Foothill College
2017-2020
Distance Education Plan

Approved by Committee on Online Learning on May 15, 2017

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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.

8. Ensure parity for support of online students, faculty, and courses with on-campus students, faculty, and courses.

9. Integrate emerging technologies with distance education delivery.

10. Support inclusion of best practices for online student success, course completion and retention.

Introduction, Contributors, and Reviewers

The distance education program at Foothill College is administered by Foothill Online Learning (FOL). FOL provides support that enables students to take selected classes, complete associate degrees, achieve certifications, and obtain associate degrees in the online learning environment. This plan is intended to delineate the focus and direction of distance education at Foothill College. Ongoing analysis and future planning for distance education programs and services are provided through Foothill's college wide master planning process including the Educational Master Plan, the Technology Master Plan and the Equity Plan.

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Relationship of DE Plan to the Mission of Foothill College

This Distance Education Plan aligns with the college Mission by emphasizing educational access and providing students

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 college's well-developed and successful FOL distance learning program, which has continued to expand, offers courses via the Internet using the Canvas course management system.

To increase access to education, Foothill College has offered internet-based distance education courses for nearly 20 years. Online course delivery began in 1996- 97 and has grown steadily over the past twenty years which is consistent with Foothill's mission to provide "…access to outstanding educational opportunities for all of our students." (2016-17 Foothill Catalog). In addition, it has built and maintained comprehensive instructional and student support services available for distance education students. Faculty and staff engage in iterative processes to monitor, evaluate, and improve the quality of distance education instruction and services. Foothill College's distance learning program is called Foothill Online Learning (FOL). It offers a wide complement of services in support of faculty and students engaged with distance education courses. In particular, distance education scheduling provides working adults, single parents, and students with physical disabilities with greater access to education

Committees

Three college-level committees are instrumental to distance education program functioning: Distance Education Advisory Committee; Committee on Online Learning; and Curriculum Committee. Campus decision-making about course delivery methods and scheduling is generally made at the academic division level and based primarily on the needs of Foothill's student population, the pedagogical issues associated with delivering high-quality online instruction, and the availability of quality online faculty.

Foothill College Curriculum Committee procedures ensure that learning outcomes and academic quality of courses and programs offered via distance education and on-campus meet the same standards. The purpose of the College Curriculum Committee is to establish and approve educational curriculum policy campus wide. This committee approves new programs, degrees, and certificates; approves the recommended general education requirements; provides college-wide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues. Specifically, in accordance with California administrative code and regulation (Title 5), the Foothill College Curriculum Committee separately reviews and approves each course proposed for distance education delivery to ensure that regular effective contact is maintained between instructor and students.

Foothill College established the Distance Education Advisory Committee (DEAC) in 2008 which is comprised of faculty and staff who have expertise in distance education. The DEAC is the advisory group with primary oversight of the delivery of Foothill's distance education programs. This group provides college-wide direction and leadership for distance education and online learning. It meets on a regular basis through-out the academic year. Faculty, staff, and student representatives serve on the DEAC, which is responsible for developing the comprehensive Distance Education Plan and ensuring compliance with state and federal regulations. The DEAC has been involved in review of the Substantive Change Request Proposal and the Distance Education Plan. The DEAC exists as a tandem group with the COOL.

Practices to ensure quality online instruction and student services in areas of faculty primacy are addressed in the COOL. It is a committee of the Academic Senate and engages faculty in monthly or bi-monthly discussions about pedagogy of online courses, ensuring course quality, and course evaluations. The Academic Senate appoints the chair and faculty members to serve on the COOL.

The Dean of FOL co-chairs the Distance Education Advisory Committee and the Technology Committee with a faculty member appointed by the Academic Senate in addition to serving as a tri-chair for the Professional Development Committee. The involvement of the dean in Foothill College governance is instrumental in coordinating institutional

efforts to meet the needs of Foothill College's distance 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 NetTutor, and student readiness assessment by SmarterMeasure. Foothill College was actively involved in the development and testing of the Etudes-to-Canvas content migration tool as a result of participation in OEI efforts. Foothill College is on track to offer one or two course sections with a seat limits of 5 for the OEI Exchange in the 2017 Fall Quarter. During the 2017 Spring Quarter, faculty volunteers will evaluate the use of an accessibility checker tool called Ally. Ally was provided at no cost to Foothill College.

