



# FOOTHILL COLLEGE DEAC/COOL Meeting

## MINUTES

**Date:** 06/12/13

**Time:** 12:00-1:30 p.m.

**Location:** Chinese Heritage Room (3523)

### Attending

Judy Baker, Carolyn Brown, Falk Cammin, Hilary Gomes, Akemi Ishikawa, Kate Jordahl, Lisa Verissimo, Mimi Will

### Discussion Items

1. Announcements
  - a. Meeting Minutes from 05/15/13
  - b. Success of our Substantive Change Proposal
2. Results
  - a. Survey about faculty use of social media and cloud computing
3. Report
  - a. Student evaluation of online courses
4. Update
  - a. Accessibility compliance efforts
  - b. Alternative Media Specialist position reinstated
  - c. Tech Training Specialist, Nas Ouliaei, will be certified Etudes trainer this summer
5. Discussion
  - a. Develop MOOC about student orientation to online learning
  - b. Equity challenges and solutions for online courses
6. Finalize
  - a. Effective Practices for Online Courses & Effective Practices for Online Courses EXAMPLES
  - b. Next year's agenda
  - c. Next year's schedule

### Discussion Detail

1. Announcements
  - a. Meeting Minutes from 05/15/13  
The final draft of DEAC/COOL Meeting Minutes from March 15, 2013 was approved.
  - b. Success of our Substantive Change Proposal  
If significant changes are made to our online degree program a Substantive Change Proposal must be submitted. The document is very thorough and must include updates from all academic and service areas of the college that may impact our online degree programs, such as changes in student services, website changes, etc. The document was submitted to our Accrediting Commission for Community and Junior Colleges (ACCJC) and was approved on May 9, 2013 without provisions or clarification requests.
2. Results
  - a. Survey about faculty use of social media and cloud computing

Results from the survey about faculty use of social media and cloud computing were shared. Although faculty at both Foothill and De Anza were invited, via an Announcement in MyPortal, to participate in the online survey, the number of participants from De Anza was low, and was not representative of the faculty at large. Therefore, information from De Anza surveys was not included in the results. Conversely, 65 faculty at Foothill responded. The results from these 65 surveys from Foothill faculty were presented. Some of the expected, and more notable, unexpected results were highlighted during the discussion.

### 3. Report

#### a. Student evaluation of online courses

Three full time faculty and four part time faculty members will be having student evaluations of their online courses done. Of the seven, one faculty member requested the evaluations to be unofficial, despite the directive from FA to have all student evaluations of online courses be for official use only. The committee determined that FA's request for "official use only" of this particular survey should be honored. An alternative, "unofficial" evaluation for student evaluation of online courses will be developed for faculty who wish to conduct unofficial evaluations for feedback from their classes. The unofficial evaluation will be more generic and have a way for faculty to insert or adjust the questions to reflect more specific information they may want to gather. There was also discussion of developing a professional development workshop that would address the pedagogical advantages of course evaluations.

### 4. Update

#### a. Accessibility compliance efforts

i. The High Tech Center confirmed the existence of a "loophole" for making videos accessible to students. If you link to a YouTube video, or video produced by someone other than yourself, it does not have to be captioned unless you have a student who needs/requests the video be close-captioned. Once a student makes a request for captioning, the instructor must provide a captioned version in a timely fashion, so there is no impact the student's participation or progress in class activities or in meeting assigned deadlines. Alternatively, if you link to a video you create yourself, you are required to have it close-captioned for your class. There was confusion surrounding this distinction and much debate over the practicality of this "loophole" and whether what is allowed, versus best practices, should be adhered to. It was also clearly stated that "auto" in YouTube captioning is not allowed, if it is not accurate to what is actually being said within the video.

ii. Judy Baker will be presenting a professional development opportunity through the Cyber Teacher Institute (CTI Institute), focusing on best online teaching practices: Making Your Etudes Course Content Accessible, Online July 9-12: <http://etudes.org/cti/index.html>. This course is FREE to Etudes members. To register, go to: <http://etudes.org/cti/register-access.htm>.

iii. It was reported that the Foothill College Professional Development workshop, "Make Your Course Content Accessible", presented on April 25, was well-attended and created lively and meaningful discussion on accessibility compliance.

