Faculty Meeting
College of the Redwoods
- ## Eureka: 7351 Tompkins Hill Road, Forum Building Meeting Room (FM107)
January 26, 2018 – 10:00 a.m.

CCC Confer Participants: Eli Naffah, Philip Mancus, Ryan Emenaker, Levi Gill, Bernadette Johnson, Sandra Rowan (CCC Confer facilitated by Kerry Mayer).

The meeting was held as a listening session at which groups of people rotated around to focus on the four questions below.

What are your interests in DE at CR?

Quality of instruction:

- Ensuring that instruction is as good or better than FTF
- Rigor of courses is similar regardless of modality
- Ensuring quality and rigor
- Fair and equal assessment of student achievement of SLOs
- Variety of online quality/how assessed
- How to limit poor quality across state institutions (concerned that lower quality courses will attract more students)
- Transparency in course quality

Student access and support:

- Making sure that students have access to the courses they want
- Making sure that we don't fund or pursue one modality and under-support another modality
- Ensuring that online approach works for students (making sure that online students have an adequate level of support to succeed in online course)
- Ensure that students retain choice between taking courses online or FTF
- Make sure that counselors/advisors are fully trained to advise online students from other districts
- Availability to students
- Ensuring adequate resources for online students (library, etc.)
- Ensuring accurate/effective counseling for online students
- Standard transferability across OEI for students
- Transparency and full information for students going into the OEI
- OEI supports our students' needs including specialized infrequently or never offered
- Student choice in variety of sections including different instructors

- Harassment language online (cyber bullying, trolling)
- Students need to have the ability to perform well in future classes at CR and at four year institutions both online and FTF
- Support for harassment of online students
- Good for students

Professional control, innovation, and support/development

- Faculty continue to determine online classes
- Limit harm to the institution and students
- Training being provided by CR for faculty for canvas and other facilities
- Ensure that there is sufficient institutional support for faculty who teach online.
- Support for tech staff
- That the base be equitable, district funding AF professional development
- Fair distribution of online courses within the discipline
- Fairness in workload at physical campus (no only online teaching)
- Quality through headcount (no giant classes)
- Faculty adequately compensated for prep time and all electronic communications – codified
- Student access/faculty availability (Reasonable response time/grading time)
- Adequate institutional support (clerical/technical)
- Front end compensation for new courses
- Regular tech upgrades
- Access to functioning tech (cell phones, laptops, voice recorders and facilities – rooms and labs)
- Tech support, in person
- Priority for online teachers with tech support
- Intellectual property for development of courses and course materials
- Focus, CR should clarify areas we should focus on for DE (intentional)
- Support, tech, close-captioning, instructional design, legal compliance
- Flexibility (hybrid courses, etc.)
- Ability for interested faculty to participate (time and support)
- Innovation, investing in innovative materials and content to set us apart
- Move from internal only planning orientation to student centered perspective
- Attract innovative faculty
- Willingness to "offend ourselves" (not protective exclusively)

Balancing the local with the remote

- Making sure that we have data to determine percentage of students from outside our district who are enrolled in our online courses so that we aren't crowding out our students in favor of outside students
- Make sure that courses taken by students out of our district meet the transfer requirements that they think they do

- We need data on student success in online v. FTF courses (passing rates as well as a measure of knowledge acquisition)
- We want students to have a strong connection to CR to our faculty and to other students
- Make sure that online students can access counseling and advising services in an equitable way

Institutional health

- We should have an interest in retaining students
- Increase student enrollment
- Sustainability between budget and enrollment
- Increasing efficiency/LE
- Flexibility for special cases
- Affordability? Funding/single sign on
- Costs
- Tech preparedness
- CR improve online infrastructure to ensure tech
- That we maintain our brick and mortar course availability
- Across the district functionality (equivalent services for all campuses)
- Maintaining student population on physical campus
- Good for our community
- Research and data-driven decision making
- That we remain relevant
- Growth mindset
- Structural/institutional reorganization for change/innovation and creativity

What opportunities do you see available to us via DE modalities?

Curriculum

- Online courses are appropriate for a broader range of course than we currently offer
- We could offer unique courses that are connected to our geography, culture, etc. (Native American populations, environmental issues, etc.)
- Quality and uniqueness of education increased

Scheduling & access

- Increases the opportunities for students to complete degrees due to the flexibility of online scheduling
- Summer sessions provide opportunity for capturing FTES from other districts (he mentioned that his regular term classes online have few out of district students, but his summer classes have a large number of out of district students)
- Ability to make teaching schedules work in a different way (free up time during the week for committee work or office hours); increases flexibility of schedule
- Reaching students who do not live in our area (world population, cutting edge)

- Convenience; ease, flexibility, work around schedules and childcare
- Offer classes we cannot currently
- Quicker completion connects to Guided Pathways
- Winter sessions, not having restrictions of local calendar
- Flex for associate faculty to have other employment
- Free up seats in physical locations
- Pelican Bay via telepresence/online
- Full time workers/students that otherwise wouldn't be able to attend
- Summer – maximize other time frames/schedules (may be less FTF in the summer, more online)
    o Increased FTES

Pedagogical innovation, support & training

- Full instructor support to offer DE modalities
- Build into system opportunities for faculty to get hands-on training
- Integrating tech/innovative tools to increase success
- Increased expertise/expanding information
- More voices of expertise
- Good marketing overall/reputation better perception
- Offer more certificate or degree programs (missing classes like engineering)
- Attract more qualified associate faculty
- More opportunity for faculty at CR/Professional development
- Faculty have to think about things differently online (positively impact F2F classes, more description accessibility and increased organization)
- Associate faculty with expertise
- Increased options
- Support colleagues (DE) who want to do this work
- IR data collection and assessment (increased opportunities for professional development)
- Share things on campus – more specialized, localized education that could market elsewhere and build programs