Program Values and Vision

Values. The core value of the distance education program is educational access for students by supporting technology-mediated delivery of high quality instruction and providing students with a convenient, and cost effective system for achieving their educational goals. Many general education courses are offered in DE mode because online learning offers great educational opportunities to students who seek alternatives to attendance on campus due to scheduling conflicts, child-care, work, or other commitments. Students throughout the world are now able to pursue a high-quality college education without the challenges of travel and relocation. The distance education program increases educational access for students by supporting technology-mediated delivery of high quality instruction and providing students with a flexible, convenient, and cost-effective system for achieving their educational goals. Distance learning provides educational opportunities that are not limited to the time and space constraints of traditional classes. By offering technology-mediated educational opportunities to students, Foothill College maximizes use of limited resources and broaden the population of students that are served.

The distance education program supports hybrid and traditional courses as well as fully online courses. By allowing for more flexibility through hybrid offerings, Foothill College can increase enrollment. Traditional courses can be enhanced in access and efficiency by providing course content, student activities, and assessment online per instructors' and students' needs.

Vision. Foothill College can strengthen its distance learning strategic plans by identifying and understanding distance-education trends for student enrollments and faculty support, as well as larger academic, technological, and economic issues.

FOL will continue to be recognized as a model distance learning program, providing student-friendly, cost-effective, convenient, flexible, and high-quality educational opportunities. FOL and technology-mediated delivery of instruction will continue to be an integral part of Foothill College.

Strategic Capabilities

In June of 2016, members of the COOL provided input regarding strategic capabilities needed by students and faculty at Foothill College for online learning. As a result, the following strategic capabilities needed by students were identified:

- Quality of course design
- Quality of online course instruction
- Regular and effective communication with faculty
- Convenience

- 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/videoconferencing 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

authorization for enrollment of non-resident students in online classes. Anticipated future challenges include maintaining or improving innovation and enrollment. The last two challenges are consistent with results from the 2015 ITC National eLearning Survey Report (from http://www.itcnetwork.org/aws/ITCN/pt/sd/news_article/125738/_PARENT/layout_details/false).To be viable in the future, FOL must address ongoing and anticipated challenges with the following:

- Full implementation of online course quality standards that engages all stakeholders (i.e., faculty, students, deans, and staff)
- Assimilation of the culture of online learning as normative into the traditional campus curriculum, logistics, budget, student services, and administrative activities
- Marketing plan that leverages social networking and technology-mediated communication channels
- Risk-free experimentation with emerging instructional technologies
- Support for college initiatives to expand into new markets
- Use of technology-mediated student assessment strategies that are fair, accurate, and meaningful (e.g., ePortfolios, embedded assessment, authentic assessment, peer-evaluation)
- Technical support for achieving compliance with federal and state guidelines

Adoption of New Course Management System. Colleges commonly review their course management systems (CMS) on a regular basis, especially if the CMS has been in use for over five years. By 2015, Foothill College was overdue for a CMS review because the existing CMS, Etudes, has been in use since 2006, Furthermore, the selection of Canvas by the California Community College Online Education Initiative (OEI) as its CMS for use by colleges at no cost meant that Foothill College had an affordable alternative to Etudes that was not available in the past. Based on the lengthy and extensive review by the OEI's Common Course Management System Committee, Canvas is considered as a high-quality alternative to Etudes.

