

Foothill College Distance Education Plan

Fall 2022 through Spring 2025

DE Planning and the Foothill College Mission and Values

Our Mission Statement

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Approved by Planning & Resource Council (PaRC) in April 2017; Approved by Board of Trustees in May 2017

Our Vision

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good.

Adopted by Planning & Resource Council (PaRC) in Fall 2014

Foothill College Offers:

- < an associate in arts or associate in science degree, or specialty certificate;
- < bachelor's degrees in dental hygiene and respiratory therapy;
- < preparation for transfer to another college, university, or post-secondary institution;
- < career education, training, and services;
- < basic skills, English as a Second Language (ESL), leadership skills and student development;
- and
- < student support services to promote student success.

Foothill College's Success Is Measured by the Following Quality Indicators:

- < Access: Educational Opportunity for All
- < Student Success: Completion of Student Goals
- < Pedagogy, Scholarship, and Support of Learning
- < Climate for Learning
- < Fiscal and Enrollment Stability
- < Reputation: Innovation and Distinctiveness

Distance Education Planning Group Membership

Student Representative

(Assigned by ASFC and COOL)

Committee On Online Learning Approved April 2023

Staff

Akemi Ishikawa
Paula Schales

Faculty

Sally Baldwin
Ileana da Silva
Kimberly Escamilla
Hilary Gomes
Carolyn Holcroft
Allison Meezan
Kerri Ryer
Amy Shidler
Sarah Williams

Administrators

Lené Whitley-Putz
Kurt Hueg
Ram Subramaniam

Foothill College Distance Education Planning Group: Roles and Responsibilities

In the temporary absence of an official distance education committee or work group, the role of Foothill's Distance Education Planning Group is to advise the Administrative Cabinet, Academic Senate, and other shared governance entities on technology, policy, and current effective practices related to teaching and learning in a technology-mediated environment, with the primary goal of ensuring students taking and faculty teaching online courses are successful and receive educational experiences and support services equivalent to (or better than) the on-campus experience.

How Should This Plan Be Used?

The Distance Education plan should be used to:

1. Guide decision-making and policy to ensure federal and state guidelines and regulations pertaining to distance education are met.
2. Guide decision-making to ensure the infrastructure supporting quality online teaching and learning is sufficiently funded and is aligned to our college mission and goals.
3. Inform resource allocation.
4. Plan professional development opportunities (in collaboration with the Office of Equity) that support campus equity goals related to online teaching and learning.
5. Support student and faculty success in online teaching and learning.

Plan Methodology

The development of Foothill College's Distance Education Plan 2022-2025 was shaped by the college's Strategic Vision for Equity, College Mission and Values, and informed by the current Technology Plan. But it was also shaped by two other major factors: changes to the governance structure at Foothill that eliminated a key planning body, the Distance Education Advisory Committee (DEAC), and the COVID pandemic.

The 2017-2020 Distance Education Plan was developed by a large committee drawn from the now-defunct Distance Education Advisory Committee (DEAC), the Committee on Online Learning (COOL), and the Curriculum Committee. Within this structure, the 2017-2022 plan identifies DEAC as "the advisory group with primary oversight of the delivery of Foothill's distance education programs" (p. 2). The loss of this committee created a vacuum for input and oversight. This vacuum was exacerbated by the dramatic reliance on the online learning ecosystem during the COVID pandemic. Prior to Spring 2020, Foothill's Distance Education program was seen as a strategic initiative that allowed Foothill College "a means to expand enrollment without impacting facilities on campus" (Foothill College 2017-2020 Distance Education Plan). Primary goals of the 2017-2020 Distance Education plan focused on strengthening an already robust program, drawing on over 20 years of online course delivery. Challenges facing the program included migrating from the Etudes platform to the Canvas course management system, implementing quality guidelines in each division, developing online student services, and addressing the persistent, racially predictable, disproportionate success rate in online courses. Discussion of the progress made on the 2017-2020 goals and challenges follows in the "Assessment of Progress" section.

