
MEETING OF THE ACADEMIC TECHNOLOGY COMMITTEE

Thursday, March 13, 2014

2:00 – 3:30 p.m.

Room LL 104

A G E N D A

I. CALL TO ORDER

II. ACTION

A. Approve minutes

B. New Business

1. Showcase Contest
2. Mac Platform Recommendations
3. Satisfaction Survey
(Student/Faculty) Recommendations
4. DIL (see attachments)
5. Other

III. INFORMATION

- A. Active Learning Leaders Conference 2/22
- B. Accreditation and Workgroup updates
 - A. Substantive Change
 - B. Authentication and Authorization
- C. BB Activity: April 28: signed contract sent to BB
- D. Other

IV. ANNOUNCEMENTS

V. MEETINGS: (LL 104) 2:00 – 3:30 pm / 2nd, 4th Thursdays

2014

3/27

4/10

4/24

VI. ADJOURNMENT

Bartulis, Mike
Cassoni, Rick
Chamberlin, Craig
Donovan, Karen
Eighmey, James
Falcone, Kelly
Forney, Marlene
Goldsmith, Sherry
Lupica, Pat
Martin-Klement, Jackie
McGurk, Karen
Payn, Lillian
Sinnott, Chris
Smith, Jonathan

Graphic Communications Advisory Board Mac Platform Recommendation

February 26, 2014

Since the Mac Platform is the industry standard for the Graphics industry and fundamental to the creation and production for multimedia and web,

This Advisory Board recommends that the college support the GCMW program and all of the Mac users in the district by:

1. Ensuring adequate staffing and up-to-date training for Mac specialists to support faculty and students
2. Seeking ACSA certification for the adequate administration of Mac computers and network
3. Providing specific Mac servers that will
 - a. Function more efficiently with the Mac computers in the district
 - b. Facilitate networking across campus
 - c. Allow personalized student logon with student ID (currently done as general account) (PC labs allow Student ID logon, which is an accreditation compliance issue)

Satisfaction Survey: Background Information

1. https://misweb.cccco.edu/de_surveys/student_page1.cfm “The use of the distance education surveys has been discontinued until further notice.” (accessed Feb. 28)
2. El Camino College Summary Report [CCC_DE_StudentSatisfactionSurvey_2013_ECC1.pdf](http://www.elcamino.edu/administration/ir/docs/survey/CCC_DE_StudentSatisfactionSurvey_2013_ECC1.pdf)
http://www.elcamino.edu/administration/ir/docs/survey/CCC_DE_StudentSatisfactionSurvey_2013_ECC1.pdf
3. San Bernardino College: Spring 2012 and Spring 2013 surveys/abridged version or results
<http://www.valleycollege.edu/about-sbvc/campus-committees/additional-committees/online-program/opc-sss>
4. Nov. 2013 SDICCCA report comparing regional- to state-responses for selected questions.. [pdf inserted]
5. Palomar College answers to selected questions (selected by SDICCC). [inserted]
6. Letter from SAC. [inserted]

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4554
SACRAMENTO, CA 95811-6549
916) 445-8752
<http://www.cccco.edu>



February 25, 2014

TO: DE Coordinators and Managers

FROM: LeBaron Woodyard
Dean, Academic Affairs

SUBJECT: Planned Distance Education Student and Faculty Satisfaction Surveys for the Spring Term 2014

Synopsis: The Chancellor's Office will be conducting two distance education surveys this Spring Term 2014: The Distance Education Student Satisfaction Survey and the Distance Education Faculty Satisfaction Survey. This memorandum is to query colleges that may be interested in participating in this year's surveys of distance education students and/or faculty.

Last academic year (2012-13) at the end of the Fall Term 2012, the Chancellor's Office conducted a Distance Education Student Satisfaction Survey with 57 colleges. This academic year (2013-14) the Chancellor's Office will conduct the same Distance Education Student Satisfaction Survey at the end of the Spring Term 2014.

The Distance Education Student Satisfaction Survey asks questions in five areas of student interaction: Content, faculty, student, technology, and general. We request from the college the student's contact information and course outcomes so that relationships between the questions and grades can be determined. The Chancellor's Office sends the survey to the students and all follow-up reminders. Upon the close of the survey, colleges are provided their specific data as well as systemwide data for comparison purposes. The survey also has the ability to accommodate local college specific questions as well as the broader course interaction questions.

In addition to the Distance Education Student Satisfaction Survey, the Chancellor's Office will be conducting a new revised Distance Education Faculty Satisfaction Survey. The last Distance Education Faculty Satisfaction Survey was conducted in 2007-08. That survey has been significantly revised. Similar to the Distance Education Student Satisfaction Survey we will request faculty contact and course information and will send the survey to faculty and all follow up correspondence. Colleges will be provided with local college and systemwide data for comparison purposes. The Distance Education Faculty Satisfaction Survey is not designed for and should not be used for faculty evaluations.

If you are interested in learning more about participating in either or both surveys please email me at lwoodyar@ccco.edu and provide the name, title, email, and telephone number of the contact representing the college. A webinar to explain the details of both surveys will be conducted in mid-March.