During 2015 Spring Quarter, the Academic Senate charged the COOL with making a recommendation for a CMS. After reviewing input gathered at six open town hall meetings, three division meetings, and a faculty survey, COOL recommended Canvas for adoption by Foothill College to the Academic Senate by a significant margin. The Academic Senate accepted the recommendation. Subsequently, in June 2015, adopted Canvas as its college-supported course management system. A Canvas Migration Planning Group was convened in June 2015 and met on October 2, 2015 to determine a timetable for the process of switching from Etudes to Canvas. In October 2015, the Canvas Migration Planning Group made a recommendation to the COOL about the timetable for when Foothill College will no longer use Etudes. The COOL committee presented the timetable to the Academic Senate in October 2015. Etudes will no longer be available to use after the 2017 Spring Quarter. Starting with the Spring Quarter of 2016, all online and hybrid classes are required to use a college-supported course management system.

Foothill College is obligated by accreditation and federal requirements to systematically authenticate the identity of students who take online courses. This obligation is best met by using a single college-approved course management system that is integrated with the student information system.

Some reasons for only using one college-supported CMS for online and hybrid courses include:

- Foothill College must use "student authentication" for online courses in order to be in compliance with the Higher Education Opportunity Act. One of the ways that the "student authentication" requirement can be met is to have students log into the course site using a college issued ID number and a unique password. In order to access course sites in Canvas, students are required to use the same student IDs and unique passwords as they use to register for classes in the student information system (Banner). Foothill College could face fines and/or loss of federally-funded Financial Aid for our students if not in compliance with "student authentication" requirements.
- The ACCJC accreditation agency requires that Foothill College have "student authentication" in place for fully online classes.
- Some students who are enrolled in classes that do not use a college-sponsored CMS tend to contact several people on campus when they unable to determine how to access the course site. And, many of those staff are not sure

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 these 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. 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 Class](#). These Guidelines are meant to be used in parallel with the evidence typically used for review of on- 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 about how to use Foothill College Library resources.

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 on-campus tutoring centers. The STEM Success Center offers live online tutoring for students taking computer science courses. Video tutorials at StudentLingo and Quest for Success provide remedial education to all remote students. Quest for Success includes access to the SmarterMeasure readiness assessment for students who are enrolled in online courses.

Online students at Foothill College have access to financial aid information and services via the Internet: important dates, types of aid, scholarships, and maintaining satisfactory progress. In addition, students can view videos about financial aid services.

Faculty can schedule students to use remote proctored testing by Proctorio at no cost.

The following student services are not available to students unless they come to the main campus location: health services; psychological and personal counseling; career counseling; and legal counseling.

Compliance. Although FOL provides information, training, and support to faculty, some online courses are out of compliance with legal requirements pertaining to copyright, accessibility, student authentication, and regular and effective contact. FOL staff routinely review course sites to identify course sites with accessibility issues and then work with faculty to address these issues. Requirements and fees change frequently for Foothill College to obtain state authorization to enroll non-resident students in online classes. These changes require ongoing monitoring and action by FOL staff.

Equity and Achievement Gap. In order to meet its equity goals, Foothill College needs to address the achievement gap for targeted groups of students in our online classes. At Foothill College in the 2015 Fall Quarter, students in online courses were less successful (73% success rate) than students in non-online classes (80% success rate). Furthermore, the retention rate was lower among students in online classes (86% retention rate) than for students in non-online classes (92% retention rate). Success and retention in online classes was especially low for African American and Hispanic students.

African American students in online classes far less successful (51% success rate) than students in non-targeted groups. And, the retention rate was lower among African American students in online classes (80%) than for students in non-targeted groups.

Hispanic students in online classes were also less successful (65% success rate) than students in non-targeted groups. And, the retention rate was lower among African American students in online classes (82%) than for students in non-targeted groups.

	Success Rate	Retention Rate
All students in non-online classes	80%	92%
All students in online classes	73%	86%
African American students in online classes	51%	80%
Hispanic students in online classes	65%	82%

Data retrieved from CCC Chancellor's Office Datamart on August 1, 2016

These rates are consistent with the results of research conducted by Jaggars (2014) at community colleges which found that "some students—in particular, males, African American students, and students with lower levels of academic preparation—had *much* more difficulty in online courses than they did in face-to-face courses." Other studies suggest that a similar achievement gap also occurs with Hispanic students (Brown and Liedholm 2002; Coates et al. 2004; Figlio, Rush, and Yin 2013; Kaupp 2012).

