





## Plan Methodology

The 2017-2020 Distance Education Plan was shaped by the current 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. With

Teaching and Learning  
Faculty Support  
Student Support  
Evaluation and Assessment

To formulate this plan, we used results from the group assessments, along with data from the faculty, staff, and student survey completed by the Technology Task Force in Spring 2022, and data from Institutional Research evaluating student success rates by modality

Lastly, the work of the Technology Task Force, and their development of overarching guiding principles resonated with this group. To closely align with the Technology Task Force, we have adopted and adapted their guiding principles as follows.

governance, diversity, equity, and inclusion when creating a vision and strategic plan for distance learning investments. (h)4 (en )-21 (c)6 (r)-4 (eatin)4 (g )-9 (a )-2 (v)-5 (is)-3 (io)7 (n )2 (an)4 (d )2 (s (v )-

that all but one of the plan's goals are ongoing needs rather than finite projects with a clear completion.

accessibility to support student success (Baldwin & Ching, 2021; Baldwin et al., 2018). Currently, [11% of all faculty \(face-to-face and online\)](#) have aligned their courses to the quality standards, falling short of the 20% obligation set by the CVC-OEI. Due to the POOCR program, Foothill College is one of 23 CVC Exchange Teaching Colleges (California Virtual Campus-Online Education Initiative, 2022).

The 2017-2020 plan also called for integrating ALLY to support accessibility compliance. This tool is both expensive and inconsistent. This portion of the goal is unmet, but alternatives have been implemented, including the creation of a video series on accessibility, the integration of Pope Tech within Canvas, and ongoing work with the Disability Resource Center to pinpoint opportunities for joint training.

Another ongoing goal, the reduction of disproportionate impact remains an important focus. In collaboration with the Office of Equity and Online Learning, faculty developed the [Online Equity Affirmation](#), which outlines strategies for creating inclusive and culturally responsive online courses. These strategies have been incorporated in our local [Peer Online Course Review](#) (POCR) process.



The prior plan called for a concerted effort to assess data and collaborate with counselors to support student success. To this end, Program Review now includes analysis of student success data, however a focused discussion of student success in online courses and collaboration with counseling has not occurred.

Resources from the CVC-OEI are also ongoing. We continue to participate in [CVC-OEI Consortium](#) meetings, utilize [tools supplied by the CVC-OEI](#), such as Canvas, Studio, and Pope Tech, and are an important participant in the statewide Course Exchange.

This is a rare goal with a finite and measurable benchmark. We fully migrated to Canvas, and we no longer support Etudes. That said, we still have some courses that use Canvas as a "pass-through" to publisher or other web-based systems of instruction which circumvents best online learning practices as well as RSI guidelines.

The indirect benefit of the forced move to online learning during the COVID pandemic was the rapid development of online student services. We have made remarkable gains in this area since Spring 2020, but still have work to do in creating and maintaining parity.

Like most of the 2017-2020 goals, integrating emerging technology is an ongoing need in online course delivery. In 2019, we integrated Studio, which allows faculty to create, host, and caption video assets from within Canvas. Since its integration, Studio has been widely adopted by faculty. Users have uploaded over 50,000 media assets, representing over 6,000 hours of video content. In 2019, we also integrated Pronto, a communication platform allowing students to connect to other students in their classes. In 2021, we added Play Posit, a video tool that incorporates interaction.

The 2017-2020 plan also called for wider adoption of a video conferencing platform, with a goal of increasing the use of CCC Confer by 10 faculty. The pandemic adoption of Zoom blew this goal out of the water. In 2020 we moved to a district Zoom subaccount, providing more control of our  #  faculty to create secure conferencing links for each of their classes.

This goal is ongoing. To date, we have developed workshops and learning communities focused on effective practices, including learning communities focused on the following:

- Online Culturally Responsive Teaching and the Brain
- Equitable Grading Practices
- Course Design Elements
- Humanizing
- Aligning to the CVC Course Quality Rubric
- Integrating Video
- Using Rubrics
- Online Assessment Techniques

We have developed yearly showcases for sharing effective practices and course design, and we worked with Administration to fund summer learning communities. We have developed a series of short videos, our Tuesday Tips, which focus on effective design and practices within Canvas.

Finally, the 2017-2020 plan identified five major challenges:

1. Migration to Canvas
2. Upholding quality standards
3. Providing equitable student services
4. Addressing the achievement gap



## 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 includes regular and substantive interaction
2. Representation and input for online learning in shared governance after the demise of DEAC

The COVID pandemic posed many hurdles for distance education. In a few weeks' time, we had to ensure all faculty and staff had access to laptops and their necessary software. For faculty, many of whom had never taught online in the past, Online Learning had to provide Canvas training for everyone that was quickly accessible for minimal functioning. This was particularly complex because of # -on courses, as well as the support that faculty needed to manage being fully online 845euas 0 12 727 (b)4 (ec)4 (au)4, 3 (d)4 hese

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

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 App<sup>1</sup>

- 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 map

41% of

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.