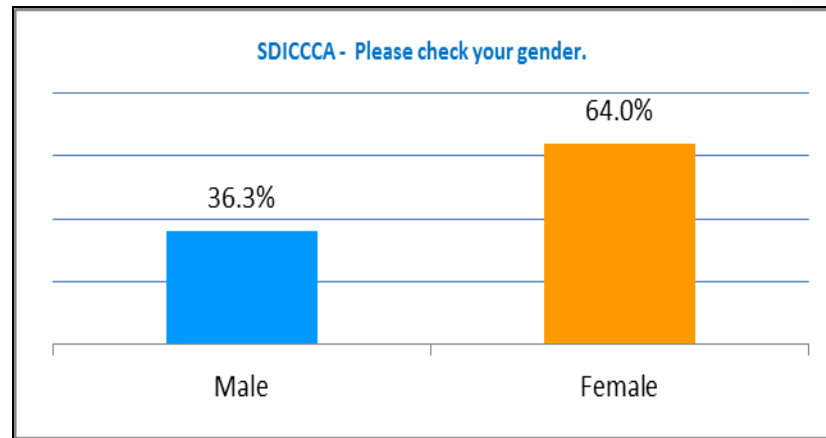
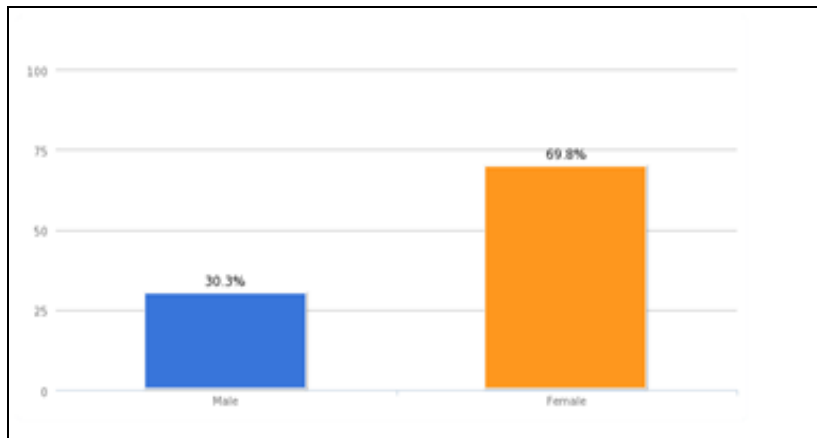
cc: College CIO

Fall 2012 Distance Education Student Satisfaction Survey

- Survey development
- Comparison between State and Regional Data

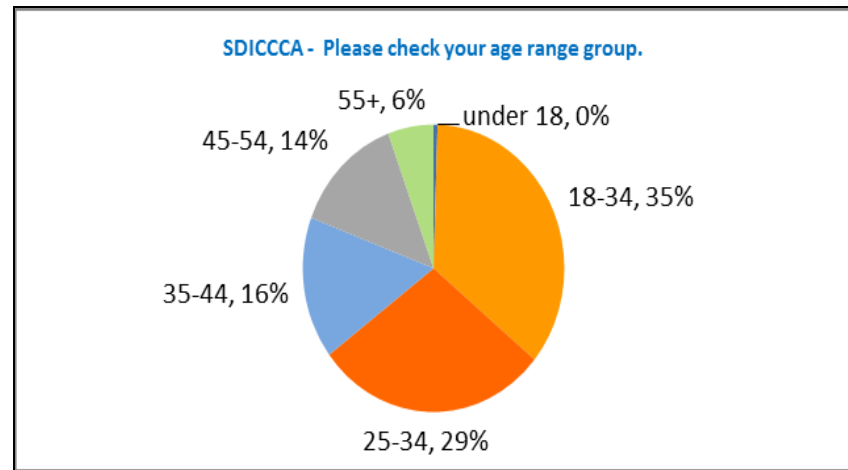
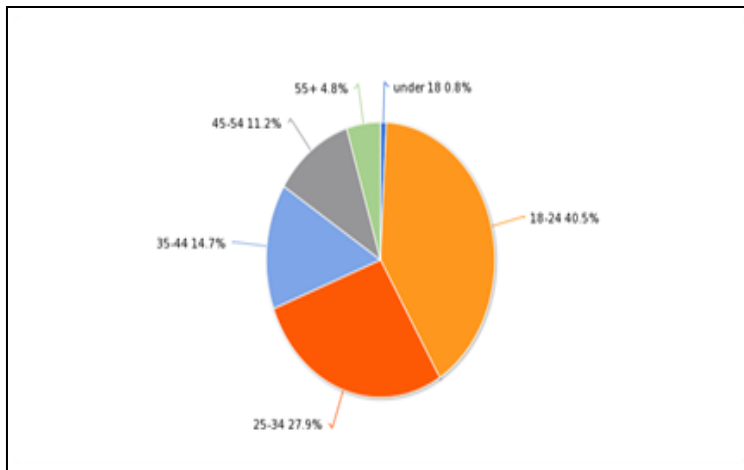
Distance Education Survey Demographics

