To:	President Murphy
CC:	Senior Administrators
From:	Gregory Anderson, Dean of Learning Resources
Date:	1/22/2013
Subject:	Feedback on Technology Enhanced Learning (TEL) Retreat

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Background

On the 13th of December 2012, 75 colleagues participated in a day-long retreat on the topic of technology in learning. Associate Vice-President of Instruction Rowena Tomaneng sponsored the event on behalf of the college. Every instructional division was represented at the retreat, along with many colleagues from Student Services (EOPS, Counseling, etc) and Finance and Educational Resources (TRG, etc). Objectives for the retreat were:

- Explore data that demonstrate current and future student need and use of technology

- Consider the various factors that frame the urgent need for the college to create a thoughtful approach to how technology should be used to improve student success

- Create the charge of the task force

- Compose membership and establish structure and processes for meetings

- Choose a name for the task force

To collect feedback on these outcomes and other aspects of the session, an online survey was made available to participants for a month. Highlights of the results are below.

Highlights – Participants

- Most participants came to the retreat with great interest in the topic of technology enhanced learning, though 5 (13%) approached the topic with ambivalence.

- Over half the respondents had been involved for over a decade in the use of technology to enhance learning, with 9 out of 10 having over three years' experience.

Highlights – Morning Session

- Morning session was rated as excellent or satisfactory, with only 5% dissatisfied.

- The first 4 presentations (Thor, Murphy, Anderson, Qian) were rated even higher. Of participants responding, 98% rated these presentations as excellent or satisfactory.

- The keynote speaker was also rated well, though satisfaction rate of 75% was significantly lower than the other speakers. Many respondents expressed dissatisfaction with either the content or the delivery.

Highlights – Outcomes and Suggestions

- The most frequently recurring theme was the call for senior administrative leadership. This comment arose repeatedly, with both the college president and the vice-president of instruction being named. Participants want leadership on this issue, and they expect the backing of senior administration.

- Near unanimity arose around the need for streamlining of decision-making and policy formation around TEL. Many participants want a new task-force, but almost everyone asks for other groups to be eliminated or reorganized. Current structures are not seen as sustainable.

- The first two outcomes—data and framework for the discussion—were met, with a 90% rate of satisfaction.

- The other three outcomes—charge, membership/structure, and name—were also met, though with slightly lower rates of satisfaction.

- A common theme running through all the outcomes was the need for professional development. Comments suggested more training both for faculty members new to online and hybrid teaching and for training that celebrates current success stories.

- Participants expressed great interest in data. They asked for clear input, especially regarding student needs, desires, and capabilities. Though a couple participants seemed to think "we know enough already", most responses suggest that the college should incorporate relevant and current data at every stage of the coming transformation.

- There exists a great urgency among participants to proceed from the retreat. They strongly desire that the institution act soon and with gusto.

Methodology

Of the 75 participants in the retreat, 38 completed the survey, for a response rate of 51%. The breakdown of response rates by employee groups (57% from faculty) matched the overall group's mix. Respondents rated the quality of the sessions and the progress towards the achievement of the outcomes for the retreat. In addition, respondents provided extensive comments on the speakers and the outcomes. Finally, respondents offered nearly 100 additional suggestions for future planning for TEL.

The remaining pages show the complete results; all comments included verbatim. Representative comments are highlighted in yellow.
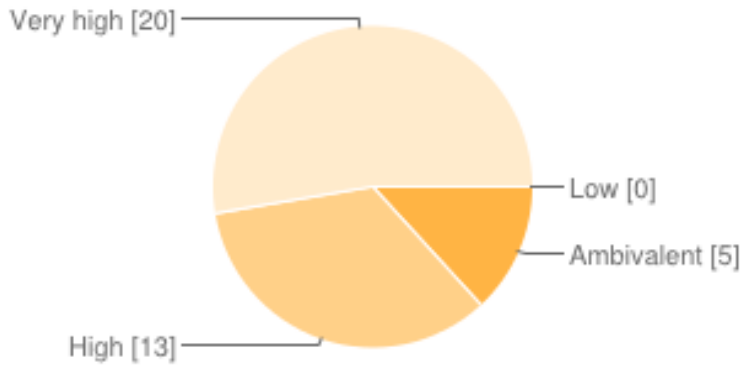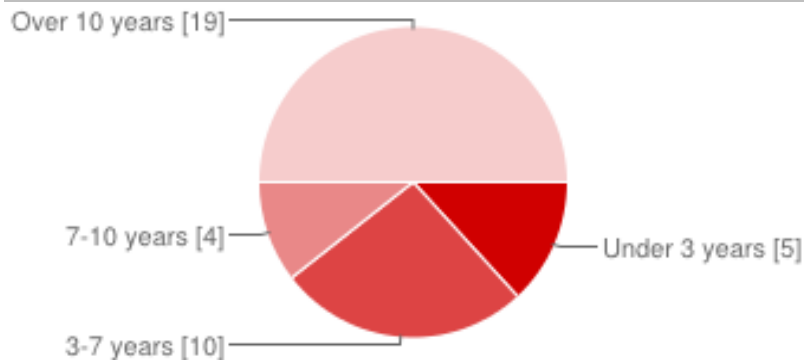
ABOUT YOU

Your status
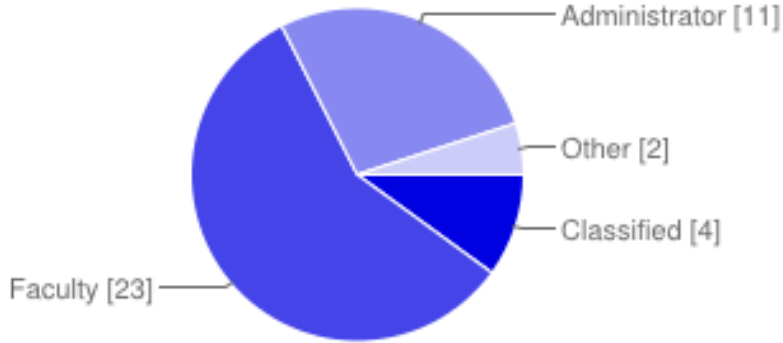
Classified	**4**	10%
Faculty	**23**	57%
Administrator	**11**	28%
Other	**2**	5%

Administrator [11]

Other [2]

Classified [4]

Faculty [23]

Your interest in the topic of technology enhanced learning

Low	**0**	0%
Ambivalent	**5**	13%
High	**13**	33%
Very high	**20**	50%

Very high [20]

Low [0]

Ambivalent [5]

High [13]

How long have you been involved in the use of technology to enhance learning?

