



## Welcome & Meeting Outcomes:

1. Increase understanding of faculty priorities: what is most important to you in regard to online education planning?
2. Build shared understanding of our college strategies and how they connect to other planning processes
3. Brainstorm ideas for increasing involvement of all stakeholders in online teaching and learning

## Three main buckets of planning:

- Further defining our priorities around online course and program offerings
- Building our local Peer Online Course Review (POCR) process; what is required for funding, staffing, and our overall vision for sustaining the work of building high quality online curriculum and instruction?
- Faculty onboarding and support; online training processes, development of online teaching training beyond QOTL

## Breakout Rooms

### 1. Defining our Larger Vision for DE/Online Education:

- What are short and long term goals?
- Course & degree planning within framework of larger vision
- 3 year plan template and links to other college & district planning processes (David)

#### *Resources*

[Cañada College Scorecard \(as of November 18, 2020\)](#)

[PRIE Office Data Dashboard](#)

[List of Online Programs and Awards by Division](#)

[Slides from Strategic Planning Retreat 1/31/20](#)

### 2. Onboarding & Supporting New Faculty

- Providing support in all areas of instructional design, instructional technology, accessibility
- Process for tracking and managing online training & related PD

(John)

#### *Resources*

[Academy of Teaching Proposal](#)

[Vision Resource Center](#)

### 3. Building our local POCR Process

- What needs to be added to our current draft process?
- How can the respective components mutually sustain and support each other?
- CVC Course Exchange: timeline for adding courses/programs, needs for support of this work

(Allison)

#### *Resources*

[POCR Process Summary Draft](#)

[Academy of Teaching Proposal](#)

[CVC-OEI Course Exchange](#)

### Breakout Room Prompts

Start with brainstorm, use the mission and goals from DEAC page

<https://canadacollege.edu/deac/goals.php>

Example: is Goal 1.1 still relevant? (Continue collaboration with sister colleges to build and launch a District-wide online teaching certification course)

Which goals are no longer relevant? Which are missing?

### Strategic Planning/College Vision for Online Education

- Cañada leads the district in ftes for online enrollment. What are the implications of this growth in online instruction?
- How is online equity being prioritized and what are steps we can take to address existing gaps?
- How do the current college metrics align with larger strategic priorities and external impacts on our enrollment?
- Students are increasingly mobile and have more choices in terms of how and where they access their classes (including within SMCCD). How should our plans account for this mobility and the trends in our overall enrollment patterns?

Onboarding new faculty/managing training and PD for online education

- Suggestions for implementing digital badges as part of recognizing and managing required training for online teaching
- What do we want VRC to do for us? What would be most useful for faculty? (central place to locate and register for PD, central place to manage your own PD/training goals and requirements, etc)
- How best to provide key areas of support: instructional design, instructional technology, accessibility best practices, adapting materials

NOTES from Breakout Discussions:

- Support for online training
  - Just because a person passed, are they competent in the training/process
  - Additional assessment?
- Synchronous Zoom Sessions
  - Face to face classes on Canvas, but do not meet online requirements
  - Need guidelines for F2F classes and what instructors need
    - Guidelines for min. Requirements
    -
- OEI Training/Alignment
  - Mini sessions on each OEI section
  - Modules by rubric section
    - Build into QOTL training
  - OEI Rubric training course?
  - Connecting asynchronous work with online Zoom sessions
- Need clarity on expectations and practicality of online teaching
  - Hybrid, Fully online, solely online
- District guidelines
  - Min. expectations
  - Academic senate involved (10+1)
    - Support and guidance
- Vision Resource Center (for training tracking)
  - Location for storing finished and completed training
  - Check your own training
  - Flex day training
- User functionality and capacity for student navigation
  - Student-centric
  - Access to technology
  - Challenge for ELL stu's; in addition to overall drop in enrollment for ESL stu's, also a higher barrier to access when tech is involved.

### Developing our Local POCR process

- Create an online course offering pattern that supports some 100% online degrees and publicize them through the CVC State network (from SEM plan). Which degrees? What are the priorities that should drive this?
- How can we best support ongoing learning and PD beyond the basic QOTL training?
- Suggestions for the POCR process outline?

### NOTES from Breakout Discussions

#### Communicate about course reviews

- Take time to review with AS, do flex session for what course review is, is not
- Culture change; it's normal to have peer review, not part of evaluation, not summative, it's about continuous improvement and developing our courses
- Gampi: goal is to engage in partnership with those that need help. Emphasize flexible engagement - not just when adding a new course, or joining CVC. Need to set the context

#### Training & PD

- Example of Proctorio brown bags - gives faculty opportunity to engage in specific areas when needed
- Provide more choice for faculty in terms of what to complete (not all 4 modules if only 1 needed)
- Jessica M - connect rec's from evaluation in spring, self-assessment reported by fac "I need this help in this area", input from Dean/suggestion. This would help align everything if connected to PD feedback
- David R: important to provide the support people need and connect development feedback to specific resources.
- Can rubric be aligned with contract? POCR is only for course, not instructor, but instructor can be guided towards relevant training