- **Gender**



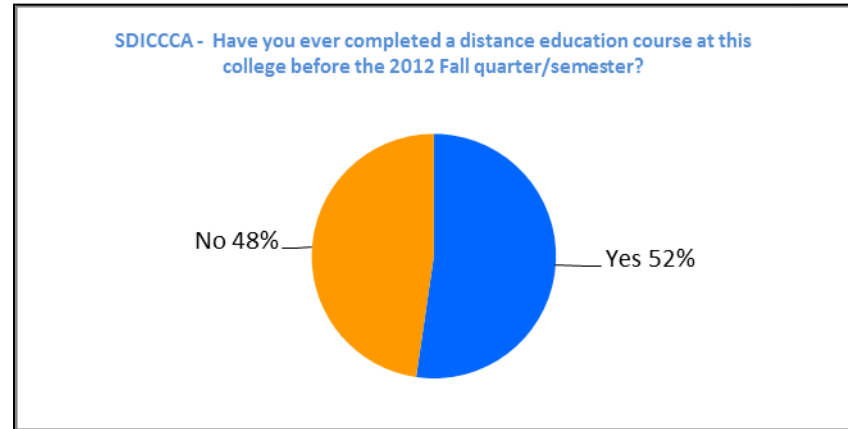
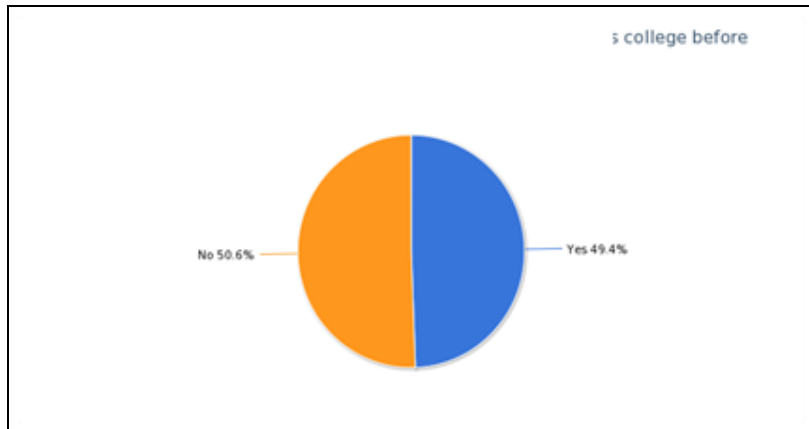
Distance Education Survey Demographics

- **Age Range**



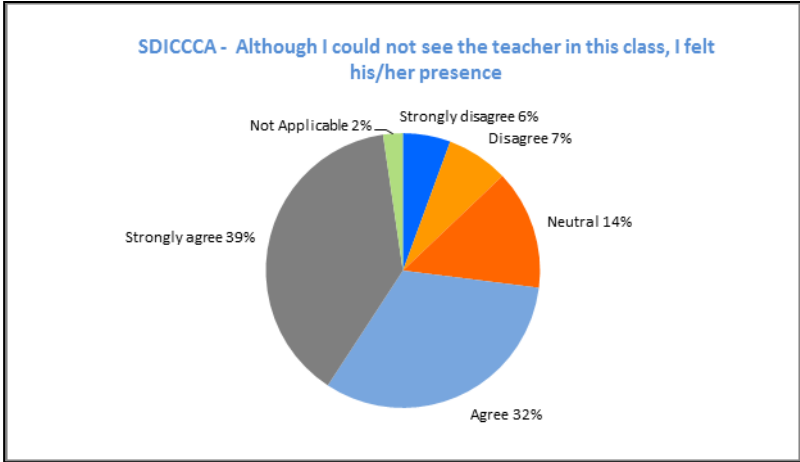
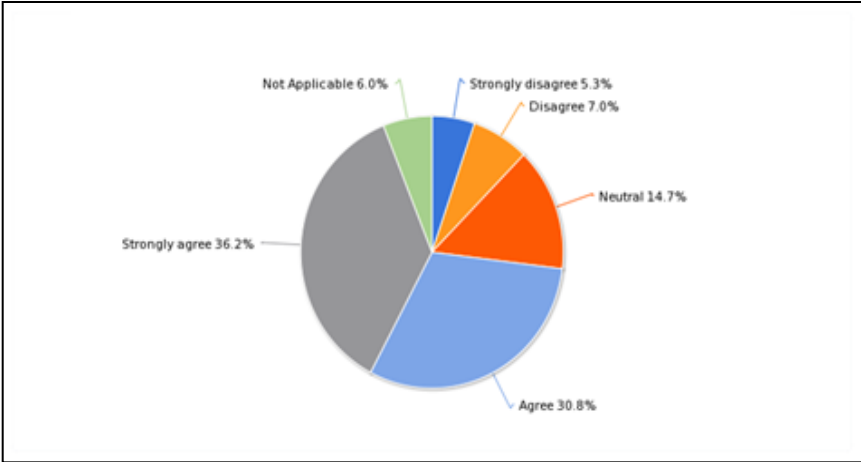
Distance Education Survey Demographics

