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Approved by Committee on Online Learning on May 15, 2017

Foothill College 2017-2020 Distance Education Plan Table of Contents

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Foothill College: 2017-2020 Distance Education Plan

Summary

The Foothill College Distance Education Plan describes how the distance education program is integrated with college wide planning and decision-making in support of student success.

The distance education goals for 2017-2020 are:

1. Meet all legal requirements for distance education delivery.
2. Ensure adequate student preparation for success in online courses.
3. Support faculty development of high-quality online course sites that are openly licensed for remix and reuse and in compliance with requirements for accessibility, regular and effective contact, student authentication, documentation of attendance, FERPA, and fair use
4. Collaborate with other campus groups such as Student Equity Workgroup and Committee on Online Learning (COOL) to address disparity in student success rates for targeted groups.
5. Position Foothill College to take full advantage of Online Education Initiative opportunities (such as online tutoring services; readiness assessment and tutorials; remote proctoring services; professional development to improve online learning.
6. Use a course management system that meets the needs of Foothill College students and faculty.
7. Promote and support use of division quality standards for fully and hybrid online courses.

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with the scheduling and logistical flexibility they need to overcome barriers to success

Foothill College on-campus facilities reach capacity at peak hours such as 9 a.m. and 12 pm. Distance learning delivery of instruction provides Foothill College with a means to expand enrollment without impacting facilities on campus. The F R O O H J H ¶ V Z H O O

efforts to meet the needs of Foothill & R O Odistance education students and faculty.

Partnership with California Community College Online Education Initiative

Currently, enrollment in online courses is robust. At some point, this enrollment will plateau and may require additional marketing and innovation to generate enrollment growth. In anticipation of this need, Foothill College became a full-launch pilot college in the Community College Online Education Initiative (OEI) in 2015. The involvement of Foothill College in the OEI Course Exchange may eventually provide lead generation for participating colleges. In November 2016, Foothill-De Anza Community College District ratified the amendment and extension of the original MOU agreement with OEI that was signed in May 2016. The benefits of participating as a full launch college in the OEI include student success services at no cost to the college include remote proctored testing by Proctorio, online tutoring by

- Student-friendly proctored testing
- Information about courses and proctored testing prior to enrollment
- Course site content that meets accessibility requirements
- Sense of community among online students

Suggestions for addressing these strategic capabilities included:

- Student newsletter
- Live chat/video conferencing support available 24/7
- Custom video orientation to online learning for students at Foothill College
- Testimonials by students who have completed online classes at Foothill College
- Online videoconference tutoring for all classes
- Short turnaround on responses from instructors in online classes
- All Canvas features and course content easily available on any mobile device
- No downtime for Canvas
- All online courses are designed with high quality
- All online courses are designed with consistent elements
- Feedback and grades on assignments in a timely manner, before other assignments are due
- All student services available online

Strategic capabilities that were identified as needed by faculty included:

- Faculty mentoring or peer coaching for teaching online
- Tech support
- Software and hardware
- Instructional design consultation
- Training
- Proctored testing services
- Full service accessibility compliance
- Lecture capture of classroom teaching
- Case management of accessibility compliance for each faculty member by staff
- Faster turnaround time for captioning of videos
- No downtime for Canvas
- Full-time multimedia specialist to help with developing video content for course sites
- Software for course content development available on office and personal computers
- On-demand training in online pedagogy
- On-demand training and support on use of Canvas
- On-demand face-to-face live training in use of Canvas
- Formal process for peer approval of online course site quality
- Marketing of online classes
- Third-party integrations with Canvas
- Faculty Handbook for teaching online
- Master course sites for faculty to share and use at their discretion

Challenges

Distance education at Foothill College currently faces five major challenges: 1) adopting a new course management system; 2) upholding quality standards for online course site design and instruction; 3) providing availability of adequate student services for online students who are not on campus; 4) addressing the achievement gap for targeted groups of students in online classes; and 5) complying with legal requirements regarding copyright, accessibility, FERPA, and state

what to tell these students, especially when the student is vague about the problem and doesn't know the course CRN. This creates unnecessary confusion and frustration for students as well as extra work for staff in the division offices, Admissions and Records, Library, and Foothill Online Learning.
Given limited staff resources, Foothill College can only sustain tech support for one CMS.
Some students, especially those with learning disabilities, find it confusing to use several different CMSs. They have expressed a desire for greater standardization in the interface of our online course sites.

Quality Standards for Online Course Site Design and Instruction. Each division has developed quality standards for online courses but no process is currently in place to monitor and/or enforce adherence to these standards. In June 2015, the Foothill College Academic Senate adopted the Online Education Initiative Online Course Review Rubric as the exemplary standard for evaluating and improving the quality of online classes. And, the Academic Senate passed a resolution charging each division with developing division- (or department-) specific online course guidelines or standards that would be informed by the Online Education Initiative (OEI) Rubric and the Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery.

These standards are intended to assist faculty in teaching online courses. Standards have been developed by the following divisions and are available to download from the Academic Senate webpage:

Business and Social Sciences
Biological and Health Sciences
Counseling
Fine Arts and Communications
Kinesiology and Athletics
Language Arts
Library
Physical Sciences, Math and Engineering

Faculty who teach fully online courses undergo regular evaluation with input from administrators and peer-faculty as described in the Faculty Agreement. On February 11, 2013, the COOL and DEAC submitted their recommendation to the Academic Senate regarding Guidelines for J1 Administrative/Peer Evaluation for Online Classes. These Guidelines are meant to be used in parallel with the evidence typically used for review of campus courses, not as a replacement. Student evaluation of fully online courses is achieved using an online survey based on the J2W in the Faculty Agreement.

