



# FOOTHILL COLLEGE DEAC/COOL Meeting

## MINUTES

**Date:** 06/11/12

**Time:** 12:30-2:00 p.m.

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

### Attending

Judy Baker, Carolyn Brown, Hilary Ciment, Una Daly, Kathleen DePaolo, Kate Jordahl, Akemi Ishikawa, Allison Lenkeit-Meezan, Joe Ragey, Steven Sum, Lisa Verissimo, Anita Whitehill, Mimi Will

### Agenda Items

- Select co-chair(s) of COOL/DEAC for 2012-2013
- Quick Review of the year
- Discuss tentative timeline for achieving accessibility compliance for online course sites
- Committee members reports on reviews of models of Effective Practices for Quality Online Courses

### Discussion Detail

- Select co-chair(s) of COOL/DEAC for 2012-2013  
The current COOL/DEAC faculty co-chair, Kate Jordahl will be on Professional Development Leave in the fall. It was agreed that Lisa Verissimo would serve as faculty co-chair in the fall and Kate Jordahl would resume as co-chair in winter and spring. Thanks were made to Lisa and Kate for their leadership roles in COOL/DEAC.
- Quick Review of the year  
This year COOL/DEAC has stepped forward and has created a presence for itself on campus. Representatives from campus policy groups, including Academic Senate, have commended and praised COOL/DEAC for their efforts throughout the year. Accomplishments for 2011-2012 include:
  - Approval of Guidelines for Documentation of Hybrid Course Hours and FAQ on Hybrid by the Academic Senate
  - Continued progress on Student evaluations
  - Development of Guidelines for Review of Online Courses\* – beginning pilot testing
  - Continued discussions of Accessibility in online classes; follow up to 2011 Senate Resolution
    - Established Accessibility Compliance Taskforce in Online Learning (ACTiON) Committee
  - Discussed Social Media use in classroom
    - Established District-wide Taskforce to develop guidelines for use of social media for instructional purposes
  - Review of models for Effective Practices for Online Courses

\* The Faculty Association has provided edits to the Guidelines for Administrator and Peer Review of Online Courses Document. The substance has not changed, only the wording or

phrasing has changed. The document is now more easily understood: [DEAC-COOL-FADraft-5-21-12.doc](#)

- Discuss tentative timeline for achieving accessibility compliance for online course sites
  - Agenda item for the Academic Senate on 6/18 – Our feedback and thoughts are essential

The tentative timeline was created to help meet accessibility requirements, incrementally, to meet the goal of full compliance by Fall 2014. The deadline dates were pushed back to accommodate the current staffing shortage in FGA, but with the addition of Alternative Media Specialist Steve Sum, and with the hiring of a Technology Training Specialist in July and a student employee in the fall, FGA will be focused on assisting faculty with meeting their accessibility requirements. The Minimum Level of Accessibility checklist is comprehensive and will act as a starting point to becoming compliant. Upgrades to Word for MAC 2011 will be provided to faculty in order for them to make their documents accessible. Upgrades will take place based on the Tentative Timeline. It was suggested that faculty should be aware that there is a learning curve associated with Word upgrade. Due to the specialization and complexity of online delivery for much of the Fine Arts and Communication (FAC) Division's courses, it was requested that they switch deadline dates with the Business and Social Sciences (BSS) Division. This will allow FAC faculty additional time to educate and expose themselves to information and trainings on how to accomplish their complex conversions. BSS will now have a tentative due date of Winter 2013 and FAC will have a tentative due date of Spring 2013. When initially proposed, the deans did not have concern about the order of divisions, so this schedule change should not meet with much resistance. With input from the former SMILES trainer, it was determined that the Accessibility Bootcamp training will take place in September to help raise attendance numbers. In addition, administration has indicated that we can schedule an Opening Day event that will address accessibility requirements and deadlines. President Judy Miner insisted that she would send out hand-written letters of appreciation to faculty who made their course accessible. Administration determined that no professional growth could be awarded to faculty for hours spent on accessibility conversion except under special circumstances for major efforts. To emphasize the seriousness of this issue, administration also wanted faculty to be reminded that individual faculty members are at legal risk, if their course(s) does not meet accessibility requirements as mandated by the state. So it is in the faculty's best interest to comply. The reality is very few courses are compliant. The assumption is approximately 95% of online courses are not accessible, so any application of accessibility conversion will be seen as an improvement and shows good faith.
  - Accessibility Compliance Taskforce in Online Learning (ACTiON) - - Upcoming Meetings: Monday, June 18 at 12 - 1 pm in Altos Room or Tuesday, June 19 at 4 - 5 pm in Altos Room