- **Have you ever completed a distance education course at this college before the 2012 Fall quarter/semester?**



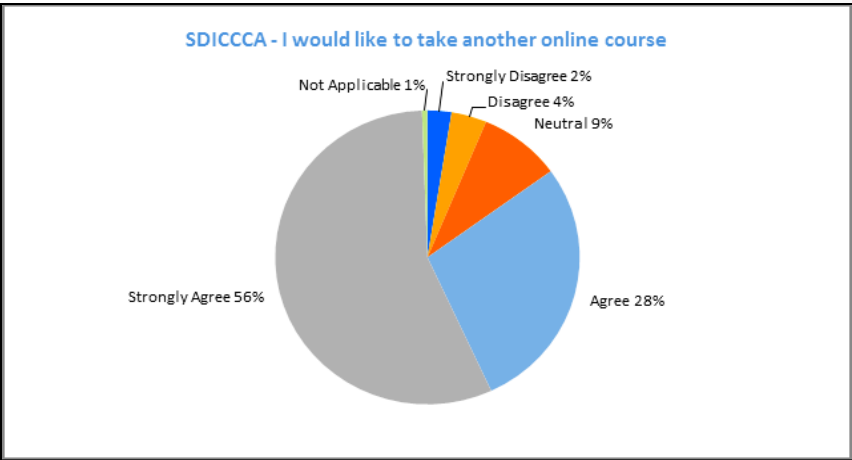
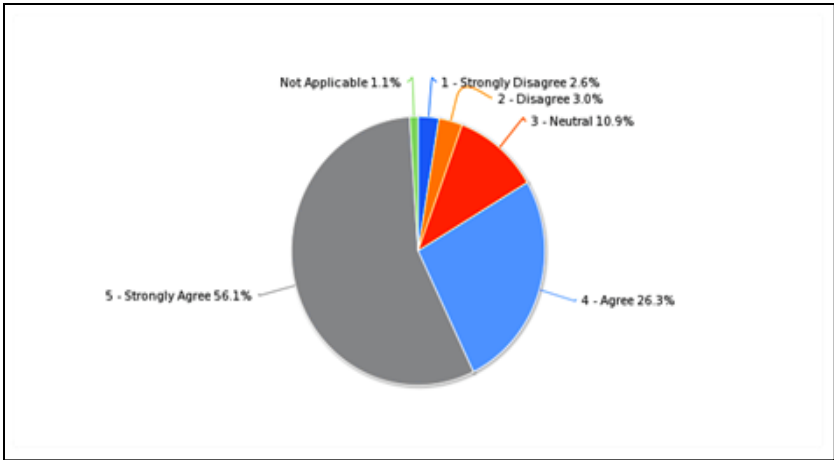
DE Student Satisfaction Survey Results

- **Although I could not see the teacher in this class, I felt his/her presence**



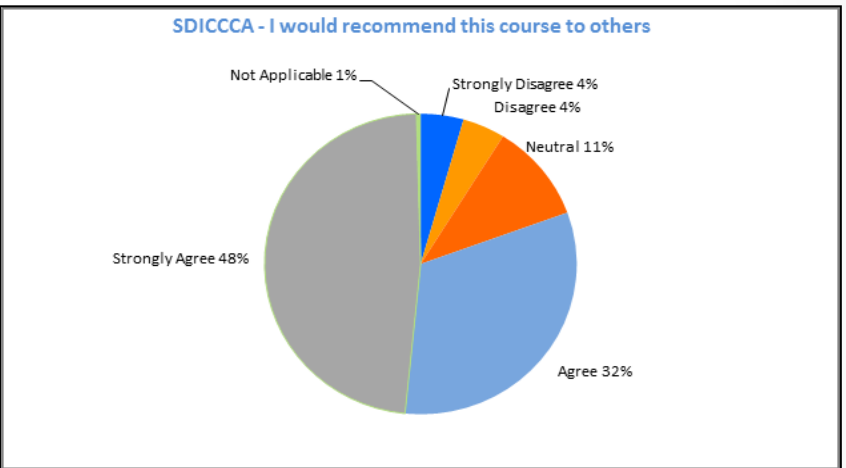
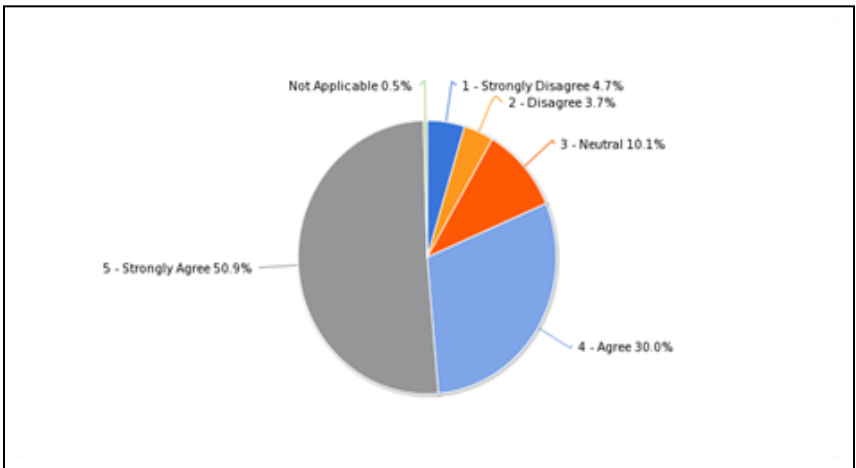
DE Student Satisfaction Survey Results