Under 3 years	**5**
3-7 years	**10**
7-10 years	**4**
Over 10 years	**19**

Over 10 years [19]

7-10 years [4]

Under 3 years [5]

3-7 years [10]

QUALITY OF SESSIONS AND PROGRESS TOWARDS OUTCOMES

Morning Session (overall)
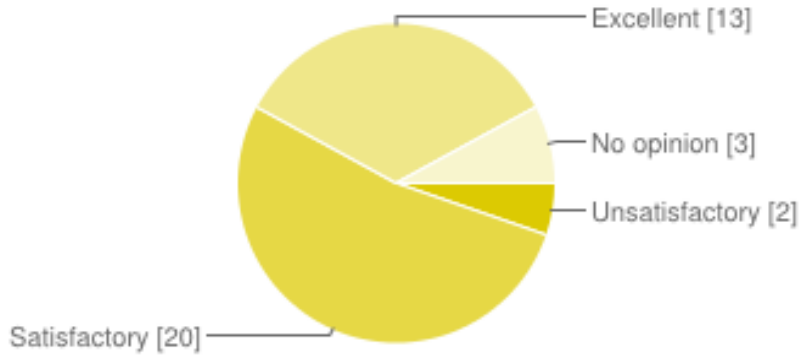
Unsatisfactory	**2**	5%
Satisfactory	**20**	50%
Excellent	**13**	33%
No opinion	**3**	8%

Welcome -- Chancellor Thor
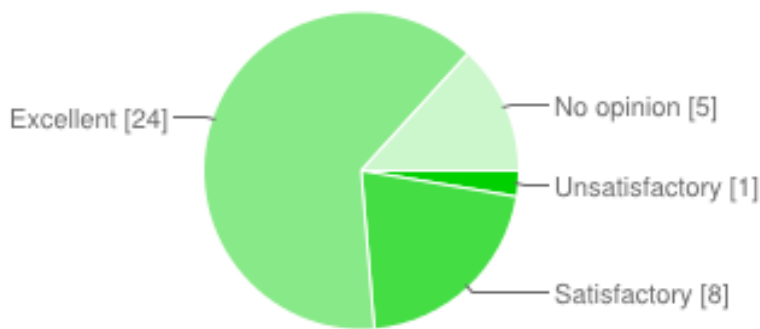
Unsatisfactory	**1**	3%
Satisfactory	**8**	20%
Excellent	**24**	60%
No opinion	**5**	13%

Welcome -- President Murphy
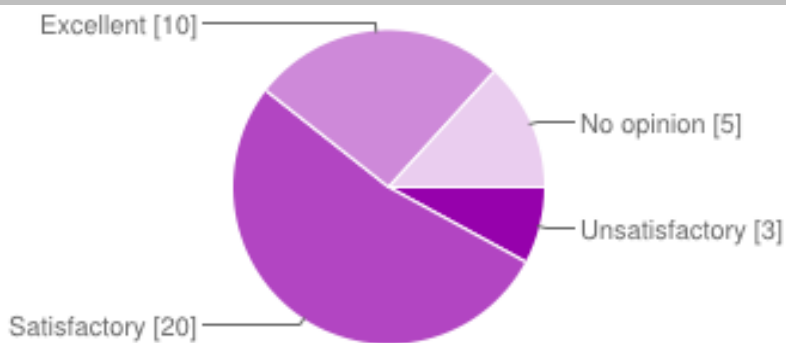
Unsatisfactory	**3**	8%
Satisfactory	**20**	50%
Excellent	**10**	25%
No opinion	**5**	13%

Context Setting -- Gregory Anderson
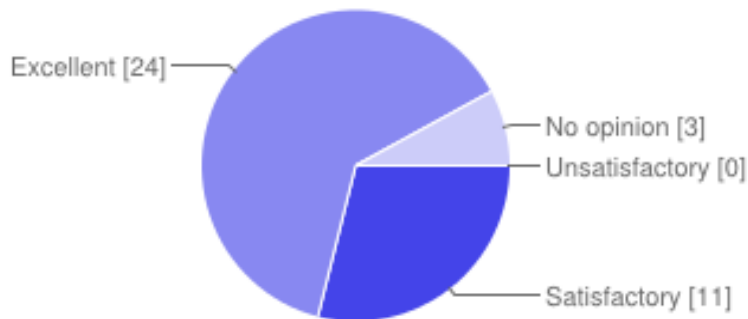
|		
Unsatisfactory	**0**	0%
Satisfactory	**11**	28%
Excellent	**24**	60%
No opinion	**3**	8%

- he had to adapt quickly to others who covered his points, but even so I found the presentation very engaging and exciting. What was that software that he used?
- loved the prezi. wished to have seen all of it.
- Well organized, loved the humor and felt that it was a great message. The visuals on your PowerPoint kept me engaged.
- Impressive use of technology. Informed audience, particularly those for whom the expertise level is not as high--especially non-faculty.
- Ugghh, I got there at 11:30 since I had a final, but was impressed with the whole retreat. The retreat made it clear how much work we have to do. It's important to get input from a lot of people including students and faculty and the people that would be installing and maintaining software and hardware. The problem with installers and maintainers is they aren't necessarily real users like faculty, so faculty input is critical.
- Excellent and sensitive to his audience as usual.
- Rich content. Wish we had more time to explore and discuss
- I think he should have taken more time to discuss and establish the context.
- very informative and interesting. Thanks Greg for all your hard work on making this event happen and for understanding that I needed to leave early to give my final.
- Gregory Anderson did a nice job introducing the topics and laying out the agenda for the retreat as well as facilitating the discussion on technology.
- Wonderful job setting the tone for the event, did a great job of laying down expectations and outcomes.
- Great use of cool presentation technology!
- Superb!
- Laid out the objectives that he hoped to achieve and led us to expect achievement of the outcomes.

