



FOOTHILL COLLEGE DEAC/COOL Meeting

MINUTES

Date: 10/30/12

Time: 1:00-2:00 p.m.

Location: Chinese Heritage Room (3523)

Attending

Judy Baker, Carolyn Brown, Falk Cammin, Konnilyn Feig, Hilary Gomes, Akemi Ishikawa, Michael Loceff, Allison Meezan, Steve Sum, Lisa Verissimo, Mimi Will

Agenda Items

1. Welcome and introductions
2. Announcements
 - a. Update on taskforce to address use of social media and cloud computing
 - b. Student evaluation of online courses - official
 - c. Update on accessibility compliance efforts
 - d. Update on status of Tech Training Specialist position
 - e. New student worker providing video transcription services
3. Review of Draft Etudes Privacy Statement
4. Review and approval of 2012 Substantive Change Proposal
5. Selection of goals/objectives for 2012-2013
 - a. Give "Guidelines for Administrator and Peer Review of Online Courses" to deans?
 - b. Provide recommendations regarding verification of accessibility compliance for online and hybrid courses?
 - c. Establish "Effective Practices for Online Courses" guidelines?
 - d. Other

Discussion Detail

1. Welcome and introductions
Attendees went around the room and introduced themselves.
2. Announcements
 - a. Update on taskforce to address use of social media and cloud computing
A Social Media/Cloud Services Meeting was held in September. It was well attended and it was determined that the main issues to address are student data and FERPA issues. A district-wide working group to include faculty representation from the Academic Senate and the COOL Committee for needs assessment will be created to inform administrators on how to proceed. This issue is on the agenda of the Academic Senate meeting in January 2013. The Foothill-De Anza Educational Technology Advisory Committee (ETAC) will oversee the new working group's progress and planning, which will reconvene in January.
 - b. Student evaluation of online courses – official
Official student evaluations for online courses are now available. Starting this Fall 2012 quarter, faculty can use the results of the student evaluation surveys for fully online courses (J2W ONLINE STUDENT EVALUATION FORM) for their Administrative and Peer Evaluation.

- c. Update on accessibility compliance efforts
An Accessibilities Bootcamp took place in September. The all-day workshop was offered in segments so participants could attend all, or portions of the presentation, depending on their needs. An ADA Presentation was given on Foothill Opening Day. This was an excellent opportunity to place accessibility compliance at the forefront of college priorities for the coming year. There were 3 workshops given by Jayme Johnson, Web Accessibility Instructor/Training Specialist with HTCTU (High Tech Center Training Unit for the California Community Colleges) at the Leveraging Technology Conference this month. Because we have been assertive in addressing accessibility compliance issues early in this academic year, we can now concentrate efforts on other important issues. Also, a well-attended meeting of the ACTION (Accessibility Compliance Taskforce in Online) group was held in October. ACTION was commended by faculty for approaching the considerable task of accessibility compliance with the objective to "help" faculty as opposed to dictating conformity. ACTION meeting minutes will most likely be posted on the FGA site, but may eventually be posted under the DRC site.
 - d. Update on status of Tech Training Specialist position
Nastaran Ouliaei is the newly hired Technology Training Specialist for FGA (Foothill Global Access). She will start on November 13 and has a great wealth of experience, including a background in assistive technology assessment and training. The Dean of FGA will now be able to concentrate on working with faculty on pedagogical issues and hand off the technology and training issues to our new FGA team member.
 - e. New student worker providing video transcription services
The Disability Resource Center is paying for a student employee to work 15 hours a week. Newly hired is Justin Dekom who is assisting faculty with the transcription of audio and video files. Justin has proven to be invaluable. He is quick, accurate, and is a self-starter who needs little supervision or training. If faculty are in need of his services, please contact Judy Baker to make arrangements.
3. Review of Draft Etudes Privacy Statement
A small number of Foothill College students are taking issue with their right to privacy in the Etudes online classroom. Some reasons that some students might want to remain anonymous in Etudes include: elude stalkers/those with restraining orders, detach oneself from a criminal record, conceal surname/association with infamous relatives, etc. Efforts concentrated on anonymity and privacy and how to best resolve these issues. It was suggested that faculty forewarn students, by clearly stating on their syllabus, of the requirement to sign in to Etudes for participation on any level: fully online, hybrid or access to posted course materials. Because Etudes Inc. is not willing to allow students to create their own aliases, it was suggested that our District ETS may be able to create a way for students to create an alias in Banner. De Anza will also be contacted, to find out how they manage student privacy issues. Faculty expressed concern that posting such a Privacy Statement might create more problems than it solves. Once more information is gathered and issues are resolved; District legal will be approached for counsel.
4. Review of 2012 Substantive Change Proposal
DEAC/COOL faculty members are asked to review the Substantive Change Proposal on behalf of the Academic Senate before sending it forward to the Accreditation Board. A majority of the material reports on student services. Accessibility issues are also addressed. In the future, student authenticity will become an important issue to take into consideration. A distinction was made between how the Accreditation Board defines a fully online degree or certificate program and how individual colleges define a fully online degree or certificate program. The Accreditation Board identifies a fully online degree or certificate program as one that can be completed by taking 50% or more courses via distance education (fully online), while FGA identifies a fully online degree program or certificate as one completed by taking 100% of the courses via distance