General/unspecified benefits

- Improve classes that are currently online
- Attract students from out of state
- Increase diversity
- Increase enrollments potentially to remote areas
- Increase completions /timely
- Our adaptation to their needs
- Increased FTEs
- Decreased costs – course materials
- Familiarity – new generation of students feel comfortable with technology
- Different abilities

- Increase fill rates
- Keeps us moving toward future
  - o Keeps us from slipping back to past (forward thinking)
  - o Stay current, more adventurous opportunities for faculty
- Changes assumptions about resources, directions (more clarity)
- Fundamentally changes dynamics of classroom
- Bias/Stereotypes/Assumptions don't get into the way as much
- Opportunity for students to be heard (Equal discussion participation)
- Cost savings (physical infrastructure)
- FTES increase
- Increased diversity of student body
- OEI opportunity to be involved in something at the state level
- Gives students workplace tech skills
- Investments into infrastructure will benefit everyone – physical campuses
- Online counseling/advising needs (better support of online students)
- Changing culture of college to be more modern and up to date

What concerns do you have about DE at CR?

Loss of FTEs

- Students will take classes at other institutions and our classes won't fill.
- Consortium poses risk of CR students taking online classes from other schools – we don't have quality control; how do we ensure quality?
- Risks and FTES down
- Students go OEI

Lack of preparation/readiness

- We don't have adequate support for faculty (video recording software, video hosting, transcription services, Adobe Connect, instructional designers, etc.)
- We need more support for faculty; accessibility issues
- Institutionally we don't want to miss the boat on DE (enrollment increases)
- More online classes might lead to less technical support
- Teach resources? Support?
- What's our strategic vision?
- Is this thoughtful?
- Reactive vs proactive
- Effects on completion?
- Harm completion rates?
- Keep student centered
- Strategic plan and OEI?
- Competitive

- Sustainability?
- Poor implementation/consequences
- Competitive?
- Marketing failures
- Infrastructure effects
- Effects on DN & KT

Working conditions, fairness & compensation

- We need faculty to be on campus to participate fully in the work and life of the district
- We need to compensate faculty in some way for teaching online for the first time
- Disengagement of full-time faculty who teach majority load online
- We need to look at how colleges and universities handle the issue of how faculty participate in person if they teach online
- Prospect of FT online teaching
- Devalue faculty role
- Effects on AF with scheduling and support

Human interaction/community

- We are potentially depersonalizing our educational experience for students
- Sacrificing sense of community
- Loss of synergy that comes from being with human beings
- We need to work on methods for increasing the sense of community for our students who are taking online courses
- Serving community
- Original contact
- Increased risk of conflict – disadvantaged? Stigmatized?
- Quality loss/campus access loss
- Effects on student services at expense of campus access
- Culture shifts to OEI
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Quality in instruction/curriculum

- Is this increasing demand due to the perception of "easier" courses or less accountability for students
- Less engagement online;
- Worry that degrees from CR might get devalued (several states won't recognize fully online degrees)
- Noticed greater success online overall - trad classrooms (25% of students participate), online students have to participate; 75% of online classes are fully engaged
- Student authenticity and commitment before resources
- Loss of personal relationships with students (community and location)

-   OIE and rural colleges – quality?

What questions would you like to have answered about DE at CR?

Administration

-   Is the administration interested in doing this?
-   How serious are we about OEI? Are we already decided?
-   How do we decide what to focus on for DE?
-   Cost? Thoughtful analysis (data)? Return? $, FTES, Success, Completers
-   Who monitors the filled class – OEI overflow option?
-   Why are students choosing DE classes?
-   How do we market for DE? How do we know if we are successful?
-   Who monitors progress? Or who is allowed in?
-   Who funds it?
-   How do we ensure students are ready for online learning?
-   Who will do orientation?
-   Do evaluators get online class canvas training?
-   How do we reassure our local community that we care about them?

Infrastructure and design

-   Do we have the infrastructure to support this?
-   Is it at all possible that there might be a designated time every week to provide student tech support for those taking online courses?
-   I would hope that the college would commit to an adequate level of support for students and faculty if we go down this path. Where is the OEI rubric?
-   Online Counseling? MANDATORY
-   How do we support it better? Instructional designers
-   What is our plan? Who makes it? Are students involved?

Headcounts/fill rates

-   Does anyone know what our fill rates are for our DE classes? If our classes are filling anyway, what sense is there to offer them on the exchange? If we are teaching an OEI course, is there an additional level of evaluation of the course?
-   Who gets FTEs and completions
-   On program evaluation, would the OEI class show up as a TE or as a regular CR class?
-   Will OEI help us? Ex English 1A = 4 units, Others = 3 units
-   Will it be our job to train the students, and then will they go elsewhere? How do we protect our F2F enrollment/experience

Timing /scheduling

- What is the time-frame for the exchange?
- Do we have a sense that the District has an idea of which classes would be prioritized to become part of the exchange?
- How are DE classes scheduled? 2 year plan?
- How many OEI classes/semester? Can a student "max out" on these? Who determines this?
- Feasibility of DE at Pelican Bay?
- Any online cap (for faculty)?
- What happens to resources for F2F classes and our community
- Do you have to set aside OEI seats that might stay empty? Do CR/Local students have priority for our classes?
- Could some classes be taught only online?