Distance learning at De Anza -- April Qian

Unsatisfactory	**1**	3%
Satisfactory	**19**	48%
Excellent	**14**	35%
No opinion	**4**	10%
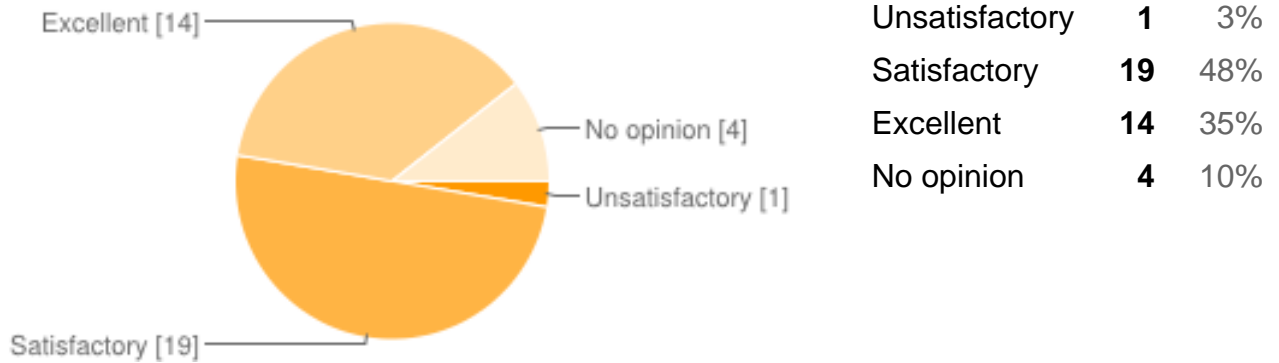
- It seemed narrowly focused upon the issues around Distance Learning Center at De Anza. I wanted to hear more broadly about Technology across De Anza College
- Some information seemed to me covering ground that would have likely been known by most, but I am perhaps mistaken??
- I learned a lot about the Distance Learning program and April was an excellent presenter.
- I've seen it before.
- She was very well prepared and clear. She was able to react quickly to technology problems that came up for her guest speaker.
- Rich content on DE and student success data. Would have liked to have more information on trends and faculty use of catalyst.
- April did a nice job of describing the current state of online instruction.
- Thanks for sharing some de anza facts with us.
- Needed to focus more broadly on all kinds of technology in instruction--not just distance learning.
- April's background in Distance education and information that she shared during the technology retreat was informative.
- She and the DL team provide great assistance to faculty with very little institutional support.
- Clear description of the status quo of Distance Learning. April is doing a wonderful job with her limited staffing.

Keynote -- Pat James
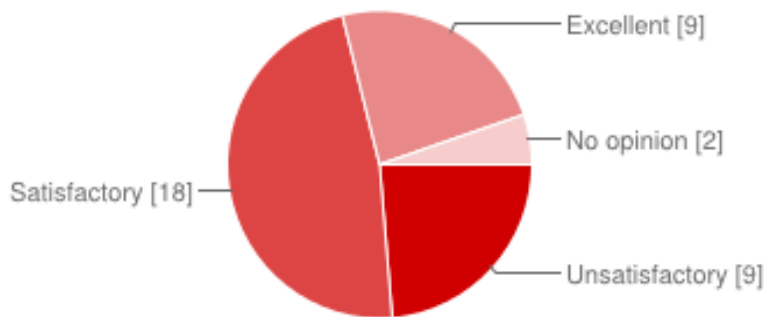
Unsatisfactory	**9**	23%
Satisfactory	**18**	45%
Excellent	**9**	23%
No opinion	**2**	5%

- She had some good points, but she talked way to fast. Sometimes I lost her point.
- She started off well, very interesting and engaging, but then quickly morphed into rather unstimulating discussion of compliance with regulations.
- Video quality very bad from where I was sitting. The interaction between speaker and audience was weak. At first I thought, ah, if this is the future it is very un-dynamic and very easy to drift off with that little screen with the breaking up image. Her comments were in fact useful, esp. toward the end of her talk.
- This was a disappointment. Too focused on regulatory issues and insufficiently inspiring. At one point, she was even interrupted by Greg Anderson who tried to re-track Pat to vision topics, but Pat continued to talk about regulations. What we needed was someone with experience and expertise (like Pat James) but excitement and inspiration additionally.
- There were problems with the technology. It was hard to hear her and have an interactive session..
- If she was the woman on the screen, I thought she was really knowledgeable, so much that I took notes on what she was saying.
- I think she is inspiring yet realistic on what technology can do in education
- Too general. Principles focused on what defines good instruction, very little of good online instruction.
- Discussion, or lack there of, was a good illustration of the challenges of doing online instruction.
- Rich content information on DE. Would have liked more ideas on current and future trends.
- Disappointing. The conversation she led was seriously outdated. Her main points spoke to the distance learning concerns of a decade ago and had little relevance to new and advanced approaches to online instruction and technology enhanced learning. I think her exclusive focus on online instruction confused many of the participants about the objectives of the entire day.
- I wish I can hear her more clearly. I do have a tough time understand her entire presentation from time to time. I know the content was good and relevant.
- Too narrowly focused on distance learning not on technology-enhanced learning.
- Very introductory to an audience that probably was beyond the need for it to be so introductory.
- Maybe she would have been more dynamic in person.
- Problems with teleconferencing technology in the beginning. Good to hear from an expert outside of our college/district to get a different perspective of how technology issues are handled elsewhere.
- She came across as if she was training a college on how to adopt online learning/distance education.
- A bit too general, not tailored to the specific contest and needs at De Anza. Would have been great to hear about models of similar efforts at other schools.
- Quite familiar territory for those of us with a long history of engagement in this work.

