

# DEETC Meeting Summary Notes

Monday, October 20, 2014

1:00 p.m. to 2:30 p.m.  
18-206, Center for Academic Excellence

**Committee Members in attendance:** Alexis Alexander, Tami Hom, Steven Lehigh, Theresa Martin (via phone), Rosemary Nurre, Laura Skaff, Jennifer Taylor-Mendoza

**Absent Committee Members:** Yoseph Demissie, Annette Perot, Jasmine Witham

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## Review of Summary Notes & Editing/Approval of Notes

Meeting notes from September 22, 2014 were reviewed. One typo was corrected on page one, and no other changes were suggested. Discussion of usage of Robert's Rules of Order during DEETC meetings. Consensus was to loosely use the rules in organizing the agenda and notes, but no need to use for procedural usage during meetings (ie. No need to pass motions).

## Group Review of the Online CSM Distance Education Plan

### *Goal #1, Objective #1*

Jennifer Taylor-Mendoza informed the committee that she spoke with VPI Sandra Comerford to see if it's possible to access course shells to determine best practices, and it was recommended that she bring it to the deans. Rosemary Nurre said that AFT may need to be involved as a bargaining unit. Alexis Alexander emphasized the need to incentivize the professional development opportunities and explained that this process should be separate from faculty evaluations. She explained that **STOT** is different because we can identify our own trainings and schedule. Rosemary suggested we coordinate with the **STOT** trainings.

Jennifer stated that DEETC needs to be in an advisory capacity for Objective #1, and Resources should include Best Practices, @ONE, OEI, and Quality Matters. Alexis stated there are no current resources allocated, but that Quality Matters may be high in cost. Jennifer added DE Instructional Designer, VPI, and ASLT Dean as Leads.

### *Goal #1, Objective #2*

Jennifer recommended adding Best Practices under "Resources" and working with the VPI and PD under "Action Steps." Alexis stated that the content of the course shells was never addressed with the Dean and DE ID. Jennifer suggested the need for a Distance Education Tool Kit, and Alexis suggested the need for support from administration. Rosemary stated that there is a need to work with the Deans and that Jazmin may be able to provide Deans access to instructor DE course materials. Theresa suggested adding "DE Handbook" for Best Practices under "Resources," and Rosemary suggested including syllabus, SLOs etc. as examples.

Jennifer suggested under Outcome to ensure that we are in compliance with DE standards. Question about what the DE standards are. Alexis explained that the standards are agreed upon by CCCCCO, @ONE, and other agreed upon standards for online course delivery. Timelines for Goal # 1, Objective #1 and Goal #1, Objective #2 added.

Tami asked if DEETC and/or the Deans will be responsible for monitoring the compliance of standards. Jennifer explained that DEETC will be monitoring, but there will also be discussion between her and the Deans. Rosemary suggested that all faculty, not just DE faculty, be involved in discussion of standards; Alexis said this may be difficult. Jennifer explained that this would entail a larger discussion of all classroom standards.

1.2.2 Action step added – Meet with instructional deans. Rosemary explained that deans are given what faculty propose for class assignments and work primarily with the leads. Jennifer added that division assistants also do the scheduling and suggested that DEETC create policies/guidelines and then present it to the deans. Steven stated that the deans can ultimately determine who can teach online. They can provide criteria required for faculty to be given the opportunity to teach DE courses and leave faculty evaluations separate. This shouldn't affect union issues. Alexis stated the need for this to be a collegial collaboration in the benefit of the student.

Steven suggested adding 1.2.2 Action step – Set guidelines, get deans on board, and figure out the course shell access. Jennifer suggested developing a DE Toolkit with online modules and setting guidelines for online/hybrid courses. Alexis stated that instructors should be able to receive additional credit for DE instruction as an incentive. Discussion of potentially coordinating our online modules with the district and everyone should receive DE training. Added “DE deans continue to coordinate across the campus with the district.” Steven explained that the **STOT** trainings are not so much aligned with ensuring compliance with standards, but more so about use of online tools/resources. Resources, Timeline, and Lead(s) added for 1.2.2.

### *Goal #2, Objective #3*

Ideas of how to review the 70 DE courses was discussed. Alexis explained that even with a set rubric and training, course reviews have been drastically different, so the process would have to be thoroughly thought out. Rosemary asked if the union will allow us to review other instructors' course shells. Laura stated that this was the issue for the courses that were grandfathered in. Rosemary suggested collecting the data in a 4-5 year period through full-time faculty evaluations through deans, and it could start in Spring. Theresa stated that there is a concern that it may be a union issue, and Jennifer said she will look into the issue. Alexis suggested that since there is currently no standardization of courses, we could offer professional development/salary advancement for volunteers to start the process.

Under 5.3.1, Action Step was added to develop online modules on orientation, syllabus etc. Rosemary stated that there needs to be some type of Faculty DE mentor to assist. Alexis said online modules would still be facilitated.

Returned to discussion of Goal #2, Objective #3. Consensus to move from working with faculty evaluations to requesting volunteers to submit their course shells for review. Steven stated that it's important to ensure that the DE evaluations are in Program Review. Outcome, Timeline, and Lead(s) added.

**1.4.2?** Action Steps, Outcomes, Resources, Timeline/Lead(s) added. Theresa explained that there are new guidelines on quality assessment and suggested ongoing tech review. Steven posed the question as to what are the in-person classroom standards. Need to make sure that online courses are not just proficiency-based and figure out how to legitimize the courses since they're missing face to face contact.

Discussion of importance of smartphone contacts with students. While district has offered to compensate faculty for their smartphone usage, there is a privacy issue because if one uses his/her personal phone, all personal information can be accessed.