Science and Technology Division Meeting

5.15.2020

12-2pm

1. Michael Hoffman forwarded email from Diana Tedone: reminder – student services is looking for 4 faculty co-coordinators for Guided Pathways Science and Health Interest Area. Apply by May 29th, send questions and application to Diana Tedone
	1. Michael Hoffman and Carol Rhodes: thank you for keeping us all updated, job well done
2. Krystal Martinez updates:
	1. Completed most of the submitted COVID-19 MOU timesheets, reaching out to those who need to provide additional information
	2. 10 hours not nearly close to work that you’ve done, but so thankful you do get some compensation
	3. Summer face-to-face faculty: thank you for getting me your online preferences, if you haven’t please do so asap, deadline passed yesterday.
		1. As students register the will be informed that the face to face course will now be online class and list the required virtual meetings
	4. Reaching out to department heads to finalize end of year budget cleanup
		1. Ensure final invoices submitted for payment
	5. Grades due June 3rd
3. Matais:
	1. Last day students can request EW or Incomplete: day before last day of instruction. Please see email for details and important dates
4. Georganne and Milena: Online attendance and survey
	1. Help with survey
		1. Came online this spring, we took existing student services and placed them online
		2. We want to make sure we are supporting you and students the best we can
		3. Trying to find out experience with you and your students, with focus on retention
			1. We look at our services to make sure we are supporting you
		4. Tring to figure out for tutoring: how many needed, which classes in which modality
		5. Survey: STEM Center at Cañada
			1. 9 questions
				1. What method is used for online course
				2. What method of attendance
				3. What tools used
				4. How frequently attendance taken
				5. What students needs have been reported
				6. What strategies used to engage students
				7. What strategies used to retain students in online environment
			2. If you have any suggestions or questions please ask
				1. Post link to survey in chat?
				2. Email link to survey to all faculty
				3. Q5: edit to insert word
				4. What is goal of survey

Trying to learn best practices faculty use for retention so student services can adapt them as well

Best way to serve students is for faculty and student services to work hand and hand so SS can support the work in the classroom

* + - * 1. Question from Susan: do we fill out a survey per class?

Yes, STEM classes only as we are looking to use STEM center supports

* + - * 1. Nathan from chat: what method is everyone using, taking roll takes to long in my experience

Po: there is a way to take attendance via zoom, it won’t get posted right away, but about a day or two later it will appear

Nick: I have students type name in chat and take a screenshot

Krystal: I believe there is a way to get participants and will confirm with Allison, I will send to everyone

Susan: curious as to what everyone is doing? Requiring video on? So many students stuggling with shared technology so it can be very difficult

David: I felt since students didn’t sign up for an online class I don’t require them to share the living spaces via video

I do a lot of breakout rooms and most turn on camera in room, but not in main class. So many people in background and lot of people living in environment that doensn’t need to be shared with the class.

Feels like something I can’t require. I say “miss seeing peoples faces” and some folks will turn on cameras, but I don’t feel its right to require it

Krystal: know of some faculty in humanities did a brief tutorial on how to turn on virtual background, that way students can show their face without exposing their living arrangements.

Susan: that won’t work with everyone, but depending on the age of the technology that may not work

David: zoom will only do virtual background with green screen. Do not have a powerful enough processor

But may not always work

Chromebooks – what we hand out via library - don’t have the power to use virtual backgrounds