OUTCOME #1 -- Explore data that demonstrate current and future student need and use of technology

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Unsatisfactory	**5**	13%
Satisfactory	**20**	50%
Excellent	**11**	28%
No opinion	**2**	5%
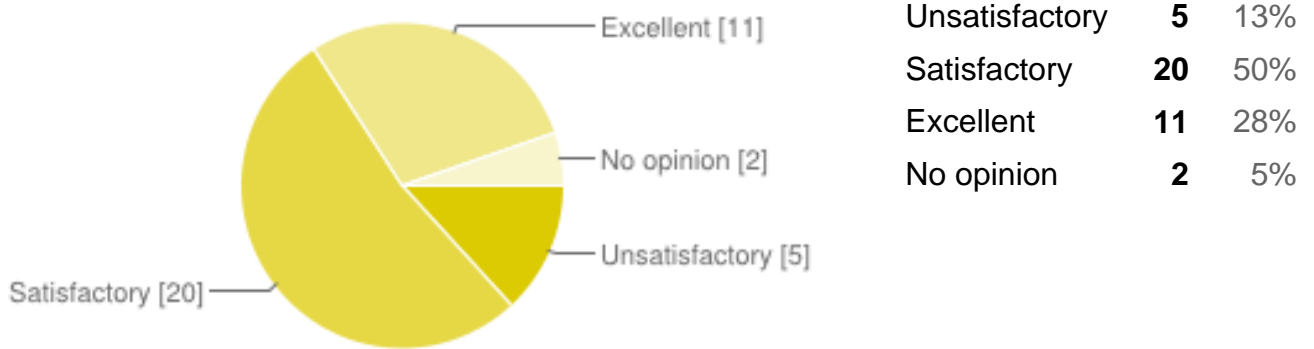
For outcome #1, what recommendations do you have for the college's next steps?

- Very pleased to have such a broad discussion, and now we need to continue examining data and following trends carefully. We need to base more decisions on data more effectively used.

- data to demonstrate future need? now that would be some data.

- Continue with public relations campaign to demonstrate college-wide support and commitment of distance education because it provides essential student services that meet demands of student-centered learning.

- Data should inform our decisions. We need to account for differential success rates between FTF classes and online classes, but also among online classes. We do so much good at De Anza, so we need to use data to learn more about what works, and then spread what we are doing across ALL classes so that we have more students succeeding. In my distance learning classes, I have good success rates--not quite as good as in my FTF classes, but nearly as good. How can we use data to show what works and what doesn't work.

- Did we do this at all?

- We could do a better job at finding out what technologies students use rather than what instructors insist they use.

- Find out specifics related to De Anza students not all students.

- Not much time for exploration and discussion. Data focused on Distance Education and not Technology use broadly

- This is always a challenge for any college - to better know the needs, values, priorities, and motivations of students in regard to their use of technology. We have quite a bit of data on what and when students do things. We are greatly lacking in data about WHY students do things. Enhancing our what and when data along with gathering some meaningful why data could substantially improve our planning and implementation of advance learning technologies.

- skills certificates

- skills for employment

- technology for the nontraditional, nontransfer student

- Determine who is using distance learning/hybrid. In other words, look more closely at demographics, not just aggregate numbers.

- Conduct surveys of our students to understand their needs and recommendations for the types of technology based services they would like to see offered.

- The task force/group/committee should do this.

- Because De Anza appears to be lagging behind other institutions in terms of it's use of technology for enhanced learning, additional data on our specific student population's use of technology would be helpful. We need to have the students' participation/voice/need factor into our technology growth and

to some extent, drive our progress in technology enhancement.

- Since our students are our customers, we should include their perspective for our next steps. Perhaps using some DASB and Non-DASB students would be helpful. It sounds like many of our students utilize smart phone technology. It is important to keep up with our student's technology demands in the way students register for classes, set up appointments with counselors, have their education delivered to them, etc. I thought that there were administrators/supervisors that participate in technology committees and their insight with this new committee is invaluable. The Technology Resource Group work with faculty closely to support various technologies used in the classroom. If there is a way to have faculty become aware of what technology is available to them and how they can better use the new technology in their classes, this would allow us to keep up with the demands of our tech savvy students.

- Survey students to see if they want to complete degrees online and not attend in person, campus classes. Partner with DASB for statistics on student wants, wishes, and demands.

- Explore in more detail (qualitatively) the reasons why students are failing in distance learning at higher rates than are students in classroom settings.

- Examine standards and practices of delivery of instruction, expectations, to improve our understanding about whether, if and when, there should be uniformity (or not).

- We need to combine both qualitative and quantitative data. What works for our students to empower them? Those of us in the trenches, teaching our students year after year know what's going on . . . but only in our classes. Why don't we know what works across departments, across divisions? We really need our college's leaders to make this a priority.

- Distance Learning and technology can actually help with success and retention, and we need the data to figure out how to make that vision a reality. Leadership, PLEASE!!!

