



FOOTHILL COLLEGE

# DEAC/COOL Meeting

Distance Education Advisory Committee and Committee On Online Learning

## MINUTES

**Date:** 03/14/16

**Time:** 2:00-3:30 p.m.

**Location:** BIO/H Conf Rm 5212

### Attending

Judy Baker, Carolyn Brown, Hilary Gomes, Meredith Heiser, Akemi Ishikawa, Fatima Jinnah, Kate Jordahl, Kathryn Maurer, Jose Nava, Jennifer Price, Paula Schales, Mary Sunseri, Shirley Treanor, Lisa Verissimo, Mimi Will

### Discussion Items

1. Welcome and introductions
2. Approval of minutes
3. Announcements
4. Update on online course quality standards developed by divisions - <http://www.foothill.edu/senate/onlinecoursestandards.php>
5. Discussion about best practices templates for Canvas homepages & minimum info to include on homepages
6. Update on Canvas training and migration
7. Workflow for identifying and addressing accessibility in online and hybrid course sites
8. Update on OEI

### Discussion Detail

1. Welcome and introductions  
Committee members went around the room and through Zoom for introductions.
2. Approval of minutes  
Minutes from the February 17, 2016 meeting were approved.
3. Announcements
  - a. The "Showcase of Canvas Courses at Foothill College" which took place on March 8 went well.
    - i. 16 people attended.
    - ii. Through analysis of the feedback surveys, it was noted that some mistook the showcase for a training session.
    - iii. Kate Jordahl shared that it was helpful to see how her co-presenter, Allison Lenkeit-Meezan, organized her course.
  - b. In the spring, Bill Ziegenhorn will serve on DEAC/COOL as a representative of the Faculty Association, on behalf of Meredith Heiser, while she is on sabbatical.
4. Update on online course quality standards developed by divisions - <http://www.foothill.edu/senate/onlinecoursestandards.php>
  - a. The Division-Specific Online Course Standards site was shared.

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

- b. Each division's standards are considered works in progress.
  - c. The committee was reminded that the standards begin with the "Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery" (DE approval) form. The Division-Specific Online Course Standards support what was agreed upon when the DE approval form is submitted.
  - d. It was recommended that the standards from each division be compared to look for any overlap. After considering the commonalities, a possible revision to the addendum could be made.
  - e. It was shared that because the Business and Social Sciences Division started the process before it became required, they found it challenging to back up and address some of the points the senate was now asking for.
  - f. It was again clarified that the standards were provided to help improve the quality of the course. The class itself is not being "evaluated."
  - g. The committee discussed the authoring of one's own course content materials and providing original content. Some adjunct faculty do not have the time or even the training to develop their own materials for teaching online. Some felt that the standards document assumes there is a pedagogical foundation where there is none.
  - h. It was agreed that the range of "correct" Regular, Timely and Effective Methods of Student/Faculty Contact (REC) is wide and varied. Even within the discipline there are differences. Committee members questioned how to enforce it when it is not codified.
5. Discussion about best practices templates for Canvas homepages & minimum info to include on homepages
- The "Best Practices Templates for Canvas Homepages" draft handout was developed from a meeting with Heather Garcia, Kate Jordahl, Allison Lenkeit-Meezan, and Judy Baker.
  - Although such a template may limit expressions of individuality by some faculty members, it is more effective for students if there is a consistency to the homepages. Even department-wide or division-wide commonalities would be helpful to students.
  - Faculty were reminded that they need to provide a link to download the plugin for each and every place they ask a student to use it (e.g., Adobe Reader for PDF). Faculty in turn questioned whether the plugins could be provided in the universal navigation menu. Jayme Johnson, Director of Accessibility and User Experience for OEI, will be consulted to see if this solution addresses the requirement.
  - There was discussion around the "Proposed Leftside Navigation Links in Order for All Home Pages." Many believed that the Announcements should be at the top, but others expressed there was too much "hand-holding" of students and leaving Announcements in the fourth position should not be an issue.
  - Faculty were reminded that these are suggestions only. These are not required course elements. This is a draft template designed to help all students, including learning disabled students, navigate Canvas homepages more easily. It was recommended that the committee look at existing research. Members were cautioned to be aware that much of the existing documentation could be irrelevant or outdated. Consider the source carefully.
- Example of research:
- "The better human computer interaction that offers the learning management systems users, the easier of use and greater satisfaction users will have within systems or tools they involved. Usability can improve the learning experience for students (Tselios et al., 2008) as well as academic performance." - from <http://arxiv.org/ftp/arxiv/papers/1412/1412.0197.pdf>
  - From "Undergraduate Student Research: Usability Evaluation of Canvas" posted at <http://sites.uci.edu/canvaspilot/2015/07/15/undergraduate-student-research-usability-evaluation-of-canvas/>: "recurring problem areas and found them to include:
    - Inconsistency in wording for buttons

- Inconsistency in location of buttons"
- The committee discussed having faculty contact information on every page or in the navigation menu as a redirect.
  - Having a Doodle poll on the ordering of basic content was suggested.
  - It was also suggested that student feedback be obtained to find out what they prefer. Both Jose Nava and Mary Sunseri volunteered for a focus group with students.
6. Update on Canvas training and migration
    - a. There are currently 68 Canvas course sites (including grouped sites) for spring: 34 online, 19 hybrid, 19 on campus.
    - b. 220 people have started the Canvas Certification process. 8 have met requirements through prior experience with Canvas and 78 have completed the training through Foothill.
    - c. The more quickly people complete their training, the more quickly they will have access to all of the amenities associated with Canvas, including proctored testing, ease of grade submission and checking for broken links, peer review tool, help with the migration process, etc.
    - d. There was discussion about the amount of PGA faculty would receive for course conversion. Faculty have to work out the details with their dean before they begin the process. Although it was understood that conversion time would be different for everyone, there was concern for the compensation being equitable. Anyone converting was asked to track how long the conversion process takes. Kate Jordahl will bring this issue up in her faculty senate report.
  7. Workflow for identifying and addressing accessibility in online and hybrid course sites
    - a. 37 people have requested assistance with accessibility compliance.
    - b. 6 course site reviews have been completed and problem addressed. 17 are currently being reviewed and 14 requests have not been started yet.
    - c. The importance of reducing the barriers for students was stressed and addressing issues before a student needs the accommodation is best.
    - d. Faculty expressed a desire to "clean up" their sites before requesting assistance. Online Learning emphasized that this was not necessary. Faculty should submit their requests and let the Online Learning staff identify what needs to be addressed before any time and effort is spent.
    - e. It was clarified that faculty can still use materials while they are waiting for accessibility issues to be addressed. For example faculty can still use a video while they are waiting for it to be captioned. Online Learning apologized if there was any misunderstanding regarding this use of materials and hopes more faculty will request assistance in the future.
    - f. Accreditation team site visitors are very likely to want access to all online classes. If a course is audited, it can allow us show a good faith effort if the course is already in the assistance request queue.
    - g. Additionally, faculty can always provide a workaround or alternative material/assignment while the accessibility issue is being resolved or while they are in the queue.
  8. Update on OEI
    - a. The course exchange is on schedule for the fall.
    - b. Proctorio, free remote proctored testing, is now available through Canvas.
    - c. There may be a free anti-plagiarism tool available soon.