#### b. Alternative Media Specialist position reinstated

It was reported that the Alternative Media Specialist position has been reinstated and is no longer slated for elimination. Additionally a new position, Media Specialist Coordinator will help oversee services provided by the Disability Resource Center and its staff.

#### c. Tech Training Specialist, Nas Ouliaei, will be certified as an Etudes trainer this summer

Nas Ouliaei, Technology Training Specialist, is almost done with her Etudes training. Once certified, more on campus trainings will be available.

### 5. Discussion

- a. Develop MOOC about student orientation to online learning  
 Recently, several laws have passed that impact online classes. One of the controversial online education bills will provide \$16 million to create 50 “high-demand” lower-division online courses, which will transfer to any community college or university in California. To help prepare students become online learners, for a fee, the State Chancellor's Office will be offering a course about student orientation to online learning. There will be a lot of for-profit competition for the opportunity to offer this type of proprietary course. It was proposed that Foothill College develop a free MOOC about student orientation to online learning to stay competitive and preempt the for-fee versions. By offering a free MOOC, Foothill can take advantage of the potential student enrollment for online courses it will attract. Jerry Cellilo does offer CNSL 90-Introduction to Online Learning, but this course is very specific to Foothill College and requires registration and tuition. The free MOOC would be more generic and the information presented would apply to any online student.
  - b. Equity challenges and solutions for online courses  
 Judy Miner has created a campus equity group. The next meeting will be on June 21 and Foothill College Opening Day will focus on equity in September. Committee members were asked to discuss the equity challenges and potential solutions for online classes. Members again stated determining factors are more complex and intricate than presented and much of the data did not provide enough specific information on the student populations considered: environment, access to computers, gender gap, basic skills level, etc. It was again agreed that factors impacting the poor performance of an ethnic group are often systemic and social problems operating outside of any “control” of the college. It was voiced that the committee cannot solve the problem unless they know what causes it. Members felt they were asked to try to solve a macro level problem on the micro level of online teaching. There was thoughtful discussion on how the diversity of online students (and faculty) can remain obscure, along with the pros and cons it presents. The conversation then turned back toward misrepresented data and how learning analytics could assist our understanding of the data provided in a more descriptive way.
6. Finalize
- a. Effective Practices for Online Courses & Effective Practices for Online Courses EXAMPLES  
 The final version of “Examples of Effective Practices for Online and Hybrid Courses” was approved by DEAC/COOL. It will be shared with Academic Senate at their next meeting. It was acknowledged that the committee's commitment to encourage best practices for online teaching supports equity for our students. Equity is what moves everything we do.
  - b. Next year's agenda  
 Items for next year's DEAC/COOL agenda include:
    - i. Equity and to participate in the larger campus conversations.
    - ii. Effective multimedia for exciting online courses.
    - iii. Planning for a one-day conference on online learning with the use of multimedia.
    - iv. Work on membership. Can we get divisional representation at our meetings?
    - v. How can we help create a culture where people pay attention to the opportunities to share information and positive teaching/learning experiences; create a greater sense of camaraderie on campus; help dispel the overwhelming low morale on campus?
  - c. Next year's schedule  
 Closer to fall, a Doodle survey will be sent to schedule next year's meeting dates and times.

## Handouts/Documents

1. DEAC/COOL Meeting Minutes, 05/15/13 – DRAFT
2. Equity Measures for Online Learning at Foothill College

Agendas and minutes will be archived online through Foothill Global Access  
<http://www.foothill.fhda.edu/fga/DEACmtg.php>

3. Student Success Scorecard 2013
4. Effective Practices for Online Courses EXAMPLES – DRAFT 4