FOOTHILL COLLEGE
DEAC/COOL Meeting
Distance Education Advisory Committee and Committee On Online Learning

MINUTES

Date: 12/07/16   **Time:** 10:00 a.m. – 11:30 p.m.   **Location:** Library Conf Rm 3533

Attending

Judy Baker, Carolyn Brown, Heather Garcia, Akemi Ishikawa, Fatima Jinnah, Kate Jordahl, Kathryn Maurer, Jennifer Price, Kerri Ryer, Paula Schales, Anan Sturgess, Mary Sunseri, Mary Thomas, Mimi Will

Discussion Items

1. Welcome and introductions
2. Review and approval of minutes
3. Announcements
4. Report on response rates for J2W surveys in Canvas and Etudes for 2016 Fall Quarter
5. Accreditation Self-Study
6. Review of new DE Plan draft
7. Input about content items to include in Online Faculty Handbook
8. Input for Foothill Online Learning Program Review
9. Online accessibility - guidelines *(from our 2016-17 priorities)*
10. Winter quarter meetings

Discussion Detail

1. Welcome and introductions
    Committee members went around the room and through Zoom for introductions.

2. Review and approval of minutes
    Draft minutes from the November 9, 2016 DEAC/COOL meeting were approved.

3. Announcements
    a. Request to Academic Senate about status reports from divisions about online course quality efforts
        i.   Each division decided how they wanted to proceed with their work on online course quality.
        ii. The deans will be reminded that work on these reports should still be progressing.
    b. Presentation at Academic Senate meeting on 11/21/16 by FA about J1 Faculty Evaluations with COOL support
        i.   The suggested adjustments to the online evaluation were presented.
        ii. Administrators' feedback had yet to be added.
        iii. The conversation is ongoing. Therefore, additional comments are still welcome.
    c. Status of Foothill use of Canvas and Etudes
        i.   For all class sections, 59% are using Canvas and 41% are using Etudes in Fall Quarter.

      ii.   For winter quarter, 68 fully online sections have yet to select a CMS.

      iii.   There was concern raised for faculty still using Etudes and the need for a greater sense of urgency to migrate.

      iv.   Spring quarter will be the final quarter to use Etudes.

      v.   Faculty experiencing problems with their migration or with content "disappearing" during the process should check with Heather Garcia or Paula Schales. Information may still be retrievable. Online Learning (OL) staff will be available to assist faculty with migration throughout the winter break.

  d. Integration of Library Resources with Canvas

      i.   The library would like to have a significant online presence in Canvas. Judy Baker has been worked with Paul Szponar to provide a link to library resources (academic integrity, library databases, guide to off campus resources, etc.) in the Canvas course navigation. The Library Resource link is listed in navigation for live course sites by default, however faculty have the option to deactivate the link.

      ii.   Although Mary Thomas will be on sabbatical, the information literacy modules will be ready for import in the spring.

      iii.   It was noted that the Films on Demand link is difficult to find. Judy Baker will provide instructions on how to find it.

  e. Need for one more faculty rep on ETAC

      i.   If anyone is interested in serving as a faculty representative for DEAC/COOL on ETAC please let Judy Baker know.

      ii.   For more information, here is the link to the ETAC Committee site: http://ets.fhda.edu/governance-committees/etac/.

      iii.   Participants do have the option to attend ETAC meetings via Zoom.

4. Report on response rates for J2W surveys in Canvas and Etudes for 2016 Fall Quarter

  a. Of the 15 sections with surveys for fall quarter, 6 have yet to close.

  b. Fall produces the most requests by faculty for surveys. Typically there are 8 for winter and 6 for spring.

  c. Inserting a block (using the "requirement" feature in Modoules) influences response rate variation. Judy Baker has the ability to insert a block in Canvas, but not in Etudes. The instructor controls any blockers in Etudes.

  d. Students receive a reminder when the survey launches and later in the week in which it is open.

5. Accreditation Self-Study

  a. Appreciation for those who contributed to Accreditation Self-Study about DE items

      i.   Contributors were thanked for their participation.

- Standard I
  - Mary Sunseri - 1.A.1, 1.A.3
  - Jennifer Price - 1.A.9, 1.C.1
  - Shirley Treanor - 1.B.1
  - Anan Sturgess - 1.C.7, 1.C.8,
  - Allison Meezan - 1B5, 1B7,
  - Lisa Verissimo - 1.B.2, 1.B.3.
  - Mimi Will - 1.B5, Mimi Will - 1.B7
  - Moaty Fayek - I.A.4 Q2
- Standard II
  - Kate Jordahl – 2.A.1.b
  - Casie Wheat – Student Services
  - Lan Truong Student Services
  - Teresa Ong Student Services
  - Fatima Jinnah Student Services
  - Kevin Harral – student services

- Craig Gawlick – Sunnyvale meeting minutes
- Standard III - C
  - Sherri Mines
  - Josh Pelletier
  - Teresa Ong
  - Bradley Creamer
  - Luis Barreto
  - Phyllis Spragge
- Standard IV
  - Kate Jordahl - Q3.A.3
   ii. It helps to have diverse points of view. Now begins the work on consolidating input.
   iii. The committee will have a chance to review a draft in January.

