



FOOTHILL COLLEGE DEAC/COOL Meeting

MINUTES

Date: 01/25/12

Time: 12:15-1:15 p.m.

Location: Chinese Heritage Room (3523)

Attending

Judy Baker, Chris Burley, Jerry Cellilo, Hilary Ciment, Una Daly, Konnilyn Feig, Akemi Ishikawa, Kate Jordahl, Allison Lenkeit-Meezan, Joe Ragey, Lisa Verissimo, Anita Whitehill, Mimi Will

Discussion Items

1. Welcome & introductions
2. Thank you to Lisa for co-chairing in fall quarter
3. Announcements
4. Training opportunities
 - a. Update from Chris
 - b. Marketing help requested
 - c. Showcase of Online Courses
 - i. Volunteers needed to assist Chris Burley with planning for this spring quarter event
5. Discussion on Hybrid Courses (H in section number)
 - a. Review of examples of documenting attendance for Hybrid courses and discussion of new processes of reporting
 - b. Recommendations to Academic Senate about Hybrid courses
6. Concerns about Banner Functionality
 - a. Late Add Request function
 - b. Printing from my portal
7. Report on evaluation of online courses by students from fall quarter
8. Review and discussion of draft of Guidelines for Best Practices in Online Courses
9. Review and discussion of draft of Guidelines for Peer and Administrative Evaluation of Online Courses
10. Next Meeting

Discussion Detail

1. Welcome & Introductions
DEAC/COOL members went around the room and introduced themselves. Allison Lenkeit-Meezan was welcomed back from her PDL.
2. Thank you to Lisa for co-chairing in fall quarter
Accolades were expressed to Lisa Verissimo for serving as co-chair of the DEAC/COOL meetings while Kate Jordahl was on PDL during the fall quarter.

3. Announcements
 - a. Today, CCC Confer is being conducted by phone only, not online. The phone conference call will be archived.
 - b. Congratulations to Chris Burley for receiving certification as an Etudes trainer, and to Akemi Ishikawa for completing Etudes training.
 - c. Kate Jordahl and her husband Geir Jordahl will have photographs exhibited at Modernbook Gallery, 49 Geary, San Francisco. The reception will be on Saturday, January 28 from 2-4pm. Stop by to view her platinum palladium prints and to wish Geir Happy Birthday!

4. Training opportunities
 - a. Update from Chris

Upcoming events include

 - i. Copyleft, Copyright, "Copy that Roger", Wednesday, January 25, 3-4:30p will cover best practices concerning copyright issues.
 - ii. Rich Media-Creating Engaging and Interactive Courses, Thursday, January 26, 12:30-2p, KCI Room 4008 will focus on keeping students engaged by integrating rich media into courses successfully.
 - iii. Accessibility Training for Online Courses, Tuesday, March 6, 4-5:30p, KCI Room 4008 will cover the basics of accessibility in online courses for both instructors and students.
 - iv. CCC Confer - Give Live Presentations Online, Thursday, March 8, 10-11:30a, KCI Room 4008, will teach the basics of creating live streaming classroom presentations and capturing lecture presentations for online posting. Captioning is available upon request at no charge through CCC Confer. Information on funding projects requiring more comprehensive forms of captioning or transcription can be obtained through College of the Canyons' Distance Education Captioning and Transcription grant (DECT) http://www.canyons.edu/Offices/Distance_Learning/Captioning/default.html.
 - v. On campus Etudes training will be available in February. The course will run for three Fridays during the month. For those who have already completed Etudes training and are interested in a refresh or would like to revisit particular points, please stop by for all, or part, of the training sessions.
 - vi. Informal brown bag discussions on Quality Online Education will be held every 3rd Wednesday of the month from 12-1p in the Altos Room.
 - b. Marketing help requested

Please help circulate information about Faculty Training opportunities to your colleagues. A full list of events is available on the FGA Faculty Training Calendar at http://www.foothill.edu/fga/faculty_training.php.

 - i. A request was made for a future Camtasia training session.
 - ii. Some faculty may not take full advantage of their smart classroom capabilities, and each department may have variations on equipment layout. Future trainings on how to make to most of your smart classroom are planned for the spring quarter. This generated discussion surrounding the challenge of working with dated equipment or ill-equipped smart classrooms and its negative impact on teaching with rich media. A request was made to have Judy Baker bring this concern forward to the Tech Task Force.
 - c. Showcase of Online Courses
 - i. Volunteers are needed to assist Chris Burley with planning for this spring quarter event. Faculty and student volunteers are welcome to participate on the spring Showcase of Online Courses panel. 3-5 faculty and 3-5 students are needed. There is no set date yet, as it is difficult to schedule around student availability. It was suggested that in the future, arrangements might be made for distance learners who are unable to come to campus to participate via CCC Confer.