However, no systematic or formal process has been established to monitor quality in terms of adherence to division standards or the OEI Rubric.

Student Services for Online Students. Foothill College provides online students with many student support services that are comparable to services for traditional students. Academic counseling; library; tutoring; financial aid, and remote proctored testing. The Counseling Division provides the following services for students who are not on campus:

Academic Counseling FAQs - help desk
Ask Foothill - online information service for general questions.
Meeting with an academic counselor by videoconference or telephone

Starting in spring quarter of 2017, students are able to meet live with academic counselors via Zoom teleconference software.

Librarians are available to students by phone, online chat, text, and email. In addition, the library provides ample tutorials

Online tutoring services, called NetTutor, are available 24/7 for students in online and hybrid courses. Online tutoring enables students to get help with coursework when they can't get to campus, and beyond the hours of operation of the campus tutoring centers.

Administrative Unit Outcomes

Administrative Unit Outcomes (AOUs) for FOL are:

Students will be able to identify their readiness to learn via technology-mediated delivery such as the Internet and develop the skills necessary for success in distance learning courses.

Faculty will be able demonstrate the skills necessary for effective technology-mediated delivery of instruction.

Students are provided with the resources and support necessary for their success in distance learning courses.

Faculty are provided with the resources and support necessary for their effective delivery of online courses.

Faculty are informed of new and emerging educational technologies and provided with professional

a steady increase in student unduplicated headcount, enrollment, section number, WSCH, FTES, FTEF, and productivity in fully online courses from 2012-13 through 2015-16 as shown in Figure 1.

Figure 1. 2012-13 2013-14 2014-15 2015-16

System admin for Canvas	x			
Professional development for faculty	x	x	x	x
Tech support for students and faculty	x	x		
Website maintenance	x			x

Course

use Canvas for scheduled classes at Foothill College. To receive "Canvas Certification" from Foothill College, faculty need to do at least ONE of the following:

- Complete "Canvas Certification" online training provided by Foothill College
- Complete "Canvas Certification" in-person training and the online Canvas Certification course provided by Foothill College
- Documentation of prior experience with Canvas (e.g., formal Canvas training from @ONE; teaching with Canvas)

Also, the Technology Training Specialist and Instructional Designer of FOL are available on a consultation basis for 1:1 support to faculty in developing online learning environments, securing digital resources, accessing and successfully using synchronous learning tools, developing original video and sound recordings for use in online learning environments, assessment, and many other topics that were not addressed in the offered group trainings calendar.

Evaluation

Quality assurance for online learning is addressed in several ways: Administrative and peer evaluation; Title 5 Review; and student evaluation of online courses.

FOL works with COOL to develop guidelines and checklists regarding evaluation of online faculty and courses. Foothill College monitors achievement of the desired outcomes of distance education degrees and certifications in several ways. First, online faculty and courses undergo regular evaluation with input from administrators, peers, faculty, and students. Second, FOL monitors student use of their distance education services. Third, each course and program has developed student learning outcomes and follows the college-wide annual schedule for outcomes assessment. [(,)](a)9(t 0 0s(t).76637 .h

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Attendance Documentation. The 2010 attendance documentation resolution by the Foothill College Academic Senate V W D W H V ³ , Q F R P S O L D Q F H Z L W K I H G H U D O U H T X L U H P H Q W V W R G R F X P weekly academically related activity such as discussion forum posting, online quiz, reflection, assignment, exam, email, I L H O G W U L S W H O H S K R Q H F D O O R U H O H F W U R Q L F F R P P X Q L F D W L R Q D V

evaluation criteria are the same for distance education courses as for courses delivered on campus. Currently, a formally approved survey instrument, titled J2W: Student Evaluation Form Online Instruction, is available for students to evaluate fully online courses (see Appendix D). Starting with the fall 2012 Quarter, FOL administered the online survey instrument

2.	Ensure adequate student preparation for success in online courses.	Encourage faculty to send a Welcome message to stude enrolled in their fully online courses either prior to or on first day of the term. This Welcome message should con information about: a) how to access the online course; b availability of on-campus Student Orientation to Canvas sessions; c) requesting accommodation for disability; d) specific attendance requirements in order to avoid being dropped for non-attendance; and e) alternatives to any o campus attendance such as proctored testing.

5. Position Foothill College to take full advantage of Onli Education Initiative opportunities to improve online learning.	Participate in the OEI Consortium meetings and activities. Monitor and review opportunities and tools made available by the OEI.	Attendance at OEI Consortium meetings by at least one college representative each year.
6. Use a course managemen system that meets the Nee of Foothill College student and faculty.	Complete migration of course sites from Etudes to Canvas	

9. Integrate emerging technologies with distance education delivery.	Promote faculty use of 3CMedia video-streaming. Prepare faculty for use of rich media for instructional purposes. Improve faculty and student interactivity through use of Zoom via CCCConfer for instruction and office hours and mobile technologies. Enhance multi-media, gaming, embedded assessment, and interactive exam use in distance learning. Provide faculty with resources (e.g., software/hardware, etc.) so that faculty can integrate emerging technologies with distance education delivery. Provide faculty with one-on-one technical assistance with technologies. Develop a library of rich media resources for faculty to use and share.	At least 10 faculty with 3CMedia accounts by fall 2018. Increase use of CCCConfer by at least 10 online faculty by fall 2019. Increase use of multi-media, gaming, embedded assessment, mobile learning, and interactive exams by at least two online faculty by fall 2020.
10. Support inclusion of best practices for online student success, course completion and retention.	Update and disseminate suggested effective practices for online teaching that increase student success, course completion, and retention. Host an annual showcase of online course best practices.	Dissemination of updated suggested effective practices for online teaching at least annually. Host a faculty showcase/sharing of online course effective practices event at least once per year.