The Foothill Online Learning program has engaged in various efforts to address the achievement gap for online classes including adoption of a new course management system, providing tools for enhanced communication, and coordinating professional development for faculty. One of the major reasons that Foothill College supported the adoption of Canvas was that it has far more robust tools to promote student engagement and instructor presence than Etudes, especially the Canvas apps for mobile devices. Faculty have been encouraged and offered training to use VoiceThread software to enhance their level of communication with and among students in their online classes. FOL has integrated VoiceThread with Canvas for single sign-on access and ease of use. FOL provides faculty with links to professional development videos and other resources that explain to faculty how they can use specific Canvas tools to increase student engagement as well as identify/contact students who are struggling.

Little research has been done to determine the effectiveness of specific strategies, techniques, or tools to improve student success and retention in online courses among African American and Hispanic college students. However, the existing research seems to indicate that that the achievement gap in online classes may involve the following challenges: 1) social distance among online students and their instructors, 2) course design weaknesses, and 3) inadequate student preparation and guidance for the self-directed learning skills required for success in online classes.

Potential strategies for faculty to mitigate social distance include: faculty presence, respectful encouragement and feedback, and validation of students.

Increased instructor presence has the potential for reducing challenge of social distance in online classes. Results of a study by Jaggars and Xu (2013) indicate that the quality of interpersonal interaction within a course relates positively and significantly to student grades. Additional analyses based on course observation and interview data suggest that frequent and effective student-instructor interaction creates an online environment that encourages students to commit themselves to the course and perform stronger academically. Specific strategies for increasing instructor presence in online classes are described in "Creating an Effective Online Instructor Presence."

Faculty can build their interpersonal connection with students by giving effective feedback that is timely, detailed, thought-provoking and encouraging. To build rapport and trust with students, faculty must respond to students' emails and Discussion forum posting promptly with a respectful and courteous tone. An example of validating students would be an instructor who asks students to develop a set of class ground rules for Discussion forum postings to ensure a safe and comfortable class climate for all students.

Online course design considerations are the quality of communication including videoconferencing, scaffolding, active learning opportunities, Universal Design, authentic assessment, clear instructions for tasks, and contextualized and relevant content. Fortunately, Canvas has several tools that can be leveraged to address design considerations: rubrics, analytics, peer review, and collaborations. For a detailed list, see "Canvas Tool Guide for Teachers." For an example, see "Using Canvas Data to Identify At-Risk Students and Gaps in Course Design."

In particular, online students need to preparation in self-directed learning skills including time management, organization, help-seeking, stress management, information literacy, and communication (Xu, 2013). Fortunately, ample resources are available for faculty to use to help students learn how to be a successful community college student and to help students determine their readiness for online learning.

Faculty should not be expected to address these achievement gap challenges on their own. Instead, FOL has proposed the development of a faculty mentoring initiative to address the achievement gap for online classes. Foothill Online Learning program staff can provide technical and training support for the initiative. One faculty mentor in each division could provide faculty in their division guidance in efforts to increase instructor presence, increase student engagement, leverage Canvas tools for quality online course design, and help online students learn how to learn. Ideally, the faculty mentor could nurture a learning community of practice among the faculty within the division. An initiative coordinator could serve to orient the faculty mentors to their responsibilities, manage the effort, and evaluate effectiveness.

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 development opportunities to develop the skills and expertise necessary for effective technology-mediated instruction.

These AUOs are subject to a continuous cycle of assessment, reflection, and revision as part of the program review process. FOL completed a comprehensive program review in 2016 (see http://www.foothill.fhda.edu/cms/slo.download.php?act=downapr&rec_id=91). In 2013, Foothill College submitted a Substantive Change Approval proposal for distance education delivery to the ACCJC.

Goals, Action Steps, Measures, and Timeframes

Ten goals along with action steps, outcomes, and timeframes are listed in the Appendix. These are proposed to increase the likelihood of online student success, course completion, and retention. Implementation of some Actions Steps will be contingent upon availability of adequate staffing and budget resources. Evaluation of the outcomes will be determined primarily by data collected from faculty using a self-report survey each fall quarter starting in 2017. Other outcomes will be determined by attendance noted in meeting minutes and professional development activities.

