



**FOOTHILL COLLEGE**

# DEAC/COOL Meeting

(Distance Education Advisory Committee and Committee On Online Learning)

## MINUTES

**Date:** 11/02/15

**Time:** 10:30-12:00 p.m.

**Location:** Toyon Room 2020

### Attending

Judy Baker, Carolyn Brown, Heather Garcia, Akemi Ishikawa, Kate Jordahl, Nicole Kerbey, Rula Khayrallah, Kathryn Maurer, Allison Meezan, Jose Nava, Jennifer Price, Paula Schales, Anan Sturgess, Mary Sunseri, Shirley Treanor, Mimi Will, Sarah Williams

### Discussion Items

1. Welcome & Introductions
2. Agenda Modifications/Announcements
3. Approval of minutes from last meeting (10/2/15)
4. DEAC/COOL Goals and Priority Tasks for 2015-2016
5. Update on Canvas Migration
6. Online Course Quality Standards
7. Hybrid Courses
8. Surveying Online Faculty (& Students?)
9. Review of Action Items & Next Steps

### Discussion Detail

1. Welcome & Introductions  
Committee members went around the room and introduced themselves.
2. Agenda Modifications/Announcements  
There were no modifications to the agenda. There were no announcements
3. Approval of minutes from last meeting (10/2/15)  
The minutes from the last meeting on October 2, 2015 were approved.
4. DEAC/COOL Goals and Priority Tasks for 2015-2016  
The committee reviewed the DEAC/COOL Goals and Priority Tasks for 2015-2016 document.
  - a. The system for voting on feature requests in Canvas was discussed in greater detail. It was suggested that Foothill users who become Canvas Certified use their group discussion area in Canvas to create dialog about feature ideas, troubleshooting, and solutions. The feature request process can take up to a year after the votes are collected, especially if only users at Foothill College are supporting the request. A feature request supported by users from around the state will be given higher priority. If an important feature request needs to be accelerated through the process, OEI backing will be obtained. Feature requests will be a standing agenda item to get faculty feedback and support before pushing an item forward.

- i. A follow-up report on David Marasco's feature request revealed that he did receive 115 votes and his request will continue through the Canvas feature request process.
  - b. Committee members were in support of accessibility compliance, with particular interest in meeting accreditation requirements.
  - c. The surveying of online students was discussed. If students were to be surveyed, a clear purpose, and intent to act on the results, would need to be specified. This topic will be expanded upon later in the year, possibly near the end of spring, when there are more Canvas users.
  - d. Canvas does have the capacity to sync learning outcomes with the rest of the course. It was commented that the SpeedGrader feature in Canvas could become a useful resource. It is not a simple solution, but if meaningful rubrics and well-designed assessments are in place then SpeedGrader has the potential to link effectively with SLOs. It was shared that some faculty feel that there is currently no infrastructure that aligns assessments to teaching. The newly formed SLO committee will be developing a work plan and DEAC/COOL will keep watch on their progress.
5. Update on Canvas Migration
- a. Canvas Migration updates will be a standing agenda item for DEAC/COOL. The Canvas Migration Committee may meet in December, after the migration tool becomes available.
  - b. The Canvas Implementation Timetable document was approved by the Academic Senate and can now be shared with the college.
    - i. Senate members expressed concern for the Spring 2016 date which states "All online and hybrid classes must be offered via Etudes or Canvas, and must be accessible." There are faculty who feel that neither Etudes nor Canvas meets their online teaching needs. There are approximately 10 faculty impacted and their circumstances are being addressed on an individual basis.
    - ii. Limiting the use of publisher's materials was another concern. The statewide Academic Senate will be examining this topic. The advantages and disadvantages will be discussed further, at a future meeting.
    - iii. Members of the Academic Senate were also concerned with the use of the term "standards". (See agenda item #6 for more information.)
  - c. The Canvas Certification course has been released. This course is a "basics" course. More advance features and tools will be explored in subsequent workshops.
  - d. One participant has completed Canvas Certification training and 7 others have met the requirements through prior experience.
  - e. 96 people have signed up for the online training. 19 have registered for the November 18 on-campus training and 26 have registered for the December 8 on-campus training. A few have registered for both online and on-campus trainings, therefore there may be some overlap.
  - f. There may be 100 people Canvas Certified by the end of Fall 2015. The goal is to have approximately 200 people certified and migrated by Fall 2016.
  - g. The migration tool is on schedule and will be available at the beginning of December. There may be an on-campus migration workshop before the end of the quarter. There will be several migration workshops offered in Winter 2016.
  - h. Migrating a course from Etudes to Canvas will be labor intensive. A temporary employee will be hired to assist faculty with "copy and paste" tasks and with accessibility compliance.
  - i. Providing assistance with embedding images was covered.
  - j. Use of VoiceThread in Etudes, Canvas or alternate LMS was discussed. It was explained that a license through Foothill would cover only one LMS at a time. VoiceThread is currently licensed for use in Etudes. Input from the primary users of VoiceThread will be needed to help determine when the license will be transferred over to cover use in Canvas.