education (fully online) with the courses required to complete the degree or certificate offered within the last two academic years. Therefore, some of the fully online degrees and certificates listed in the proposal are not actually 100% fully online; they meet the 50% requirement as defined by the Accreditation Board. There is no data on how many students actually complete a Foothill College degree or certificate completely online, because online courses are not identified as such on student transcripts to avoid discrimination by transfer institutions, employers, etc. DEAC/COOL members were asked to review the information pertaining to their areas/concerns and to submit their comments and edits within the next two weeks.

5. Selection of goals/objectives for 2012-2013

- a. Give "Guidelines for Administrator and Peer Review of Online Courses" to deans?
It was requested that the guidelines not be forwarded on to the deans at this time. There was issue taken with having different guidelines for online evaluations versus on campus evaluations. Although FA has already edited and reviewed this draft document, there was concern that the entire issue of online evaluations for tenure review is so new for FA that guidelines, could not at this time, be issued. Article 6A of the tenure review process was specifically cited and a request was made for FA and the committee to review 6A before finalizing the document.
- b. Provide recommendations regarding verification of accessibility compliance for online and hybrid courses?
Since accessibility compliance was so heavily targeted at the beginning of this academic year, members felt that greater focus should be placed on effective practices for online courses for the remainder of the year.
- c. Establish "Effective Practices for Online Courses" guidelines?
Effective practices for online courses took a back seat to accessibility compliance during the previous academic year. The committee will continue work on the "Effective Practices for Online Courses" guidelines this year. By establishing effective practices, the committee seeks to enhance the quality of all online courses taught at Foothill College.
- d. Other
 - i. Student verification in online courses was discussed. The possibility of having random security questions pop up during an online quiz or test was brought up. Implementing this type of verification is costly and various other ramifications could come into play. Student verification is a huge problem that will be tabled until we are required to address the issue.
 - ii. There was discussion around the possible implementation of a District standard course management system. Although the long-term impact could be positive for students and for faculty who work at multiple campuses, concern over the time and cost involved with making such a decision and conversion was voiced. It was stated, at this time, no plans for a District or Statewide conversion have been made.
 - iii. MOOCs (Massive Open Online Courses) and the possibility of Foothill College partnering with Coursera or Udacity were also brought up. The large marketing potential was cited, but ultimately it was determined that the college would have little or no financial gain from such an alliance. It was stated that Foothill College currently had no plans to partner with Coursera or Udacity.

Handouts/Documents

Guidelines for Administrator and Peer Review of Online Courses (Draft, 1/31/12)
Foothill College Etudes Privacy Statement (Working Draft 2, 10/4/12)
Substantive Change Proposal (Draft 04, 10/29/12)

Important Dates

Agendas and minutes will be archived online through Foothill Global Access
<http://www.foothill.fhda.edu/fga/DEACmtg.php>

Next DEAC/COOL Meeting: Tuesday, November 27, 2012, 1-2 pm, Chinese Heritage Room (3523)

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