1. Nick: DE addendums
	1. Preparing for fall instruction online – hurtles
		1. Set zoom room to start with cameras on, encourage it.
		2. Request students to join in and students usually will participate when asked, with critical mass it’s a very different environment
			1. Follow up with “its ok if the camera is off”
	2. Required to go online in spring, state law prohibits us putting classes online unless the state course of record thought through putting the class online.
	3. This past semester we were required and prohibited from putting classes online at the same time. A challenge
		1. We reached out to chancellor office and got a bulk waiver for all classes not developed to be taught online with the necessary considerations
		2. Were able to put all classes online and be inline with CA law, but that was for 1 semester.
		3. Summer, Fall and Spring looking to be online
			1. We’ve requested another bulk waiver for the summer and fall
			2. Lots of feedback, we put the classes online for remainder of spring and summer, but there is some pushback for fall
			3. We are in very unusual situation, we are doing best practices and doing good by our students
			4. Deal cut: we can put summer and fall courses online and get another DE bulk waiver with the agreement that we will build DE addendums that show we’ve thought through our classes being online
			5. There is a reasonable chance we will be online in Spring 2021 so we have until December 30th to make good on our promise to get DE addendums for all courses submitted
			6. If no DE addendum by deadline, won’t be taught in spring 2021
			7. A lot of addendums need to be built in a short amount of time
			8. We put some resources online
				1. The addendum isn’t hard to fill out, but the work that goes into is heavy lift
				2. Curriculum Committee website has resources <http://etea.ch/deaddendum>
				3. If you DE addendum is for hybrid course, it doesn’t satisfy fully online teaching – have to really think through how you’ll reach out to folks – build it for fully online and will satisfy hybrid as well
				4. Lots of questions answered on the curriculum committee site
				5. 3 definitions of online in CA: fully online, hybrid – partially online, and online with proctored exams.
				6. If you feel your course can’t be taught fully online, I’d like to have a conversation with you

Consulting faculty all across the state: folks putting cameras on their head to teach mechanics, clinical courses taught via telemedicine, and other resource

There are a lot of tricks to share with you to put your course online

* + - * 1. Take a look at SLOs – it’s not about how to hold a pipette. It’s about understanding the concepts: understanding acid base equilibrium, etc, I’ve been doing that online for over ten years now. It can be done
				2. There are physical skills, I can help with lab component, not the most important of what you are trying to teach
				3. Talk with other instructors teaching that course, it’s not for your course specifically
				4. We already missed the latest deadline, working on ways to approve all of the courses
				5. Don’t wait for the new deadline, start conversations now, ask yourself:

What are the challenges of putting course online

What are the ways we can interact with students for regular interaction?

Synchronous and asynchronously

* + - * 1. Has someone run a list of all classes need a DE addendum?

A list exists, built it, but not in a great sharable format. We will reach out to faculty, but you can check CurricuNET now

Once you figured out what you need to do, you need to express it, so it can be reviewed separately from your regular course outline, that’s what the DE addendum is, it encapsulated all the DE components

Don’t check the box with hybrid ok, but not online

 There will be other times when we will have to teach online, give yourself the option to go fully online if we need to

Part of the challenge, as a physical science, wanting/needing to get your students in labs, chem, bio, physics, so they can really understand this is not a video game. Science is about understanding what’s real and concrete

There is kitchen safe chemistry, and physics I’m sure.

District form for hard to convert courses at 3pm today. If you can’t make it, I’d be happy to talk to you about it offline

Free online teaching conference coming up

Everyone needs to be trained in Canvas, training course QOTL

What kind of compensation for DE conversion?

Above my pay grade

QOTL training, possible compensation

POCR: Peer Online Course Review certification needed

We need not just instructors, but courses needed to be reviewed

Matais: college, district committed to training faculty via web-training and other methods

See video of DE addendum, check box: online certified, mention QOTL to meet min quals so future instructors can teach the course without meeting your particular certifications

Allison Hughes is great resource for help as well

Academic Senate voted to have Cañada join California Virtual Campus – will help with enrollments potentially

Will build in-house review committee to have our classes stamped OEI for greater course visibility in the virtual campus

If you want to volunteer for POCR training email David Reed

Susan: will students assume they’ll need to be present synchronously for the course times listed in the schedule?

Nick: WebSMART disclaimer – course listed as face to face, but it is online due to COVID pandemic. More information for students to find out if there is online synchronous component, let Krystal know what your synch hours will be. Need to be Subset of posted hours, don’t schedule something at 4pm if you were schedule originally for 8-9am.

