



FOOTHILL COLLEGE DEAC/COOL Meeting

MINUTES

Date: 04/30/2012

Time: 12:30-1:30 p.m.

Location: Chinese Heritage Room (3523)

Attending

Judy Baker, Hilary Ciment, Kathleen DePaolo, Akemi Ishikawa, Kate Jordahl, Michael Loceff, Steven Sum, Lisa Verissimo, Anita Whitehill, Mimi Will, Tommy Wong

Agenda Items

1. Introductions
2. Announcements
3. Goals for remainder of the year
4. Responsible Use of Social Media and Alternatives to Etudes
5. Review of online courses by colleagues and administrators
6. Accessibility compliance in online and hybrid courses

Discussion Detail

1. Introductions
 - a. Steve Sum, Alternative Media Specialist, Adaptive Learning & Disability Services
Steve Sum was introduced as the Alternative Media Specialist for Adaptive Learning & Disability Services, but newly reporting to and located in Foothill Global Access. Steve's focus will be on web accessibility to assist faculty in meeting ADA (Americans with Disabilities Act) standards. The college will be facing a huge increase workload to meet captioning standards.
2. Announcements
 - a. Meeting agendas and minutes posted at <http://www.foothill.edu/fga/DEACmtg.php>
Please review and send in any corrections or edits.
 - b. Status report on filling vacant Tech Training Specialist position
 - i. External job announcement closes on May 11th
Please help spread the word to any qualified applicants that they can apply through the District HR site: <https://www.fhdajobs.net/>. This full-time staff position (75% reporting to FGA, 25% reporting to KCI) should be filled by mid-June or July.
 - c. Schedule of COOL/DEAC meetings in Spring Quarter
 - i. Monday, May 14 at 12:30-1:30pm
 - ii. Monday, June 11 at 12:30-1:30pmPlease remember to place the above listed dates on your calendar, as there are several priorities for the group to address before the end of the quarter.
Goals for remainder of the year:
 - Responsible Use of Social Media and Alternatives to Etudes
 - Review of online courses by administrators and peers
 - Accessibility compliance
3. Responsible Use of Social Media and Alternatives to Etudes

- a. Establishing District-wide Taskforce on guidelines for faculty who want to use social media for instructional purposes
Although, some may find it limiting to use Etudes, it is a supported, standardized management system. Once alternative media is introduced, it is difficult to monitor whether or not courses are meeting college criteria. The standards proposed are guidelines, not policy and are not meant to restrict faculty. Expanding the online classroom and supporting innovation in online teaching while maintaining the standards is a priority. A taskforce composed of representatives from Foothill and De Anza will serve on the committee and report back to DEAC/COOL. Several issues will need to be addressed, including student privacy and sensitivity to privacy issues; student comfort and experience using social media; student authentication; storage of student information; copyright; accessibility; open source; use of college and/or district logo. The taskforce will be reviewing existing policies at other colleges. A link to a list of tips for using social media responsibly will be emailed.
- b. Judy Baker and Hilary Ciment, co-chairs
In addition to Judy and Hilary serving as co-chairs, DEAC/COOL will need a representative to serve.
- c. Seeking participation by faculty, staff, and students; need recommendations
An accessibility representative from either Foothill or De Anza should be present. Online students are encouraged to participate to share their perspective. Please send recommendations for additional taskforce participants.
4. Review of online courses by colleagues and administrators
 - a. J1 Administrative and Peer Evaluation
Discussion of addition of an SLO component to the J1 Administrative and Peer Evaluation Form is on the Academic Senate agenda today. Results will be reported at the next DEAC/COOL meeting.
 - b. Next steps
Although the "Guidelines for Administrator and Peer Review of Online Courses" is a draft, the document is already in limited use this quarter. Some changes to the draft will include, #1. to be updated to distinguish a), b), c), d), as "or" options; #3. will be expanded to describe "two hours of online access" as one or more site visit observations made after the census date; #A.7. will have a typo correction. Once these changes are made, the draft will be sent forward to Academic Senate for review.
5. Accessibility compliance in online and hybrid courses
 - a. Case study by Kate Jordahl; lessons learned
Some faculty may be aware their classes fall short of being accessibility compliant, other faculty who believe they are in compliance, may be surprised they are not meeting all requirements. There are many components to consider and the process is not straightforward so compliancy is not as easy as it may appear. Jayme Johnson, Web Accessibility Instructor/Training Specialist with the High Tech Center Training Unit for the California Community Colleges (HTCTU) will facilitate a training session here at Foothill before the end of the year. Judy Baker will also provide links to several online tutorials and tools to help faculty check their materials for compliancy. A "coupon" was handed out for "Online Course Site Accessibility Tune-up" assistance. FGA staff will all be available to assist faculty in meeting Federal accessibility requirements and copyright laws. Visit: <http://www.foothill.edu/fga/accessibility> for more information.
 - b. Professional development training on May 17 at noon, Room 6402
Judy Baker will be facilitating a free workshop for Foothill faculty and staff, "Online Course Accessibility for All: Get the help and tips you need to make your online course materials accessible in this hands-on workshop." Newly Etudes trained faculty have been encouraged to attend.
 - c. Need a Taskforce?
It was agreed that a taskforce, with a liaison from each division, would be formed to give accessibility compliancy the necessary attention needed to meet college deadlines. All new fully online courses must be fully accessible before taught, and by fall 2013 all fully

online courses cannot be taught unless they are fully accessible. Fully compliance can feel like an insurmountable task, so it was agreed that compliance should be approached incrementally, in progression. This strategy to apply accessibility components to courses in stages will take several quarters to become fully compliant, but advancement in phases will make the task less daunting. Some suggested components to apply first include, providing alternative text for all images; closed captioning for all video; color contrast correction. On campus Etudes trainings will now have an accessibility training component. It was suggested that Etudes' online training also incorporate an accessibility training component, but that request will have to be made to Etudes, Inc. executive director, Vivie Sinou for consideration.

Handouts/Documents

- Use of Cloud and Social Media Services by FHDA Employees
- Online Course Site Accessibility Tune-up Free Coupon

Important Dates

Spring Quarter Meetings:

- Monday, May 14 at 12:30-1:30pm
- Monday, June 11 at 12:30-1:30pm