- I would like to take another online course



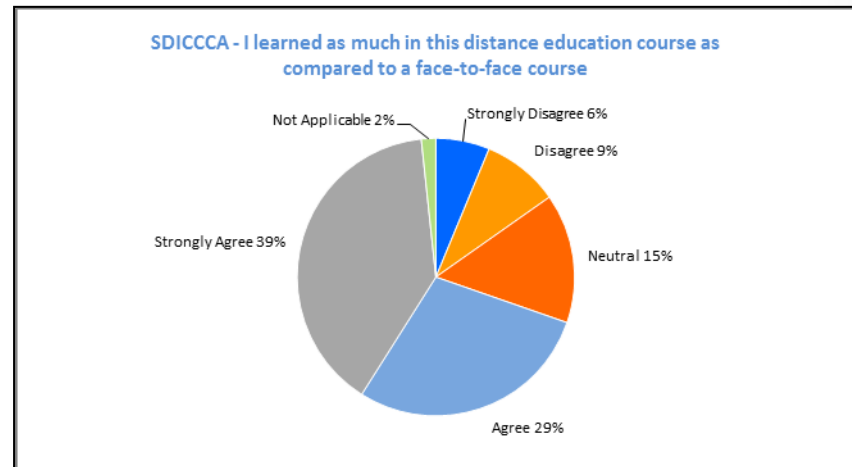
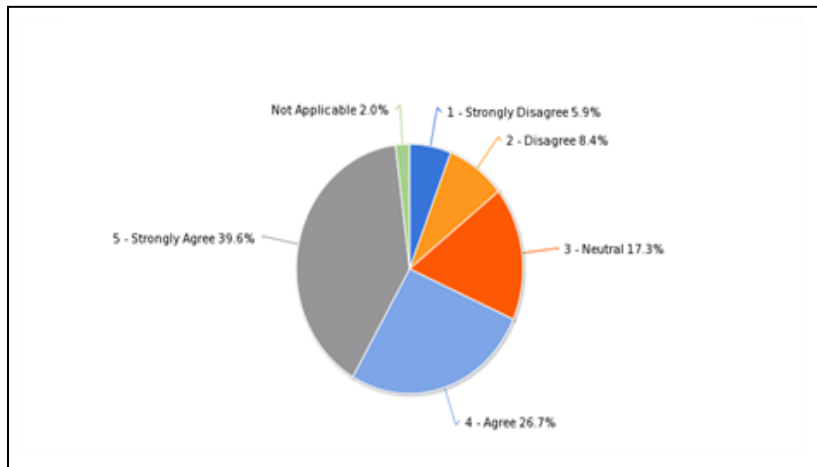
DE Student Satisfaction Survey Results

- **I would recommend this course to others**



DE Student Satisfaction Survey Results

- I learned as much in this distance education course as compared to a face-to-face course**



Summary Report - Sep 25, 2013

DE Student Satisfaction Survey

3. Please check your gender.

Male	23	47.9%
Female	26	54.2%

Total Responses 48

4. Please check your age range group.

under 18	0	0.0%
18-24	28	57.1%
25-34	10	20.4%
35-44	4	8.2%
45-54	4	8.2%
55+	3	6.1%

Total Responses 49

Sum	1,239.	0
Avg.	25.3	
StdDev	11.1	
Max	55	

9. What type of orientation course/workshop did you complete?

On Campus Instruction - traditional face to face	12	24.5%
Online Instruction - instructor facilitated	20	40.8%
Online Instruction - technology facilitated (no human presence)	8	16.3%
Online Self-Assessment - no instruction	0	0.0%
Other (Telecourse, DVD, Podcast, other audio, etc.)	2	4.1%
An orientation was not offered/required.	7	14.3%

Total Responses 49

34. Although I could not see the teacher in this class, I felt his/her presence.

Very Dissatisfied	1	2.0%
Dissatisfied	0	0.0%

Neutral	8	16.3%
Satisfied	9	18.4%
Very Satisfied	28	57.1%
Not Applicable	3	6.1%
Total Responses	49	
Sum	201	
Avg.	4.4	
StdDev	0.9	
Max	5	

>>>>53. I would like to take another online course.