This plan is dependent upon realistically examining what we have gained and lost due to our pandemic response. The abrupt reliance on the online ecosystem to serve and support *all* courses and services in March 2020 drastically impacted the work of Online Learning, shifting online course delivery from an enrollment strategy to a survival strategy. This shift was, at once, a watershed moment for online learning, a paradigm shift for how we, albeit temporarily, viewed teaching with technology, and a traumatic event with lasting repercussions for our campus. As we recover from the trauma of the COVID pandemic, it is important to rationally examine the gains made during the rapid shift to a virtual campus, while also realistically assessing which facets of emergency remote teaching may have been necessary during the pandemic but may not serve our mission and goals moving forward.

Ensuring this plan represented the diverse voices of online learning stakeholders proved challenging. In the absence of DEAC, in Spring 2022, diverse groups representing distance education stakeholders from across campus met to assess our current distance education ecosystem. The groups used the Online Learning Consortium's Distance Education Quality Scorecard to assess the following areas of our online learning ecosystem:

- < Institutional and Administrative Support
- < Technology Support
- < Course Development and Instructional Design

5. Complying with legal requirements

Of these five, the migration to Canvas is the only item that can be removed from the list of major challenges facing online learning. Added to these challenges are two more:

1. Adequately training faculty new to Canvas and/or online learning, including new federal and state mandates for ensuring every course is fully accessible, and every course

2022 Tech Needs Survey	Employees	Students
Received Survey	1268	9586
Completed Survey	212	596
Response rate	17%	6%

Students

- Opinion 17.43.42 adopted
 < 70% of respondents use a laptop most often for classwork
 - 10% of students reported that their device did not meet their needs
 - Of those who felt their devices did not meet their classwork needs, the most frequently reported reason was that their device was "slow," or "cannot run many things at once," or "limited processing power," or inability to connect to web applications or web-based software.
- < The three most frequently used apps are Canvas (65%), Google Apps (40%) and Outlook/Email (27%)
- < When asked about usage of the Foothill Mobile App¹
 - 23% were not aware of/did not use the mobile app
 - 22% used it to search for classes
 - 16% used it to search for the campus Goo

administrators, faculty, staff, and student representatives from across the campus. The following eight areas were reviewed: Instructional Support: Policy, Instructional Support Resources, Technology Support, Course Development: Instructional Design, Online Employee Support, Online Student Support, and Evaluation and Assessment at the Course and Institutional Level.

Institutional

privacy and regulatory systems. Our campus technology systems are compliant with (ITMS) Information Technology Management Standards, which include emergency planning. The pandemic also demonstrated that we need ongoing upkeep of technical support documentation for faculty, staff, and students, particularly more data on student tech support needs.

Course Development: Instructional Design

Foothill has a self-paced, asynchronous six-hour Canvas Certification course that is the minimum all faculty must complete to be given an online shell for their course. There is also an optional and compensated Peer Online Course Review course that lasts six weeks and offers faculty the opportunity to align their course to the CVC-OEI rubric and the Foothill Online Equity Affirmation. This course is robust, time-intensive, and includes many important conversations around equity, accessibility, title 5, and pedagogy. The peer element is crafted to be positive and collegiate.

There is a gap between these two

While there is encouragement via Tuesday Tips and Announcements for faculty to connect with students before the start of the course (pre-course contact), there is no formal mechanism to assess (J1) whether this is happening. Yet research shows that pre-course contact by the instructor fosters a sense of belonging which has been shown to support student success and retention.

(Professional Development)

Changes to Title 5 mandate
that faculty receive
adequate training, courses
are accessible, and RSI

The next two goals are budget related: To work with the administration to develop a comprehensive budget that addresses the needs of innovative online learning (informed by the IR surveys) and create a sustainable budget for Online Learning staffing. Both goals rely on ample communication and representation in the governance/advisory group outlined in Goal #1.

Goal #3 aims to ensure that there is sufficient funding for DE initiatives and programs, including the integration of new tools and services. Additionally, this goal seeks to promote collaboration with ETS to develop a system for testing new tools and services to ensure that the budget is

materials to access library resources and tutoring services online. Goal #9 supports student-centered communication and community-building with the LMS, including additional online student spaces for clubs and student groups, and increased access to Pronto for those groups. Goal #10 supports collaboration between the Office of Instruction and Institutional Research to build Program Review assessments that include examining student success by course modality and close success gaps between course modalities. Goal #11 focuses on collaboration with the Office of Instruction and the Office of Equity to ensure there is robust and frequent professional development for online instructors that will have an impact on our campus equity goals.

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