OUTCOME #2 -- Consider the various factors that frame the urgent need for the college to create a thoughtful approach to how technology should be used to improve student success

Unsatisfactory	**4**	10%
Satisfactory	**21**	53%
Excellent	**11**	28%
No opinion	**2**	5%
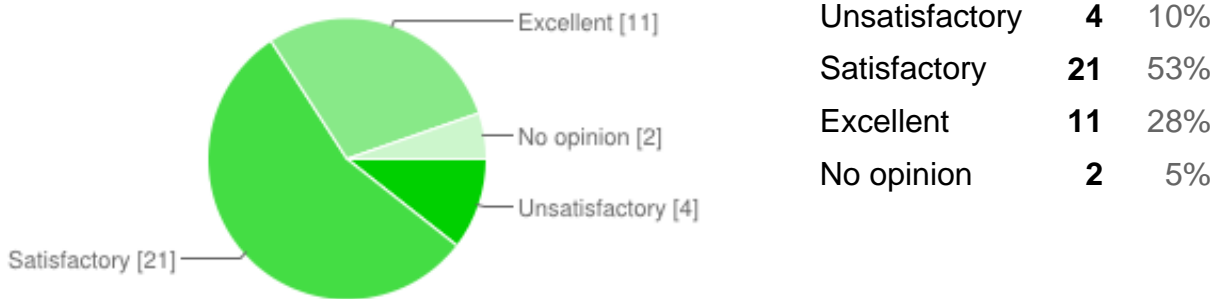
For outcome #2, what recommendations do you have for the college's next steps?

- Senior administration has to appoint someone to head up this charge, and then they, especially Brian and Christina, need to back that person in her or his leadership efforts.

- The group did not take on the issue of MOOCs as I thought we would, and the issues of MOOCs as rival to faculty--and the ethical issues related to the relationship of de anza to for profit education profiteers. I really missed frank discussion about these issues, which were the reasons I had attended,

- if (outcome 2) there is an urgent need for technology, then why bother (outcome 1) explore data on future need? Just start with #2.

- increase opportunities for faculty training and mentoring so new instructors can be brought in and supported. we need more instructors, but they must be adequately versed in theory and practice.

- This need became very, very clear in the afternoon. It was OBVIOUS that something is not working. I was struck by the lack of continuity in how our college approaches technology, particularly when the classified staff member who sits on the Technology TaskForce started speaking about their work, and when she shook the strategic plan that they had worked on. If they have worked so hard on this document, why don't more people know about it?

- Just like any new approach moderation is the key. Offering students a variety of ways to learn is crucial these days even though only some may pick the pure technology way. Others will use technology as they learn how they learn best with it. By not having it readily available because we are concerned that technology does not get mistaken for true learning then we cut out many students who need to find a new way in these challenging days. It is our responsibility to offer and coach the use of technology as it enhances student deep learning. If students do not take on that responsibility and just push buttons we should have questions in our content area that make them realize that pushing buttons is not true learning. If instructors are not able to circumvent this use of technology then we need workshops for instructors.

- Study past initiatives before proposing new ones.

- I don't think we should spend much time on this issue.

- I think creating a campus-wide taskforce/committee is absolutely the right way to go.

- Maximizing student access and success through technology - Improve efficiency - Reduce cost - Better integration of programs and services - Campus wide coordination of technology projects and priorities - Inclusive and equitable approach

- The task force/group/committee should do this.

- Make sure that technology committees do not overlap in scope. Consolidate committees.

- Andrew Lamanque and the research folks presented information that suggest that our students succeed less overall (completion/grades) when they take on-line, courses. It would be interesting to find out more about why this is the case. We are marketing and making students aware of these courses, but we need to find out why some of our students are not as successful taking these courses?

OUTCOME #3 -- Create the charge of the task force
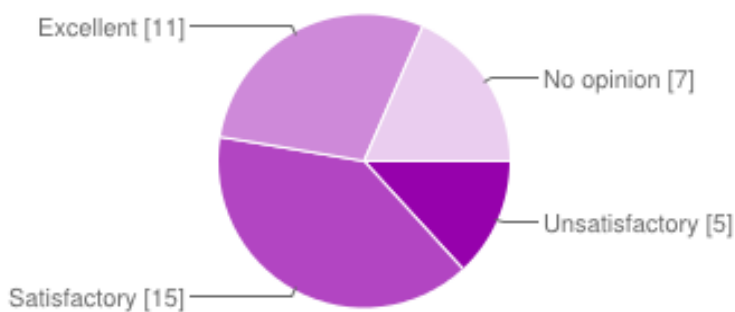
Unsatisfactory	**5**	13%
Satisfactory	**15**	38%
Excellent	**11**	28%
No opinion	**7**	18%

For outcome #3, what recommendations do you have for the college's next steps?

- I think that the charge should be broad, inclusive of all kinds of technology, in and out of the classroom and across the college. Including Distance Learning, of course, but also many other aspects of the work.
- Some progress was made, but I felt like the MOOC question was hovering above all else. The relationship of de anza to these educational profiteers is critical, and must be entirely transparent, and any agreements must be entered into with the only after long and thoughtful and careful consideration. I didn't see these conversations happening. I did not see a discussion of the very building we were in, which was evidently designed for a MOOC rich future ed environment.
- have a follow-up meeting to refine charge, membership, and structure (4 hours), and get on with it.
- President Murphy and Vice-President Espinosa need to take the leadership on this. They need to show that they are behind a UNIFIED and CONCERTED effort to do much more to LEVERAGE our efforts to serve more students, more effectively. Our college has many, many opportunities to take a leadership role, so we need an ambitious agenda, set by a an energetic group, and led by someone at the Dean level or higher, and a commitment to back up that agenda from our VP of Instruction and our CEO.
- Have a smaller meeting with responsible administrators, proceeding from the notes.
- I had to leave early but I would want a varied representation of teachers who are in the 'know' regarding technology in their content area on the task force AND much input from students before charging ahead.
- Ensure that follow-up discussions take place regarding concerns raised about forming a new committee and college's overall direction
- Coordinating group displayed little knowledge of what has already been done, or is in progress.
- I think the college needs to be careful in creating yet another committee or task force. There are groups already in place that could be charged with advancing the use of technology in teaching and learning. Perhaps this task should be assigned to an existing group or a subcommittee of an existing group.
- coordinate with other tech groups on campus; all tech groups should have tech people with knowledge of technical considerations and faculty who would like to use the technology
- More planning is needed. The task force/group/committee should do this.
- Form a task force similar to DARE with shared governance and advisory role to drive college technology agenda and resource allocation.
- Good first steps. Now upper administration needs to take the momentum and move with it. I've been very disappointed at how little our president and vice-president of instruction have spoken about or demonstrated any interest in how we can use technology to improve our success rates and retention rates.
- Need to make sure that we don't have overlapping duties with other technology committees.
- What charge? No outcome here.
- We have various committees that discuss various technology issues. Can we combine some of them and add these issues to an already existing committee?
- We need leadership here! Faculty who teach the courses and dedicated staff members in Distance Learning Center and others need to see that their work is valued.