CHALK TALK great way to get info to students synchronous

Krystal: I will reach out to face-2-face courses for synch hours to list.

Doug: for my lab, I need to break students into small groups, but I won’t know the details of times until I see how many students

Krystal: for my purposes, keep hours within the listed course time and you can reach out to students directly once we are close to start of term with details about small group times within the listed subset of hours for the class.

Nick: you need to give the expectation of time commitment so List the course hours, if you end early, that’s fine, but the expectation needs to be set.

Lots of resources for virtual labs

You can make yourself available outside of your listed scheduled time

Labster designed for VR equipment, we have flattened version, but can’t do it on a cell phone. List technology needs in syllabus, this is part of that environment same as having to buy goggles and such.

We recognize there are equity issues and we are doing a lot to solve them. We aren’t going to be on campus anytime soon. This is the work around we have.

There are efforts to secure additional laptops, right we are looking for funding sources.

We will continue to refine our engagement with Labster and other simulations vendors.

Lab kits: Hands On Labs, very expensive, come with million dollar insurance, comes with videos of the process and safety checks.

Roz Young awesome with building lab kits

Looking into securing funding for lab kits across all colleges in the district.

This is new world, still trying to figure things out

Susan: if anyone wants to meet up to brainstorm about synchronous instructions let me know, would love too

Jeanette G: has anyone polled their students for fall technology needs?

PRIE office organizing technology inquiry sent out via multiple ways

1. Rad Tech Update: Lezlee and Rafael
	1. Found out some allied health programs allowed to go back to campus. Requested approval from the college and haven’t heard back from the board as of yet
	2. Plan is to be back in the summer with smaller groups, we don’t know the guidelines yet, working with department of health to get guidance. Ohlone and Hartnell have nursing programs returning in the summer and fall.
	3. Difficulty is lots of hours students have to complete in hospital as part of clinical experience, very key component to training.
		1. If we can go back to labs on campus we can mimic some of the exams and training from the hospital
		2. In meantime every didactic portion of the training is being done online as this point
		3. Positioning course: we cannot bring that online, the students have to position people for the x-ray in front of us
			1. There are some dummies we can buy for a hefty price
		4. Commend the two of you and Alejandra for all of the work you’ve done coming on campus to scan at all documents
		5. About 70 new applicants to the program and 18 2020 graduates
2. Retirements
	1. Cathy Lipe, Carol Rhodes, Richard Follansbee, Kim Kirchoff-Stein (adjunct)
		1. Virtual high-five and applause
3. Lab access for students and faculty access to labs
	1. Discussions in process
	2. District academic senate: what does it mean to open campus partially
		1. Allowing instructor to come on campus to access office, labs to get supplies or video lectures
		2. Labs broken into smaller classes to accommodate social distancing
			1. Lots of safety and logistics to look into and find a solution for
4. Carol Rhodes
	1. Thanks to colleagues, great 16yr ride
	2. Cathy Lipe (PT) Ray Lapuz (FT) Outstanding Faculty Awards
	3. Website lists outstanding student awards as well
5. Ramki
	1. Engineering is important program to division.
	2. Wants to work with you and administration to look into success paths for students
		1. Request for faculty volunteers to help me make Engineering a better program
6. Matais: last division meeting of the semester
	1. Had a great time in the interim dean roll
	2. Thank you for your congeniality
	3. Dr. Ameer Thompson identified as permanent dean set to start July 1
		1. Has stellar science background, excellent credentials
7. Rance: Speaker Series
	1. Extending availability of speaker series videos through end of semester
	2. Students who watched videos will be available for faculty
	3. Matais: Transfer student celebration was really cool, thanks for the invitation
	4. Students have until June 1st to accept offers from colleges, I can send that info out to you
8. Josue: STEM tutors
	1. Majority of tutors transferring and graduating, Krystal wills end email looking for recommendations
9. Krystal:
	1. Thank you for patience and grace during my learning my steep learning curve.