday 11/4/2019 - Joint Session with De Anza College

Meeting was adjourned at 4:05 p.m.