OUTCOME #4 Compose membership and establish structure and processes for meetings
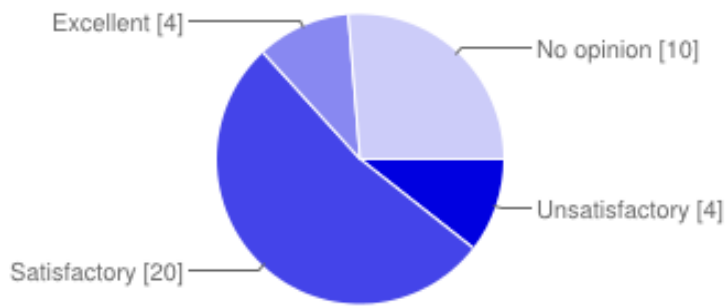
Unsatisfactory	**4**	10%
Satisfactory	**20**	50%
Excellent	**4**	10%
No opinion	**10**	25%

Excellent [4]
No opinion [10]
Unsatisfactory [4]
Satisfactory [20]

For outcome #4, what recommendations do you have for the college's next steps?

- We need to eliminate current committees and enfold their work within the new task force. We could have a new taskforce that subsumes the current Tech Task Force, ETAK, and Tech Prioritization Group. I'm not sure if I have all the names correct, but the point is that we need a holistic, college-wide look at all these efforts, and we need to support the work of faculty in the classroom whether such work is FTF, hybrid, distance, or other.

- The other tech organizations seem to be taking on some of the issues and not others. I was confused about membership. Certainly students, yes.

- OK for first step -

- for membership, I have a specific recommendation: I recommend that the committee/taskforce/whatever should be composed in part of a representative group (i.e. fixed number of students, faculty, staff, & administrators) PLUS a general pool of anyone interested - passion being the qualifier for the later group. The entire group size should be of manageable proportions.

- President Murphy along with the faculty leadership should lay out a proposal based on results of retreat.

- Have the task force invite students that are recommended by their teachers so that the task force can learn from the students perspective on how technology can help them learn. Probably the Task Force should meet once a month definitely with homework for each member. A couple of (different) students should join the meeting to give their thoughts on any new ideas and give the task force some ideas. I believe our students would feel honored to be specially invited to come to a 'high level' meeting to give their opinion. I have learned time and time again that what we think will work in the classroom to provide deeper learning is not necessarily true in reality. Students can help us tweak some suboptimal systems and perhaps give us better clues on what would work for them.

- Attempt to make this a faculty directed group is well meaning but ill conceived.

- Related to #3, I think the precious time and effort of all our faculty and staff might be better used by clarifying or redesigning the role of an existing group to shepherd technology enhanced learning.

- coordinate the tech groups on campus - Representation from all PBTs - Representation from all Senates, including DASB - TRG

- To create a task force consisting of all applicable groups on-campus. Keep it somewhat small (10-20 members) and use existing technology groups for membership along with opening it to a few others. We seem very good about talking about it. The focus now should be to get it done.

- I thought Marty's ideas were pretty much right on in what needs to be done. Another group isn't needed. I think a merging of existing groups might be a better choice.

- The upper administration needs to take responsibility for this work. They have the results of this form and the results of the retreat itself. Now they should re-organize, eliminate some current groupings, and announce a new structure. Someone under Instruction needs to be delegated to organize and lea.

- Still need to merge/join/coalesce multiple groups. Is there a plan in the offing?

- If we use an existing committee (ETAC), I would add some students, faculty, staff and administrators where needed to get a well rounded perspective. As subcommittee could be formed to address projects or component issues regarding Technology Enhanced Learning.

OUTCOME #5 -- Choose a name for the task force

Unsatisfactory	**2**	5%
Satisfactory	**18**	45%
Excellent	**2**	5%
No opinion	**16**	40%
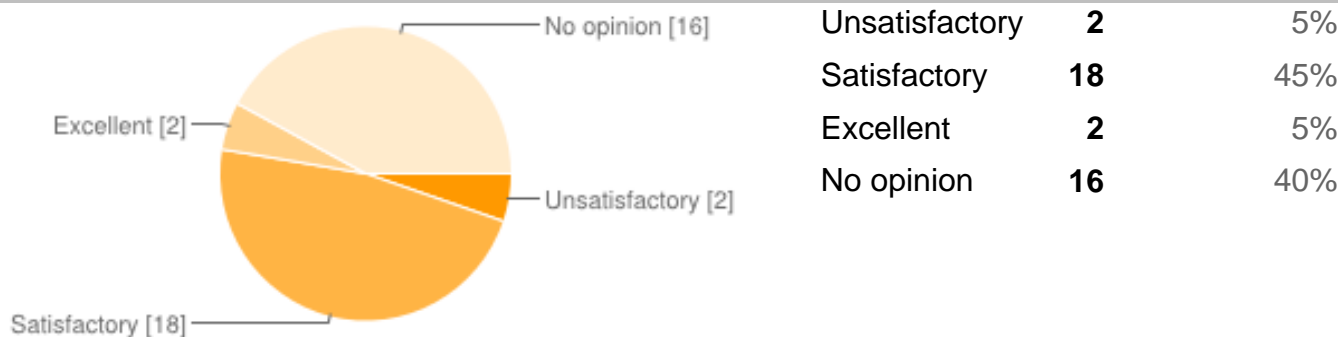
For outcome #5, what recommendations do you have for the college's next steps?

