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

MINUTES

Date: 02/09/18   **Time:** 12:00 p.m. – 1:00 p.m.   **Location:** Library Conf Rm 3533

Attending

Judy Baker, Carolyn Brown, Patricia Crespo-Martin, Heather Garcia, Hilary Gomes, Akemi Ishikawa, Eleazar Jimenez, Allison Lenkeit Meezan, Bita Mazloom, Kerri Ryer, Paula Schales, Mary Sunseri, Mary Thomas, Shirley Treanor

Discussion Items

1. Welcome and introductions
2. Review and approve minutes from December meeting
3. Review proposed icons for link to Canvas in new MyPortal
4. Availability of "Info Literacy" modules developed by Mary Thomas for faculty to import or link to
5. Report on response rates for J2W surveys
6. Accessibility compliance
7. Attendance documentation and drop students for non-attendance

Discussion Detail

1. Welcome and introductions
   COOL/DEAC members went around the room and through Zoom to make introductions.

2. Review and approve minutes from December meeting
   (https://foothill.edu/onlinelearning/pdf/DEACCOOL_Minutes_123017_DRAFT.pdf)
   The COOL/DEAC meeting minutes from December 6, 2017 were approved.

3. Review proposed icons for link to Canvas in new MyPortal
   a. 2 icons, 1 created at De Anza and 1 created at Foothill were reviewed and discussed.
      i. This would be one of the last opportunities to provide input for the logo.
   b. Both colleges must agree on the icon to use.
      i. De Anza representatives prefer the icon designed at De Anza.
      ii. Those present at COOL/DEAC agreed that the FH icon was a visually better design because it looked less cluttered.
      iii. The De Anza icon does not appear to be accessible.
   c. When competing with other icons that will appear in MyPortal, both icons have a visual advantage based on the color of the Canvas logo.
      i. There will be a Canvas link on the left side navigation in MyPortal as well.
   d. Currently there will only be one login for Canvas that will default for students to the college at which they have a degree plan on file. COOL/DEAC members did not support this idea and felt it would be too confusing for students.
      i. It was recommended that there be separate login icons for the colleges.
      ii. Using just the Canvas logo with Canvas Foothill or Canvas De Anza was suggested

to distinguish between login for either college.

4. Availability of "Info Literacy" modules developed by Mary Thomas for faculty to import or link to
    a. Mary Thomas was thanked for her generosity in sharing with colleagues, the modules she developed on her professional development leave last year.
    b. The content provided is vital to students in this time of fake news.
    c. Members discussed best possible options for disseminating this information and it's availability.
        i. It was suggested to post as an announcement in the Canvas Certification course, to promote the modules at division meetings and to reference them in the Faculty handbook.
        ii. It was also suggested to showcase individual modules at PD events, so as not to overload faculty with all content at once.
        iii. An AHS 50A course has already integrated the "Info Literacy" modules and would be an excellent resource to use as an example and demo from the instructor.
        iv. Possible access to the modules included creation of a separate menu bar resource option and to also create it as a Library resource link.

5. Report on response rates for J2W surveys
    a. The below listed quarterly response rates were reviewed
        i. 2017 Fall = 61% in Canvas (22 sections)
        ii. 2017 Winter = 61% in Canvas (7 sections), 70% in Etudes (3 sections)
        iii. 2017 Spring = 65% (13 sections)
        iv. 2016 Fall = 46% in Canvas (9 sections), 79% in Etudes (5 sections)
    b. Patterns
        i. Surveys scheduled for later in the quarter had better response rates than surveys scheduled earlier in the quarter.
        ii. The lower the total number of students enrolled, the higher the response rates.
        iii. Better rates for Etudes are reflected because participants were more familiar with the survey process at that time.
        iv. Return rates for Canvas were lower in the initial integration of that survey.
    c. Locking Content
        i. The pros and cons of locking/blocking content were touched on.
        ii. A more extensive conversation outside of COOL/DEAC was recommended.

6. Accessibility compliance
    a. Accessibility Working Session
        i. Biological & Health Sciences, Communication Studies and Computer Science faculty participated in an accessibility working session this morning and discussed possible solutions to their accessibility compliance issues.
        ii. The group discussed how compliance is complicated and unique to the student, how faculty teach and what faculty use to teach. There is not one, easy, single solution for compliance.
        iii. The "Check Accessibility" icon built into the editor tool bar checker provides information, but it is not accurate. Using that tool can create false security for faculty.
    b. Exploring use of UDOit for faculty to identify accessibility issues in their Canvas course content (details at Canvas Community blog)
        i. UDOit is still in the testing stages and is being checked to make sure that it is ready for faculty use.
    c. An estimated 300 course sites in Winter Quarter do not meet accessibility requirements
        i. Common issues include PDFs as scanned images, untagged PDFs, images without alt text, missing headers on documents, low contrast
            • A main goal is to triage and address what is most important.
            • Get videos captioned.

- If there is no audio, describe what is happening for the hearing impaired.
- ATL text is dependent on subject matter.

ii. Every site has some accessibility issues. Sites will not be perfect.
- Checking is a very manual process.
- Faculty are not on their own. If overwhelmed, contact Online Learning or the DRC.
- FT faculty can request that ETS install Adobe Acrobat Pro software on their office computer.
- Office 365 gives everyone the opportunity to perform accessibility checks for Microsoft Office Word and PPT.
- Discounted prices for home use of software by educators can be found at collegebuys.org.
- https://www.robobraille.org/ is a quick resource to convert your document converted into an alternative, accessible format.

iii. A process or plan for needs to be developed for monitoring and addressing accessibility compliance in Canvas course sites.
- Checking courses every 2 years was discussed. The college is at legal risk from students who want to sue for non-compliance. A schedule will need to be developed to address this issue.
- Providing quarterly workshops was also suggested.

7. Attendance documentation and drop students for non-attendance
   This item was tabled for a future meeting.