There has been good response via Meeting Maker for attendance at the ACTiON meetings. There is support for having a contact person from each division participate in order to keep their peers updated and informed of ACTiON activities. Potential mentors will be recruited at the meetings.
- Committee members' reports on reviews of models of Effective Practices for Quality Online Courses
  - Reports on review of several existing models for Effective Practices for Online Courses to determine if we might use one for our use at Foothill College.
  - Suggested criteria for review of models:
    - Ease of use as a guide to online course design and online course instruction

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

- Relevance to community college setting
- Thoroughness
- Teaching philosophy or pedagogical approach supported
- Fit with Etudes
- Organization and clarity

Reviewers in attendance reported on their model. Some reviewers, who could not attend this meeting, asked Judy Baker to present their reports to the group.

Kate Jordahl's review of Online Course Quality Criteria developed by Vivie Sinou:  
For a full copy of this review, send request to Judy Baker.

Allison Lenkeit-Meezan's review of Best Practices for Online Teaching from University of Maryland University College:  
For a full copy of this review, send request to Judy Baker.

Lisa Verissimo's review of Table 2 in article: Best Practices for Online Business Education: 80% addressed general teaching. It was not specific to Business. Support for student peer interaction and discussion is emphasized so that the teaching environment is not always centered on the instructor.

Michael Loceff's review of Instructional Best Practices Using Technology from University of Southern Florida:

With removal of a few of the detailed requirements this document can be reworded and applicable to Foothill College. Michael Loceff also provided a document on teaching standards specific to CS courses because their department has very unique issues to address. This inspired a suggestion to have each division add their own addendum to the requirements. For a full copy of this review, send request to Judy Baker.

Judy Baker's review of Checklist of Competencies for Effective Online Teaching from San Diego Community College District Online, Assuring that the Online Course is Ready for Prime Time from San Diego Community College District Online and Recommended Components of a Learning Module from San Diego Community College District Online:

Checklist for readiness is comprehensive and easy to use/score. Uses an action oriented approach. A bit long.

Kathy DePaolo's review of Teaching Online Pedagogical Practice from University of Central Florida:

There was information about FERPA included. Several guidelines and practices, Foothill seems to already have in place. Online course summaries and model objectives were included. There was good and helpful reference to accessibility compliance and to use of social media, which many other models did not address.

Anita Whitehill's review of Recommended Components of an Online Course in Etudes:

The guide is easy to use and appears well organized. Judy Baker interjected that as the author of this document, she is aware that this model needs to be updated and that Anita was being generous in her review. For a full copy of this review, send request to Judy Baker.

Una Daly and Mimi Will's review of Quality Matters Rubric from university of Maryland:

It is difficult to interpret if the content is for the student, the instructor or for the designer of the content, but it is very comprehensive. A variety of delivery methods are presented. It appears light on learning communities. There is a section on accessibility. There is a cost to use this rubric. It is expensive, but the "seal of approval" by an outside entity is what makes it appealing to some institutions.

The reviews were insightful and will be an excellent starting point to organize how Foothill will want faculty engaged in effective practices. The college can pull any valuable contributions and key components on assessment, student interaction, accessibility, social media, etc. from these models and build its own rubric. This will be a focal point in the fall.

### **Handouts/Documents**

- Tentative Timeline
- Guidelines for Administrator and Peer Review of Online Courses (revised)