- This still needs work.
- Like e-LATE
- Given the constraints of limited time and unlimited voices, OK.
- Same as #3.
- Have not thought too hard about it yet - but may come up with something later.
- Related to #3 and #4, perhaps an existing group or a new subcommittee of an existing group could benefit from a name that explicitly describes their intention to advance technology enhanced learning.
- As we all know the current name do sound silly even its relevant. But we can't use this name. Its just plain silly, in my humble opinion.
- The task force/group/committee should do this.
- Way to many fingers in the pie, need to get this down to manageable level.
- iTEL-Information Technology Enhanced Learning (Committee)
- See response to #3 above. That is the first step before naming the committee.
- Need to determine charge first.

Overall, what suggestions do you have for the college as we improve how we use technology to improve learning and student success?

- Make sure that there is adequate training sessions and communication about changes in technology.
- Keep the dialogue going.
- Involve counselors and others from Student Affairs area.
- Bring DAC into the 21st century
- The college, and the CC system, must first deal with the deeply troubling structural problem of 74% of the instructional staff being part time, these staff members are struggling, by and large, to keep up with email migration and new courseware, and google.docs, and by and large are not in a position to up-skill their technology use without a tremendous investment. HUGE training investment--also there are few real techo-wizards on staff anywhere on campus that I can see... so you need to triple your instructional design team, and have them go out to departments and divisions, WEEKLY for in-class and group training.
- Ask all departments within the divisions who would like to participate by becoming a Beta site. Exploring technology ideas need to have departments that will be our test sites and will be able to provide feedback to what were the pros and cons of a concept we want to introduce.
- stay focused on quality of instruction - not on latest and greatest fads or on the technology itself
- use terminology that is familiar to traditionalists - it is difficult enough to create change without needlessly antagonizing those who might agree with your goals
- I believe we need the full and enthusiastic support of our campus leadership. President Murphy must recognize that higher education as a whole has gotten past all the fears and misconceptions that still plague him and should support the valuable student-centered work we do. De Anza is embarrassingly behind the times when it has the potential to be the leader in distance education.
- We now know what we have to do. Move away from the mendacity and tyranny of the moment and move into a VISION for the FUTURE.
- The way we approach technology is completely operational--from the most urgent needs right now in isolated areas. All the actual issues regarding technology on our campus are related to policy and strategy.
- We have a lot of different technologies but they don't seem to be very well coordinated. For instance, we have that webpage omniupdate, but it lacks so many features I had to pay for my own. Catalyst lacks some features I really want so I have to use my own software. Then there is myportal/groups/course studio which is not user friendly and has an ugly unintuitive UI. From a students perspective, it would be great if I could just go to one place and get everything I need in a easy to understand intuitive UI.
- Specifically, I'd like: 1. A way to email past students who are currently enrolled this quarter or next quarter so I can spam them about classes I'll be teaching.   2. In My Class List, it would be great if it was an HTML form that I could take roll with.   3. I'd also like to enter my test and assignment and paper grades in an excel like spreadsheet. If the grades aren't entered, the instructor and student get an email, Paper 1 was not received by the due date, please turn in asap and notify the instructor if there is a problem I have found when I email students like this I often get them to turn in the paper.   4. If you could link into turnitin's api and pull grades from a class and input it into the deanza spreadsheet in #3 that would be ideal.   5. Set up a webcam so students can participate over video chatting if they can't make it to class. I have done this on my own, but it would be great if this was formally set up with a camera and mic in place.   6. The roll spreadsheet in #3 would automatically email students if they have 3 or 4 absences and explain our attendance and drop policy and to contact the instructor if there is a problem
- Some of our instructors use the same technology even though we have reports that say in their next math class they do worse than the average student from any other section. Why do we keep offering that technology? We should monitor other types of technology too!
- It may be better to focus on how to improve learning and student success and then she how technology may play a role.
- Again, study the past before proposing the future. Listen to students.
- There is a lot of great work going on at both De Anza and Foothill. Unfortunately, we do not do a very

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good job of showcasing that work. An concerted effort to exhibit the exciting things faculty and staff already have in place could substantially advance the state of the art at both campuses. On a related note we need to find a meaningful way to recognize and reward these pioneers. In order to inspire new pioneers to step forward we need to develop new support mechanisms for experimentation. There are few resources available to those who would simply like to try something new.

- 1) Better integrate technology planning between instruction and student services towards the end of student success. 2) Provide ongoing training and support to faculty and staff in adopted technologies and services. 3) Provide comprehensive support services for distance learning classes and students.

- more training for faculty and classified staff

- how to use the technology effectively

- Engage faculty to adopt open text books, consider etext-books, consider design their own etext-books. Promote the use of technology inside the classroom.

- To put learning first and technology second. Learning should absolutely drive the technology.

- Include much more student input...gather input on what works well & what doesn't from student in online classes as well as in hybrid & F2F classes. Also ask for feedback on technology use in online/hybrid/F2F courses taken at other schools and look at them for models. Better coordinate/connect all the various groups involved in making technology decisions on campus

- I think there needs to be one governing body that makes these decisions. This governing body should have representation from all constituencies on campus.

- Have more buy in from senior management. It didn't seem like some admin was 100% supportive of more technology.

- Upper administrators must show that they care enough to invest in technology. Mary Kay said that everything we talked about at the retreat was in the document from the Technology Taskforce. Why has that not been enacted?

- Having an informal instructor evaluation on distance courses to give instructor feedback on their performance.

- More/better hybrid training. Catalyst is not the only answer.

- As Linda Thor suggested, we need to communicate with experts outside of our institution and stay connected and informed on where technology is headed. We need to continue to communicate with our students to see what works and doesn't for them. For classes that we use technology and have success, we need to share how this is being done and provide training and support for instructors to incorporate these methods in their classrooms.