Very Dissatisfied	1	2.0%
Dissatisfied	0	0.0%
Neutral	5	10.2%
Satisfied	11	22.5%
Very Satisfied	29	59.2%
Not Applicable	3	6.1%
Total Responses	49	
Sum	205	
Avg.	4.5	
StdDev	0.9	
Max	5	

55. I would recommend this course to others.

Very Dissatisfied	2	4.1%
Dissatisfied	0	0.0%
Neutral	3	6.1%
Satisfied	13	26.5%
Very Satisfied	30	61.2%
Not Applicable	1	2.0%
Total Responses	49	
Sum	213	
Avg.	4.4	
StdDev	0.9	
Max	5	

56. I learned as much in this distance education course as compared to a face-to-face course.

Very Dissatisfied	2	4.1%
-------------------	---	------

Dissatisfied	3	6.1%
Neutral	5	10.2%
Satisfied	15	30.6%
Very Satisfied	22	44.9%
Not Applicable	2	4.1%
Total Responses	49	
Sum	193	
Avg.	4.1	
StdDev	1.1	
Max	5	

6.

Summary Report - Sep 25, 2013: Complete Survey	
Survey: DE Student Satisfaction Survey	
<ol style="list-style-type: none"> 1. Did you complete a distance education course in the 2012 Fall and/or 2013 2. Palomar College? 3. How would you classify your enrollment status in the 2012/2013 academic year? 4. Please check your gender. 5. Please check your age range group. 6. Please identify your race/ethnicity 7. Have you ever taken a distance education orientation course or workshop at this college? 8. Is the course or workshop required before you can take a distance education course at the college or is it voluntary? 9. Is it a credit course for which you receive credit or is it a workshop where no credit is issued? 10. What type of orientation course/workshop did you complete? 11. On a scale of 1-5 with 5 being the highest, how satisfied were you with this distance education orientation course/workshop? 12. Have you ever completed a distance education course at this college before the 2012/2013 academic year? 13. Please select the type of instructional delivery for the distance education course you identified in question # 11. 14. Please select if the course identified in question #11 was in real time or delayed time. 15. Did this class use a discussion board? 16. On a scale of 1-5 with 5 being the highest please rate the importance of the following possible reasons why you enrolled in the distance education course identified in question #11. The course documents 	

- (lessons or lecture notes) used in this class facilitated my learning.
17. The websites that were linked to this course facilitated my learning.
 18. The assignments and/or projects in this course facilitated my learning.
 19. Preparation for quizzes/exams in this course facilitated my learning.
 20. The learning activities in this course required application of problem solving skills which facilitated my learning. I feel this online class experience has helped improve my written communication skills
 21. The learning activities in this course required critical thinking which facilitated my learning.
 22. The course syllabus facilitated my learning
 23. The activities in class facilitated my learning.
 24. The material inside and outside of class facilitated my learning.
 25. The depth of coverage facilitated my learning.
 26. In this class the teacher was an active member of the discussion group offering direction to posted comments.
 27. I received timely feedback (within 24-48 hours) from my teacher.
 28. I felt frustrated by the lack of feedback from my teacher.
 29. Have you ever completed a distance education course at this college before the 2012/13
 30. academic year?
 31. I was able to get individualized attention from my teacher when needed.
 32. In this class the teacher functioned as the facilitator of the course by continuously encouraging communication.
 33. Although I could not see the teacher in this class, I felt his/her presence.
 34. There was a clear human presence of the instructor evident in this distance education course
 35. In this class the online discussion board provided opportunity for problem solving with other students
 36. In this class the online discussion board provided opportunity for critical thinking with other students.
 37. The discussion board in this class was a waste of time.
 38. This class created a sense of community among students.
 39. In this class I was able to ask for clarification from a fellow student when needed.
 40. I received timely (within 24-48 hours) feedback from students in the class.
 41. This class encouraged students to discuss ideas and concepts covered with other students.
 42. Most difficulties I encounter when using computers, I can deal with.
 43. I find working with computers very easy.
 44. I enjoy working with computers.
 45. I am very confident in my abilities to use computers.
 46. Computers make me much more productive.
 47. Using computers makes learning more interesting
 48. Some computer software packages definitely make learning easier.

49. Computers are a good aids to learning.
50. I consider myself a skilled computer user.
51. I am very satisfied with this online course.
52. I would like to take another online course
53. This distance education course met my learning needs.
54. I would recommend this course to others.
55. I learned as much in this distance education course as compared to a face-to-face course
56. I believe distance education courses are as effective as face-to-face courses.
57. There was a effective ratio of graded vs. un-graded work.
58. The class assignments reflected an appropriate level of difficulty.
59. This class had the ability to deepen my understanding of the topics covered

DIL/CLIK WORKGROUP MEETING

February 10, 2014

Rick Cassoni, Jackie Martin-Klement, Lillian Payn

1. Goal is to institutionalize Digital Literacy to prepare students for:
 - a. College/University
 - b. Employment
2. Oceanside High School asked what we require so they can prepare their students for Palomar College
3. Assessment
 - a. Use the Norstar Engine for the literacy exam
(Omit the Access exam)
 - b. Record directly into eServices
 - c. Potential to test 15, 000 students/year
4. Remediation Plan: Results generate a recommended sequence
5. 70% or better: optional coursework
6. 50-69%: take coursework prior to graduation
7. 49% or below: require remediation, possibly through TLC

PALOMAR COLLEGE
COURSE OUTLINE FOR CREDIT COURSE

Courses numbered 1 - 49 are remedial or college preparatory courses which do not apply toward an A. A. Degree and are not in transfer.