The Online Education Office works effectively with the DRC, Office of Equity, COOL, and Academic Senate to support students and faculty. Most recently, we have adopted Simple Syllabus, which will improve accessibility and consistency in communication with students regarding courses. With the support of COOL, the Academic Senate passed a resolution to adopt Simple Syllabus campus wide, a definition of regular and substantive interaction, which is also being mandated by the US Department of Education, as well as the Online Equity Affirmation, a document that provides guidelines to promote online learning that is socially just, focusing on the roles of racism and socioeconomic disparity, as these are two of the biggest con9 Tm(b)453/TT1 1(r)-4 I provEioo8n0 g/TT1 1 io08sieqeo is

privacy and regulatory systems. Our campus technology systems are compliant with (ITMS) Information Technology Management Standards, which include emergency planning. The

with the pandemic, the needs of the college may change quickly, so it is vital that *all* faculty are trained in how to use Canvas, design an effective course that is accessible, and deliver quality course experiences to students.

Both the Online Learning office and the Equity Division's office of Professional Development are now offering flexible, robust, ongoing, and varied professional development opportunities

access to institutional level course success, retention, and other quantitative data in MyPortal Student Success Analytics. However, there is not a system in place to apply this information and act towards institutional continuous improvement in the online eco-system.

No assessment of online course shells or delivery is currently used before instruction. In fact, assessment of online course quality is done only through an HR evaluation. Part-time online faculty are reviewed quarters one and two using the J1W. If a full-time faculty member is teaching both online and face-

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 (J160 ehss (J160

<p>(Professional Development) time after time; therefore, we know many faculty are not attending. Hearing from students could bring a new faculty audience to PD about course quality and student satisfaction.</p>		<p>making process when choosing a course.</p> <p>Exit survey on student satisfaction, designed to measure belonging and support.</p>
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Aligning to the CVC-OEI rubric, satisfying requirements for regular and substantive interaction, and most importantly, creating equitable formative assessments that support student learning requires additional integrations to Canvas that support interaction and assessment. Faculty struggle to make original content when online tools (hardware and software) do not allow for strategies like annotation of texts, interactive lab work, diagramming, and using formulas. This leads to over-dependence on textbook content, which . In addition, faculty are often unaware that innovative tools are available and could improve the student experience.

Course delivery technology and a robust set of tools in the online ecosystem are not prioritized; there is not adequate funding for interactive elements in the course management system for tools tailored to STEM, nor for innovation; there is not a robust system in place for testing online resources and SaaS tools to ensure they are accessible and meet district security and privacy guidelines.

Goal #3: Work with Administration to develop a robust budget that addresses the needs of innovative online learning.





Changes to Title 5 mandate that faculty receive adequate training, courses are accessible, and RSI (Regular and Substantive Interaction) are monitored. Need for processes to ensure all courses meet minimum requirements

Goal #7: Course quality, RSI,

<p>Ongoing professional development is a key component of successful online courses, and a key component of creating more equitable online experiences for students. We have anecdotal and narrative evidence that faculty and staff are interested in the following professional development topics:</p> <ul style="list-style-type: none"> <li>copyright</li> <li>stereotype threat</li> <li>microaggressions</li> <li>culturally responsive</li> <li>teaching and learning</li> </ul>	<p>Onboarding and training of all employees needs improvement in implementing policies about using online content, as well as integrating equity goals into courses.</p>	<p>close success gaps between modalities.</p> <p>Goal #11: Work with faculty, the Office of Professional Development to create training for all employees in college policy on intellectual property as it relates to Online Learning as well as stereo48.05.9 663.7</p>
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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 survey) and create a sustainable budget for Online Learning staff. 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 allocated to the most effective and useful resources. By creating a robust budget, the administration can provide the necessary resources for DE to succeed and grow.

The second budget-related goal (Goal #4) is to work with the administration to create a sustainable budget for staff that includes sufficient and ongoing funding for Peer Online Course Review, instructional design, and faculty coordinators. This goal aims to provide financial support for personnel, ensuring that the necessary staff members are in place to support DE programs and initiatives and to meet ongoing mandates for ensuring all learning material is accessible, and all online courses include Regular

materials to access library resources and tutoring services on campus. Goal #9 supports student centered communication and community building with the LMS, including additional online student spaces for clubs and student groups, and increasing 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.

## References

Baldwin, S. J., & Ching, H. (2021). Accessibility in online courses: A review of national and statewide evaluation instruments. *TechTrends*,