- Maintain open forums and brainstorming sessions to keep the information current and relevant in the minds of faculty. Try different approaches, presentation styles, and presenter personalities to encourage faculty participation, increase attendance, and create a buzz on campus. Showcase new online courses by faculty to help others realize it is not difficult or time consuming. Encourage DASB to host student panels to discuss learning, engagement, retention, and course success.

- Know your student population and what they need to succeed.

- Balance efficiency with equity and need for personal attention and peer support. Keep social and emotional engagement high through intense faculty training and support.

- Who is in charge of using technology in learning and teaching? That is not clear. Maybe no one. What I have seen across the state is that colleges have a vision, they have created a way to make that vision a reality, and they are sustaining that reality through dedicated leadership.

Considering all the technologies and innovations of which you are aware, which are the top priorities that the college should consider?

- 1. scantron implementation for SLOAC work 2. lecture capture 3. Flipped classroom 4. Voice thread

- Localization incentive for PTF to work closer to home. sell the idea to legislature, and the software to other campuses statewide. Technology should be used in a statewide system staffing of PTF taught courses, and a regional clearing house. Then, incentives for localization . (cash),   Weekly drop-in training for building available technology into instruction, Many teachers are still chalk and talk.

- Interactive programs, so that students can answer questions on their cellphones, and ask questions via a twitter like feed. And, of course, de anza must make peace, or dive into, the MOOC for basic skills. I don't know how, but I think it might be in modularizing the curriculum, and having a set of modules that can be dropped into any math or English class or anthropology or whatever (by choice, of course). Eventually, an entire curriculum might be beta tested and student persistence tested, and preservation of teaching jobs tested, and could be sold. In other words, we should see ourselves as PRODUCERS of tech enhanced learning, not just purchasers. Can we do that? not sure if it is legal. Non profit doing for profit? Of course protect and reward intellectual property.

- ==encourage student projects that will benefit the campus- provide a safe & secure development & production environment for student created applications and a policy/guideline for app development and let students go at it==

- make it easy to video instructional/learning content & upload to YouTube

- Perpetuating effective practices for effective student contact and making hybrid and distance courses active, engaging communities.

- Providing workshops to help educate and train faculty in such areas as the flipped classroom and effective hybrid course design.

- Bringing blog features to Catalyst.   VoiceThread, Lecture Capture,   Policy

- ==It would be great to have uniformity and coherence. Training needs to be provided. The first class should be an overview of all of our technologies. I've been here 4 years and am still finding out about different technologies we have. I have profs who have been around 20-30 years asking me stuff. We need an overview class, and then the specific class for a specific piece of software. I'd be happy to design these classes, especially the overview class.==

- Use innovative instructors who are in 'the know' about technology to train and help other instructors in their content area. Compensate these instructors since they are tired of doing it for free!

- Information Technology ICC should be considered next year as the ICC assessed. This would allow the institution to identify and assess effectiveness of current technological use in the classroom and online.

- Students want most services on line. Simple to say, difficult to achieve.

- I think the college really needs to pay attention to what is happening with mobile devices - from smartphones to tablets. They will rapidly replace traditional desktops and laptops. Subsequently, learning how to properly support them and optimize their use for instruction is a critical success factor in the near future.

- 1) Banner functionality that would allow students to see degree and general ed requirements, then click live links in those requirements to see courses currently available to meet particular requirements (for example, the student clicks on the IGETC 3A requirement and all open course sections which meet that requirement are displayed, allowing the student to pick one and immediately register for it).   2) Online services through CCC Confer, etc.

- ==mobile (4 COMMENTERS)==

- ==Getting coordinated with MOOCs. This seems to be the wave of the future, and De Anza shouldn't be left behind. (6 COMMENTORS)==

- Open-source collaborative course materials (3 COMMENTORS)

- Earning degrees online and partnering with other emerging online universities to brainstorm ways to address learning styles and pedagogy. Be open, like Linda Thor mentioned, to these partnerships. The sage on the stage mentality of teaching is old-school. Retrain faculty on computer literacy.

- Student needs, instructor support and keeping administrators in the loop.

- Those that promote community, student generated content and peer support.

- ==Those that engage learners, create community, ensure inclusion . . . all De Anza's values!==

Is there anything else you want the college to be aware of in this area?

- This project was amongst the top priorities but the processes for implementation have been halted. We have already spent $ for training sessions.
- thanks to the organizers for their work on this effort
- I think the video and film department, and the animation department are very rich resources for the development of MOOC-like modules or courses.
- I'm glad you started this dialog and created the retreat as a starting point for the discussion. We just need to continue it. We should also include students in this initial brainstorming since they have a lot of ideas and technologies that they use in other schools.
- Technology can be very expensive for the student and perhaps not as 'big' a help as some instructors might think. For instance the graphing calculator for about $100? Shouldn't we have a more recent study since students now spend their lives on the computer and iphone?
- Ongoing need for a full time technology trainer. The campus has not had one for a decade, and yet has created other new positions in the meantime.
- I think we should be very careful not to let our efforts to advance technology enhanced learning get bogged down by our bureaucracy. Technology and society are moving WAY too fast.
- more training, instructional design, (5 COMMENTORS)
- I think foothill has been establishing this model pretty well that we can learn from them.
- Thank you. Good conference.
- As one of the top community colleges in the nation, we are in a prime position to be a leader in technology and how it can help students learn more effectively and succeed. Given our location in Silicon Valley, we can do this easily with the right leadership.
- I think it's awesome that we had this experience (the retreat). I also think that everyone is in agreement that we need to move forward. I also think that there are many interested people to help with this move forward, and it will just take someone to pick a time and date to get this governing body to start doing the work it needs to do!
- same as above
- I'm not sure who decided to hold this long-overdue event, but it was very welcome by me and other professors--even some who could not be at the retreat. I now really hope to see follow-through.on this retreat.