6. Review of new DE Plan draft Feedback on the Table of Contents and the Summary page was requested. Input for the summary of goals on page 3 included the following:
   a. Goal #2 – "Ensure adequate student preparation for success in online courses."
      The committee discussed elaborating to make this goal include more specific identifiers. It feels too broad. Maybe cite equity and achievement gap.
   b. Goal #3 – "Support faculty development of high-quality online course sites that are openly licensed for remix and reuse and in compliance with requirements for accessibility, regular and effective contact, student authentication, documentation of attendance, FERPA, and fair use."
      i. It was questioned whether "support" should reference back to the division quality standards and also back to accessibility because the division quality standards are not enough.
      ii. Another suggestion was to rephrase this goal because goals should address only one point at a time.
   c. Goal #4 – "Collaborate with other campus groups such as Student Equity Workgroup, COOL to address disparity in student success rates for targeted groups."
      Rephrasing was also recommended for this goal; "by collaborating" with the other groups, the goal will be met.
   d. Goal #6 – "Use a course management system that meets the needs of Foothill College students and faculty."
      This goal was previously written to address issues Etudes was not meeting. A rewrite to specify Canvas was recommended. "Take full advantage of and support improvements to Canvas that can be implemented."
   e. It was recommended that all the goals be reworded so they sound more like goals instead of SLOs. The committee was informed that this was a very rough draft and much of the wording was taken directly from academic SLOs, TracDat, etc. Therefore, not only the summary of goals, but other sections of the document will need rephrasing.
   f. Committee members were also asked to review the metrics on page 9. This draft does not match the 6 goals from the summary page at this time. Dates will need to be updated in this section.
   g. Pages 15-16 include data on growth. Until recently, there was a steady growth, but we are now leveling off. De Anza is now catching up to Foothill with its online course offerings.
   h. Please provide feedback to Judy Baker by December 19.

7. Input about content items to include in Online Faculty Handbook
   a. Suggested items included the following:
      i. Alert faculty that their division has online course standards
      ii. Alert faculty to the DE Approval Addendum form (Access via OneDrive is coming soon)
      iii. Provide links to regulatory items and Academic Senate resolutions
      iv. Provide links to guides, certification course, migration and user groups in Canvas

v. Provide a quarterly preparations check list
vi. Provide a check list for deadlines/"to do" throughout the quarter (Week 0-12, 'What you should be doing"/activity guide)
vii. Provide a suggested list of essential components of an online course
viii. Provide a list of OL staff and their services
ix. Provide a list of suggested student engagement strategies
x. Provide information on the process for students evaluations
xi. Provide a section on accessibility compliance
xii. Provide a section on regular and effective contact (REC)
xiii. Provide a list of tech support information and resources for faculty
xiv. Provide a list of tech support information and resources for students
xv. Provide information on proctoring, online tutoring, library resources, online counseling, discipline, and academic integrity
xvi. Provide faculty with examples of how situations/issues are handled

b. It was suggested the committee view the University of Massachusetts' Online Teaching Handbook for organization of content.
c. It was also suggested that the handbook be organized in a manner that moves from a larger scope to a smaller one, for ease of use by those who do not know what they are looking for. The handbook should be created from the perspective that assumes users do not know anything about teaching an online course.
d. COOL and OL will provide joint support for the handbook presentation to the Academic Senate.

8. Input for Foothill Online Learning Program Review
a. The committee elected to discuss funding requests first, which justify future resource requests. Some suggestions included the following:
i. Expanding support/more personalized support from the Instructional Designer
ii. Faculty mentors. Both the need for stipends and release time were discussed.
iii. Full time Technology Training Specialist
iv. Upgrade the license for Safari text
v. Ensure that Voicethread funding continues
vi. Release time for full time faculty and stipends for part time faculty as compensation for course design to lessen the achievement gap
vii. Addressing the achievement gap in online learning
viii. Imbedded tutors for classes
ix. Funding for a position that supports development of multimedia
x. Funding for a position that supports accessibility review
xi. Faculty stipends/release time for course quality review
b. Submit additional input to Judy Baker. The deadline for division and department program review is December and administrative reviews are due in February.

9. Online accessibility - guidelines *(from our 2016-17 priorities)*
a. Additions to the "Minimum Level or Accessibility" were recommended:
i. Table headers, formatted lists and tagged PDFs need to be addressed.
ii. Use of color alone to convey meaning or color contrast is not acceptable. Screen readers do not read color alone. Bold or italicized text needs to be added to meet the minimum level of accessibility.
b. The draft was simplified to provide an easily digestible document to the Academic Senate. If accessibility compliance is perceived as complex and overwhelming faculty will continue to disregard the guidelines. This document was drafted in hopes of providing a more streamlined/"short and to the point" approach to addressing accessibility issues.
c. The committee agreed that faculty need to be told that they must comply. It is not optional and it needs to be addressed before accreditation review. The committee is aware that compliance is an ongoing process because the rules are constantly changing, but the

college needs to show its good intention now to be in good standing for accreditation.
d. It was reiterated that addressing accessibility issues is a benefit to all students, not just those with disabilities. Universal design assists those beyond the disabled spectrum.
e. DEAC/COOL intends to take this document to the Academic Senate in January.
f. Send any additional feedback to Judy Baker or Kate Jordahl.

10. Winter quarter meetings
DEAC/COOL winter quarter meetings will be scheduled around other Foothill and district meetings and doodle survey results. Check your email for a future doodle about meeting dates/times from Kate Jordahl.