

DEAC Meeting Notes and Agenda

3/28/2023

Attendance: Jessica Acala, Lina Callahan, Robert Diaz, Rich Ghidella, Tracy Guild, Nancy Ikeda, Darnell Kemp, Michelle Loy, Kristin Mihaylovich, Lugene Rosen, Cory Thomas, Marcus Wilson

1. CVC Update
 - A. First course being reviewed by the POCR team
 - B. For accessibility revisions, instructors can fix one module, the instructional designer can remediate the rest. The idea is the instructor learns how to make course accessible, but then gets assistance making course accessible
2. Course schedule update
 - A. District is working on meeting Title 5 requirements
 - B. For fall, the plan is to include proctoring and software requirements with an icon and details in schedule comments. Also, any meeting dates will be listed.
 - C. Future goal is for comments to be included on course schedule and also for student to acknowledge they have read comments before proceeding.
3. Online course survey updates
 - A. Discussion of whether to expand from interaction to include some of the content section from the OEI rubric. General consensus – no.
 - B. Do we need to still review student to student contact since the Title 5 update refers to student to student contact as stated in curriculum outline. General consensus – yes.
 - C. Accessibility – recommend to Senate that we make allow the use of a UDOIT report as an option for this section. Faculty can either submit screenshots for accessibility or use the UDOIT tool.
4. Hybrid definition
 - A. DEAC likes the Academic Senate for California Community Colleges definitions with a few edits:
 - B. PARTIALLY ONLINE (PO)(also known as “hybrid”): Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or

testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the ~~regular and effective contact~~ **regular and substantive interaction** regulation. The class schedule indicates when and where the in-person meetings occur ~~and how many hours are to be completed online~~. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

~~€~~ **ONLINE WITH IN-PERSON PROCTORED ASSESSMENT: (OPA)** Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations ~~proximal to the student~~ and over a designated ~~range of dates and times~~. ~~No activities or assessments may be scheduled at a designated time or location.~~

5. OTC format discussion

- A. Make the OTC fully asynchronous
 - 1. aligns with preparing faculty to teach fully asynchronous
 - 2. more flexible
 - 3. need training available more regularly for adjuncts
 - 4. other colleges all online. Coastline and Chaffey being fully online were cited as reasoning, but [this document from other colleges](#) also shows that most colleges who have replied are totally online
 - 5. adjuncts at FC are underpaid and having the free OTC version available more helps us keep adjunct
 - 6. our program is the best
- B. Schedule a summer OTC (either fully asynchronous or in the same format as last summer) as soon as possible
 - 1. faculty already waiting to sign up
 - 2. get Zoom sessions on schedule if we stay with previous format
- C. Schedule a fully asynchronous OTC at least twice a year
 - 1. meet the demands of adjuncts and divisions
 - 2. encourage faculty to complete our training