Courses numbered 50-99 apply toward an AA Degree, but are not intended for transfer.

Courses numbered 100 and higher apply toward an AA Degree and/or are intended for transfer to a four-year college or university.

Course Number and Title: DR 40 Adapted Computer Skills

Unit Value: 3

Total Lecture Hours: 48-54

Lecture Hours Per Week: 3

Total Lab Hours:

Lab Hours Per Week:

Grading Basis: Grade/Pass/No Pass

Basic Skills Requirements: Appropriate Language and/or Computational Skills.

Requisite(s)

To satisfy a prerequisite, the student must have earned a letter grade of A, B, C or P(Pass) in the prerequisite course, unless otherwise noted.

Prerequisite:

None

Corequisite:

None

Prerequisite: Completion of, or concurrent enrollment in

None

Recommended Preparation:

None

Limitation on Enrollment:

None

Catalog Description:

Provides computer training using specialized software and hardware adaptations to assist students with disabilities to develop self processing and Internet research.

Specific Course Objectives:

Upon successful completion of the course the student will be able to:

1. Demonstrate knowledge of basic computer terminology.
2. Discuss software/hardware adaptations necessary to interact with the computer.
3. Demonstrate use of prepared reference system to operate the computer and software.
4. Practice varied strategies to deal with problems and errors.
5. Produce a document using a word processing application.
6. Use disability specific software to support reading and writing.
7. Demonstrate basic search techniques using a web browser.
8. Communicate with instructor via email.
9. Demonstrate knowledge of computer ethics regarding copyright issues.

Methods of Instruction:

Methods of Instruction may include, but are not limited to, the following:

1. Lecture
2. Demonstration
3. Observation
4. Guest Speakers
5. Discussion
6. Group Projects/Activities

Content in Terms of Specific Body of Knowledge:

- I. Hardware and software components and associated computer terminology.
- II. Custom reference system to interact with software.
- III. Strategies to deal with problems and errors.
- IV. Documents with a word processor.
 - A. Editing strategies
 - B. Document format
- V. Specialized software to support reading and writing.
- VI. Internet search tools and data bases.
- VII. Email communication, etiquette and ethics.

Textbooks/Resources:

May Include Textbooks, Manuals, Periodicals, Software, and Other Resources

1. Goldsmith, Sherry. An Introduction to Computers and Microsoft Word. Phoenix: Premium Source Publishing, 2005. ISBN

Required Reading:

An Introduction to Computers and Microsoft Word for Beginning Adapted Computer.

Reference system material

Periodic handouts as provided by instructor.

Suggested Reading:**Outside Assignments:**

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for s

Critical Thinking:**Required Writing:**

Educational contract
Reference card
Class notes
Short paragraph assignments
E-mail
Research project

Methods of Assessment:

Methods of Assessment may include, but are not limited to, the following:

Exams/Tests
Research Projects
Class Participation
Class Work
Homework

Open Entry/Open Exit:

No, course is not offered as open entry/open exit.

Is Course Repeatable for Reason(s) Other Than Deficient Grade? No

Contact Person: Sherry Goldsmith

PALOMAR COLLEGE
COURSE OUTLINE FOR CREDIT COURSE

- Courses numbered 1 - 49 are remedial or college preparatory courses which do not apply toward an A. A. Degree and are not intended for transfer.
- Courses numbered 50-99 apply toward an AA Degree, but are not intended for transfer.
- Courses numbered 100 and higher apply toward an AA Degree and/or are intended for transfer to a four-year college or university.

Course Number and Title: DR 43.2 Software for Students with Vision Loss II

Unit Value: 3

Total Lecture Hours: 48-54

Lecture Hours Per Week: 3

Total Lab Hours:

Lab Hours Per Week:

Grading Basis: Grade/Pass/No Pass

Basic Skills Requirements: Appropriate Language and/or Computational Skills.

Requisite(s)

To satisfy a prerequisite, the student must have earned a letter grade of A, B, C or P(Pass) in the prerequisite course, unless otherwise stated.

Prerequisite:

None

Corequisite:

None

Prerequisite: Completion of, or concurrent enrollment in

None

Recommended Preparation:

Keyboarding skills with a minimum of 15 words per minute along with prior experience with a screen reading or magnification application.

Limitation on Enrollment:

None

Catalog Description:

Provides training using specialized software and hardware adaptations in combination with Microsoft Office, Internet Explorer, and other academic applications.

