

Date: April 21, 2021	Zoom Meeting:
Starting Time: 2:30 p.m.	https://palomar-edu.zoom.us/j/98100391117?pwd=R3FJQ3FJOHFvWTcwdUJ2SHpmKy81dz09
Ending Time: 4 p.m.	
	Meeting ID: 981 0039 1117
	Passcode: 017020

Chair: Erin Hiro (20-23) x

Members:

Faculty, PFF: Russell Backman x

Faculty, at large (20-22): Amy Caterina x

Faculty, at large (20-22): Kelly Falcone x

Faculty, AMBA (19-21) Michael Gilkey

Faculty, MSE (20-22): John Harland x

Faculty, Library (20-22): Linda Morrow x

Faculty, at large (20-22): Steve Perry x

Faculty, CTE (20-22) Jacob Shiba x

Faculty, Part-Time (19-21): Tanessa Sanchez x

Faculty, L&L (19-21) Stacey Trujillo x

Faculty, DRC (20-22): Alyssa Vafaei x

Faculty, SBS (19-21): Barbara Hammons x

Faculty, Student Services (20-22): None

Guest: Kateri Mouawad x

1. Call to order by Erin at 2:32 pm
2. Approval of minutes Barbara: motion. Majority approved, 2 abstentions (Kelly, John)
3. Public Comment None
4. Announcements
 1. Erin: Some teachers are willing to do high-flex synchronous hybrid format. Erin will put together a summer workgroup to come up with format and recommendations/training. Erin would like to test this in fall. This could help with the end of COVID as well as post COVID.
 - i. Jacob: are you asking for instructors to plan or to teach this format?
 - ii. Erin: both. I want to complete the work on this in June. There is CARES Act money to support this
 - iii. Kelly: SF State has been working on similar format since 2005. We should look at what has been done there.
 2. Erin brought up DE committee online proctoring recommendations in Senate. A senate workgroup was formed to investigate the issue further
5. Information
 1. ASG Coursepack Presentation
 - i. Kateri: we will skip the PPT presentation and instead have a conversation here. ASG would like oversight/recommendations/guidelines regarding course packs in asynchronous online courses. How to proceed? The ASG document outlines legal guidelines for oversight
 - ii. Erin: the AGG document is an exhibit in the DE teams folder
 - iii. Erin: the law requires a high degree of communication between instructor and students and between students.
 - iv. Steve: perhaps there could be more oversight/interactions as in a synchronous lab
 - v. Kateri: instructors and deans have responded that some of the problem is that this is new because of COVID. Thus this student feedback is important in charting a course from here
 - vi. Kelly: the survey that I suggested might give us better feedback than the data that ASG has collected. The law says that course

pack use alone does not meet regular and effective contact requirements

- vii. Linda: how many of our courses do use coursepacks?
- viii. Erin: ATRC has no way to figure that out, so perhaps a survey could clarify that.
- ix. John: Palomar policies and procedures are already in place for regular and effective contact.
- x. Steve: We might be able to work with Kendall in Student Services to provide a line of communication with students so that students know their rights and know how to lodge complaints
- xi. Kateri: policies and procedures do not specifically address course packs.
- xii. Steve: all courses should be surveyed, and we should be proactive early in the class.
- xiii. Kateri: some of the students who complained did not get adequate responses from instructors when complaints were addressed to those instructors, as opposed to the dept chair or dean.
- xiv. Erin: perhaps we should advocate for an easier complaint system, and to know of their Title 5 rights. Also a survey for students about course packs. Adding a survey in every class might be addressed soon by TERB.
- xv. Alyssa: Steve's idea of students' bill of rights is good. Students should know that there is an interactive component of online courses that is required by law. Some depts have not addressed bad teaching among their ranks
- xvi. Kelly: TERB is the first line of defense in this regard. Alyssa and John should perhaps show up at a TERB meeting. If we want to make systemic change, we need to get involved so that PFF negotiates this effectively.
- xvii. Erin: I will look into complaint process and communicating better with faculty regarding Title 5 requirements
- xviii. Kateri: I'll look into survey process.
- xix. Erin: we can work together on this survey

2. Enrollment Management update

- i. Erin: I am on enrollment management committee. They asked me to put together plan for DE. They want us to work on:
 - 1. Erin: Take newly approved courses and perhaps make purely online only certificates (with on-ground option) long term (post COVID). The best time to ask faculty about this is

fall 2021. For certain programs this will hopefully increase enrollment.

2. Erin: Reach out to areas where enrollment is declining.
3. Erin: Create some programs/workshops for promoting online ed, such as in math. For example, there is no online Calculus at Palomar, so students are going to MCC,
4. Erin: Equity training for online environments (technology or lack thereof can be equity issue).
5. Erin: Provide instructional design support for online faculty-- eg, POCR, @one. Erin will pursue CARES act funding for this.
6. Erin: Compare what works well online and onground-- perhaps survey the faculty while the online experience is still fresh.
7. Kelly: it would be valuable to the College to get a better sense of what students and instructors preferences are regarding online/onground. Research and planning should do a survey regarding continued interest in online teaching post-COVID. So far we have offered only about 12% of our courses online.
8. Erin: perhaps promote online fast track courses.
9. Kelly: my students are more successful in fast track online courses than full-semester ones. We should tap research and planning for stats on this
10. Alyssa: students with ADHD and other disabilities tend to do better in fast track courses.
11. Kelly: there is research that short term learning decreases cognitive load, and thus is more successful for many students.

3. POCR Update

- i. Amy: feedback from state so far on our POCR program has been very positive. We did not budget for the actual norming process with State.
- ii. Linda: for norming we need to choose 3 courses to send to State.
- iii. Kelly: once these 3 courses are reviewed and accepted, we need to add 7th step of process where our POCR reviewed courses are sent to CVC for regular feedback.

- iv. Erin: in budget we will ask for some part-time course designers to help faculty with instructional design and improvement.
 - v. Erin: Amy, Linda and I will have a meeting to flesh out budget issues
4. Guided pathways funding for faculty training
- i. Erin: DE got guided pathways money for faculty to take @one training and implement training in preparation for their online courses. Erin created form for faculty to apply for this funding.
 - ii. Kelly: there is a lot of faculty interest in getting this support. The @one courses are very well-designed and supported.
 - iii. Faculty-created short videos created after the training could be posted in the DE portal to promote best practices learned in these courses.
 - iv. Barbara: PFF also has funds for PD. Not a lot of faculty are using this.
5. CVC home and teaching college issues
- i. Erin: regarding becoming a home college, IS and Student Services say there is a problem using email as primary method of communication and will not approve this process. Our systems do not currently talk to each other across colleges. Should we campaign for CVC to speed up the integration of our systems so that we can expedite this? Our regional DE coordinators have decided to put this on hold pending integration. Some institutions have implemented home college status using email communication
 - ii. Kelly: we should talk to such institutions to see how they implemented home college status
 - iii. Russell: without the ability to scale (which required inter-college system integration), our efforts will perhaps be unproductive. We should instead put our efforts into lobbying the CVC for full integration
6. Adjournment at 4:01 pm