5. Discussion on Hybrid Courses (Y in section number)
 - a. Review of examples of documenting attendance for Hybrid courses and discussion of new processes of reporting
Online/Lab/TBA hours must be documented and DEAC/COOL is charged by VP Kimberlee Messina with the task of defining these online/lab/TBA hours for potential auditing purposes and developing Guidelines. Per State regulations, Etudes login time (student tracking via Activity Meter) is not sufficient for the purposes of documenting attendance toward online Hybrid hours. It was agreed that it must be clearly stated within the course syllabus what is required of the student during online/hybrid hours. It was generally agreed that "attendance" or completion of online line hours are to be verified by completion of a task/assignment or assessment. That homework is separate from lab assignments was underscored. Joe Ragey will provide the group with a sample of the online participation requirements stated within his syllabus. There was also discussion of instructor participation and the expectation to provide descriptions of their online participation verification.
 - b. Recommendations about Hybrid courses
Although it was emphasized that the hybrid hours hand-out was clearly a draft document, there was concern about over-regulation or overly restrictive definitions. But it was agreed that guidelines are needed. Therefore, a sub-group (Judy Baker, Hilary Ciment, Konnilyn Feig, Kate Jordahl, Lisa Verissimo) will convene via email to further discuss and develop DEAC/COOL guidelines.
6. Concerns about Banner Functionality
 - a. Late Add Request function
Faculty can issue Add Codes, for fully online courses only, to students using the "Send Add Codes Tool" via MyPortal. Instructions for the Add code Request Process can be found at http://www.foothill.edu/fga/late_add_process_faculty.php. The function for "closing" the Request Add Code process will be made available to faculty in spring quarter 2012.
 - b. Printing from MyPortal
For assistance with printing email messages in MyPortal, please meet with Judy Baker.
7. Report on evaluation of online courses by students from fall quarter
The pattern of response rate shows that evaluations conducted later in the quarter elicited a higher response. It was speculated, one possible factor for the lower response rate of evaluations conducted earlier in the quarter are that students may still be contemplating dropping and do not see the need to evaluate a potentially dropped course. Because the evaluation has two parts, a Likert scale component and a separate open-ended question/comment component, it was recommended to select a designee who is available to complete the process of returning both sets of results to the instructor. There was debate over the use of "blocking" to increase response rates. Some felt since there was no blocking mechanism in a face-to-face class, this tactic should not be used in online evaluations. It was clarified that students are not required to complete the evaluation when blocking is initiated. They are only required to open the module through the prompts. Students can easily avoid completing the evaluation survey in Etudes as in face-to-face classes, if they so choose.
8. Review and discussion of draft of Guidelines for Best Practices in Online Courses
Participants were encouraged to dialog with their colleagues. This is their opportunity to contribute and voice input and/or concerns before final recommendations are moved forward. The guidelines are "generic" in order to easily apply to a wide range of courses, but this is a working document that can be altered with contributions.

9. Review and discussion of draft of Guidelines for Peer and Administrative Evaluation of Online Courses

A reminder was made that the original draft document has become two separate documents: Guidelines for Best Practices in Online Courses and Guidelines for Peer and Administrative Evaluation of Online Courses. It was agreed that it was best to keep the guidelines separate for clarity and easy of use/reference. Concern was voiced over the use of "Same as on-campus course" as the suggested evidence for many of the criteria. It was determined that if there was no difference between the on campus and online course, it was significant to state as much. It was also important to list the unique suggested evidence when the online component necessitated distinction. Again, a request for contributions, input and/or concern was made before final recommendations are moved forward.

10. Next Meeting

After some debate over 12:00pm or 12:15pm, it was determined that DEAC/COOL will meet at 12:15pm next month. The Chinese Heritage Room (3523) will be opened early for anyone needing access. It was suggested that announcements be made prior to 12:15pm as to not encroach on meeting time for more pressing topics.

Handouts/Documents

1. Professional Development Schedule
2. Hybrid Questions & Answers
3. Hybrid Hours Information Document (DRAFT)
4. Late Add Procedures
5. Student Evaluations of Online Courses at Foothill College
6. Guidelines for Best Practices (DRAFT)
7. Guidelines for Review of Online Courses (DRAFT)