



FOOTHILL COLLEGE

DEAC/COOL Meeting

Distance Education Advisory Committee and Committee On Online Learning

MINUTES

Date: 02/17/16

Time: 1:00-2:30 p.m.

Location: BIO/H Conf Rm 5212

Attending

Judy Baker, Carolyn Brown, Hilary Gomes, Meredith Heiser, Akemi Ishikawa, Kate Jordahl, Kathryn Maurer, Allison Meezan, Lisa Verissimo, Mimi Will

Discussion Items

1. Announcements
2. Approval of minutes
3. Accessibility Compliance Workflow: Develop recommendation for process of identifying, monitoring, and enforcing compliance with accessibility requirements in fully online and hybrid courses. Quality in online courses
4. Review of Hybrid Hour Documentation guidelines
5. Resolutions reporting to Academic Senate scheduled for Monday, 2/22 - - discussion
6. Canvas update
7. OEI update

Discussion Detail

1. Announcements
Vice President Kurt Hueg said he would continue to fund the Foothill Online Learning (FHOL) temporary employee position to assist faculty with accessibility compliance.
2. Approval of minutes
Minutes from the January 22, 2016 meeting were approved.
3. Accessibility Compliance Workflow: Develop recommendation for process of identifying, monitoring, and enforcing compliance with accessibility requirements in fully online and hybrid courses.
 - a. All online and hybrid courses must meet accessibility compliance requirements. In the past it was not possible to enforce accessibility compliance due to a staffing shortage. Now that FHOL currently has a temporary employee available to assist, faculty are encouraged to submit their courses for review. Administrators are concerned with accessibility compliance in relation to meeting accreditation standards. Therefore, this issue has become a priority for the college. The committee is urging faculty to comply voluntarily before a timeline is imposed upon them by administration.
 - b. A memo and checklist were reviewed and the committee discussed the best approach to try to get faculty engaged in the process. It was expressed that many faculty feel overwhelmed and that meeting accessibility requirements is an impossible task to complete. Some recommendations to help faculty with the process included the following:

- i. Support faculty in addressing accessibility issues “one at a time” or in sections, so they do not feel it is an insurmountable task that needs to be completed all at once.
 - ii. It is understood that faculty are constantly developing and changing their courses, and with change comes new accessibility issues to address. Although encouraging a cultural change in support of accessibility compliance will be a slow process, thinking about how the modifications and developments faculty want to make to their courses impact accessibility will help build this cultural shift.
 - iii. Understanding that addressing accessibility issues will benefit other struggling students (those with retention issues and other target populations) also supports cultural change. Those interested in universal design were encouraged to read Paula Schales' contribution to the Reflective Writing Challenge on the topic: <http://www.foothill.edu/staff/development/reflectivewriting.php>
 - iv. Make it clear to faculty that they can contact FHOL staff for assistance. They are not alone in the process. This is a team effort. A change to the memo included placing the section on getting assistance, before the section on do-it-yourself.
 - v. Change or delete the word “compliance”. Just call it a checklist or refer to checklist items as “requirements”. Reinforce that this is a collegial process. It is not meant to be punitive or part of the evaluation process.
 - vi. Instead of, or in addition to a checklist, it was suggested that a worksheet be developed for faculty. Faculty can work on course components and go back to make sure they meet accessibility requirements.
 - vii. DEAC/COOL members were asked to engage in one-on-one conversations with colleagues to promote meeting accessibility requirements.
 - viii. Faculty should refer to the Accessibility module in the Canvas Certification course.
 - c. After discussing some of the recommendations, it was agreed that there is a need for more staffing in FHOL to provide support to faculty and all of their online and hybrid courses. The process for getting help is not yet streamlined and some faculty feel FHOL is not up to the task to take specialized course components and make them accessible. Faculty want someone to walk them through the process and to provide case management for individual faculty members. Unfortunately FHOL is not sufficiently staffed to meet this need.
 - d. Accessibility requirements will be discussed at Academic Senate. Reports on online course quality assurance are coming back from the divisions and a piece of the resolution was recognizing the urgency of accessibility issues.
4. Review of Hybrid Hour Documentation guidelines
- After checking with the Chancellor's Office, the guidelines, as currently written, will satisfactorily accommodate flipped classrooms for scheduling as hybrid courses. Students are required to participate in the hybrid component of the course on a weekly basis, but they are not required to meet weekly for the on-campus component.
- a. Although the document meets the administration's needs, the committee agreed that it was time to review the current document and make updates and changes to outdated information. Specifically, some examples may be dated.
 - i. Members were asked to contribute examples of how they handle scheduling and documenting participation for hybrid hours.
 - ii. A Q&A section may be added.
 - iii. Before the next meeting, members were asked to review the document and think of ways to improve how it will provide support for faculty and help them succeed in their hybrid courses.
 - b. It was shared that several faculty in the Business and Social Sciences Division were interested in hybrid courses and alternatives to hybrid courses. It was recommended that a short survey of faculty who teach hybrid courses be made, and the information provided be shared with those interested.
5. Resolutions reporting to Academic Senate scheduled for Monday, 2/22 -- discussion
- a. Kate Jordahl will be in attendance at the senate meeting.

- b. DEAC/COOL would like their appreciation, of all those at the divisions who helped to get these quality in online courses reports completed, to be known.
 - c. The document provided by Carolyn Holcroft, illustrating the baseline of minimum standards versus the gold standard rubric, was very helpful.
 - d. The Academic Senate website has a link to the division submissions about quality standards: <http://www.foothill.edu/senate/onlinecoursestandards.php>
 - e. DEAC/COOL would like to make it clear to the senate and the divisions that this is not a shelf document. It is a living document and a continual work in progress for the divisions.
 - f. Kate will check with the senate to confirm that the resolution reporting is on the agenda for Monday, 2/22.
6. Canvas update
- a. More tools have been integrated with Canvas (Turnitin, Proctorio, Cengage, WileyPLUS, and Pearson's MyLab). The experience for students will be more seamless with single sign-in.
 - b. 80 faculty have now completed training. 195 more are working on completing training. We are getting close to half of our online faculty participating in the process of migrating to Canvas.
 - c. Kate Jordahl and Allison Meezan will demonstrate their Canvas courses at a Showcase presentation on Tuesday, March 8 from 3:00 PM to 4:30 PM in the Altos Room. Register at <http://events.r20.constantcontact.com/register/event?oeidk=a07ec8771aqe9417da3&llr=pje5aedab>
 - d. Kate Jordahl's Online Teaching Certification course, offered online via Canvas, will begin Monday, April 25 at 8:00 AM. Register at <http://events.r20.constantcontact.com/register/event?oeidk=a07ec8t30i1c5f3dfb9&llr=pje5aedab>
 - e. FHOL would like to offer more advanced workshops that concentrate on using a specific tool or component of Canvas, but with staff spread as thinly as it is, it was suggested that FHOL concentrate on addressing the faculty's accessibility needs. The creation of short videos that highlight the advance functions and tools of Canvas was also suggested.
 - f. Some faculty would like to see a workshop offered during spring break. Judy Baker will check with the Faculty Association about scheduling an event for faculty during that time.
7. OEI update
- a. Staff are working on providing more free tools like free proctoring.
 - b. Reviews of the three original pilot courses are on hold.
 - c. Administration has signed off on the "Online Education Initiative for the California Community Colleges (OEI) Memorandum of Understanding (MOU) Between Foothill-De Anza Community College District and Selected Colleges Piloting the OEI Course Exchange."