Specific Course Objectives:

Upon successful completion of the course the student will be able to:

1. Demonstrate knowledge of basic configuration requirements for their specific adaptation.
2. Demonstrate knowledge of the help menu in assistive technology programs.
3. Operate a variety of applications using keyboard and mouse commands.
4. Apply file management strategies to create folders and organize files.
5. Demonstrate basic search techniques using a web browser.
6. Practice varied strategies to deal with problems and errors.

7. Discuss issues related to the ethical use of email and the computers.

Methods of Instruction:

Methods of Instruction may include, but are not limited to, the following:

1. Lecture
2. Demonstration
3. Guest Speakers
4. Discussion
5. Group Projects/Activities
6. Other (Specify): Skills rubrics based on primary access technology.

Content in Terms of Specific Body of Knowledge:

1. Configure software specific to vision needs.
2. Help menu navigation with access technology.
3. Custom reference system to interact with software:
 1. Braille
 2. Audio files
 3. Digital files
4. Keyboard and mouse commands to control software.
5. Organization of files and folders
6. Microsoft office applications with access technology
7. Internet search tools and data bases
8. Strategies to deal with problems and errors.
9. Ethical use of email and computers

Textbooks/Resources:

May Include Textbooks, Manuals, Periodicals, Software, and Other Resources

Required Reading:

Audio CD of training lessons

Reference list of software commands

Note: all reading material will be accessible via Braille, audio or digital file.

Suggested Reading:**Outside Assignments:**

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term class

Critical Thinking:**Required Writing:**

Educational contract

Short paragraph assignments

Class notes and individualized directions.

Methods of Assessment:

Methods of Assessment may include, but are not limited to, the following:

- Exams/Tests
- Quizzes
- Papers
- Projects
- Class Work
- Homework
- Skills Test

Open Entry/Open Exit:

No, course is not offered as open entry/open exit.

Is Course Repeatable for Reason(s) Other Than Deficient Grade? No

Contact Person: Sherry Goldsmith

PALOMAR COLLEGE
COURSE OUTLINE FOR CREDIT COURSE

- Courses numbered 1 - 49 are remedial or college preparatory courses which do not apply toward an A. A. Degree and are not intended for transfer.
- Courses numbered 50-99 apply toward an AA Degree, but are not intended for transfer.
- Courses numbered 100 and higher apply toward an AA Degree and/or are intended for transfer to a four-year college or university.

Course Number and Title: DR 43.1 Software for Students with Vision Loss I

Unit Value: 3

Lecture Hours Per Week: 3

Lab Hours Per Week:

Total Lecture Hours: 48-54

Total Lab Hours:

Grading Basis: Grade/Pass/No Pass **Basic Skills Requirements:** Appropriate Language and/or Computational Skills.

Requisite(s)

To satisfy a prerequisite, the student must have earned a letter grade of A, B, C or P(Pass) in the prerequisite course, unless otherwise stated.

Prerequisite:

None

Corequisite:

None

Prerequisite: Completion of, or concurrent enrollment in

None

Recommended Preparation:

Keyboarding skills with a minimum of 15 words per minute.

Limitation on Enrollment:

None

Catalog Description:

Provides training using specialized software and hardware adaptations to assist students with blindness/low vision to develop computer skills. **Specific Course Objectives:**

Upon successful completion of the course the student will be able to:

1. Demonstrate knowledge of basic computer and software specific terminology.
2. Demonstrate knowledge of software configuration to accommodate individual vision needs.
3. Operate computer applications using keyboard and mouse commands specific to the software.
4. Demonstrate the use of a word processor to compose and edit a document.
5. Practice varied strategies to deal with problems and errors.
6. Discuss appropriate note-taking system to meet vision needs.

Methods of Instruction:

Methods of Instruction may include, but are not limited to, the following:

1. Lecture
2. Demonstration
3. Guest Speakers
4. Discussion
5. Group Projects/Activities

Content in Terms of Specific Body of Knowledge:

1. Basic computer and software terminology.
2. Mechanisms to express software configuration for specific vision needs.
3. Custom reference system to interact with software.
 1. Braille
 2. Audio files
 3. Digital files
4. Keyboard and mouse commands to control software
5. Document creation with a word processor.
 1. Editing strategies with speech output
6. Strategies to deal with problems and errors.
7. Note-taking systems for a variety of vision needs.

Textbooks/Resources:

May Include Textbooks, Manuals, Periodicals, Software, and Other Resources

Required Reading:

Audio CD of training lessons

Reference list of software commands

Note: All reading material will be accessible via Braille, audio file or digital file. **Suggested Reading:**

Outside Assignments:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

Critical Thinking:**Required Writing:**

Educational contract

Short paragraph assignments

Class notes **Methods of Assessment:**

Methods of Assessment may include, but are not limited to, the following:

- Exams/Tests
- Quizzes
- Class Participation
- Class Work
- Homework
- Skills Test
- Demonstration

Open Entry/Open Exit:

No, course is not offered as open entry/open exit. **Is Course Repeatable for Reason(s) Other Than Deficient Grade? No** Contact

Person: Sherry Goldsmith