6. Online Course Quality Standards
  - a. The Academic Senate requested that the divisions have the drafting of their online course quality standards completed by February 2016.
  - b. Business and Social Sciences has a draft they have shared with their faculty.
  - c. Math shared that the Curriculum Committee is interpreting use of the standards for evaluating courses, not faculty.
  - d. Conversations with Faculty Association (FA) representatives revealed their concern over language. Use of the word "standards" versus the term "best practices" was discussed and how the "standards" are being integrated with Appendix J1, Administrative and Peer Evaluation Form.
  - e. "Standards" was already used in the resolution approved by the Academic Senate. If "standards" were to be replaced with "best practices" the resolution would have to be revised and re-submitted to the senate for approval.
  - f. The Online Education Initiative (OEI) offers its OEI Course Design Rubric as a list of best practices, which is representational of the highest level of quality for an online course, while the Foothill "standards" address the minimum level of quality for an online course.
  - g. Implementation of the "standards" should be as recommendations, not requirements for online course quality, but there are reports that some deans are presenting them as requirements, not as suggestions or guidelines.
  - h. It was suggested that the committee offer a course quality "summit" to further discuss the "standards" with faculty and administrators. DEAC/COOL would like to clarify that these are healthy guidelines to address those who do the minimum for their online course, but who also need to maintain a level of professionalism. The standards are there to protect faculty, not to restrict or impede how they develop their courses.
  - i. Kathryn Maurer will follow-up with President of the Academic Senate, Carolyn Holcroft, to find out how this issue is perceived by the senate and for guidance on how to proceed.
7. Hybrid Courses
  - a. In the past, a shifting definition from the state made it necessary to remove lecture/laboratory (lec/lab) hours. Now administration is reinterpreting TBA (hybrid) hours for hybrid courses. "Weekly" hybrid hours are not clearly defined. DEAC/COOL has been asked to reexamine the flexibility of hybrid hours, and to adapt and include flipped classrooms. Faculty have voiced that the interpretation of hybrid hours is their purview, and is not for the administration to decide.
  - b. Shirley Treanor suggested that COOL get a copy of the Title V regs/auditors interpretations prior to making any changes in the document. She cited her experience with the auditors going over what they were specifically looking for and looking up the most recent regulations as it related to hybrid hours. She said that allowing hybrid hours to be accounted for in total instead per week would probably meet Title V regulations and what the auditors are looking for in our documentation. Many other colleges discuss total hours and don't break them down per week like we do at Foothill College.
  - c. The committee agreed that faculty need to clearly define their hybrid hours in their syllabus to help document the requirement for potential audits. DEAC/COOL will revisit the Guidelines for Documentation of Hybrid Course Hours to determine other ways to document hybrid hours.
8. Surveying Online Faculty (& Students?)

Tabled for further discussion at a future meeting.
9. Review of Action Items & Next Steps
  - a. The next DEAC/COOL meeting, scheduled for November 30, will be the last meeting of the quarter.
  - b. A Doodle poll will be emailed to COOL members to schedule winter quarter meetings.