Student Demographics, Enrollments Patterns, and Retention Rate

The Program Review Tool makes it possible for administrators to compile student data about online courses dynamically. The tool was designed to provide departments with standard information for analyzing trends in enrollments and course success that can be used to help assess the strength of a program. Student data include: education level, ethnicity, online status, gender, age, campus, credit status, special course type. Data is for the fiscal year, including summer (and Foothill's early summer). Enrollment trends include students counted for apportionment for those report years, including noncredit and other students that do not have a reported grade. Success data excludes students that dropped after census. Ethnicity data prioritizes multi-ethnic students to targeted groups. Targeted groups are African Americans, Latinos, and Filipinos

As part of its institutional evaluation, planning, and improvement process, Foothill College conducted a review of course and program offerings including courses approved for distance education delivery. This review revealed that the number of courses approved as distance education courses increased by 22% from 541 in 2010 to 662 as of April 17, 2017.

In fall 2016, Foothill offered 289 individual course sections fully online as distance education courses and a total of 1,152 sections. Fully online course sections comprised 25% of the total number of course sections offered that quarter. And, fully online course sections had an enrollment of 9,926 of the total enrollment of 29,621. Enrollment in fully online course sections were 34% of total enrollment.

Based on data retrieved from the FHDA Program Review Data Tool on November 26, 2016, enrollment trends indicate

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	4-yr % Inc
Unduplicated Headcount	15,563	16,949	17,763	18,970	21.9%
Enrollment	33,456	36,968	38,796	40,552	21.2%
Sections	959	1,057	1,120	1,125	17.3%
WSCH	156,039	175,996	187,319	197,800	26.8%
FTES	3,464	3,908	4,165	4,389	26.7%
FTEF	93.1	103.3	110.5	115.3	23.9%
Productivity	559	568	565	572	2.3%

In the 2015-2016 fiscal year, student enrollment in distance education courses was 18,970 and WSCH was 197,800 with productivity of 572, retention of 88%, and success rate of 76%. The number of sections delivered as distance education was 1,125.

Student success and retention in fully online courses increased each year from 2012-13 through 2015-16 as shown in Figure 2. Student success in online courses appears to be on track to meet the Institutional Success Indicator of Successful Course Completion (Percentage of students who earn a grade of "C" or better or "credit" in the fall term) goal of 77% success in the Fall of 2016. (http://www.foothill.edu/president/parc/iepi.php)

Figure 2.	2012-13	2013-14	2014-15	2015-16
Success	69%	71%	74%	76%
Withdrew	17%	16%	14%	12%

2015-16	Online	Hybrid and on-campus
Student Success	76%	81%
Retention	88%	92%

Unduplicated headcount in online courses has grown 21.9% from 2012-13 through 2015-16 (data retrieved from Program Review Tool on 11/13/16).

Data retrieved from the California Community Colleges Chancellor's Office MIS Data Mart [http://datamart.cccco.edu/Default.aspx] on November 13, 2016 shows a steady increase in DE-FTES from 2008-09 through 2015-16.

Year	2012-13	2013-14	2014-15	2015-16
FTES	3,560	4,013	4,232	4,488

An analysis of distance education course offerings at Foothill College in fall of 2016 determined that 14 degrees and 6 certificates of achievement can be completed by taking only online courses. By providing approved degrees and certificates via distance education, Foothill College can address its strategic goal for "providing access to outstanding educational opportunities for all of our students."

Staff Responsibilities

FOL services include: technical infrastructure of the distance education program; Help Desk for students and faculty; and training and one-on-one assistance to faculty developing online courses. Management support for distance education is provided by the Dean of FOL who reports to the Vice President of Instruction and Institutional Research. Management support for instructional and student services programs offered via distance education is comparable to that provided for the on-campus version of these programs. Primary support for the technology infrastructure and training of the distance education program is provided by FOL, staffed by one fulltime Dean of FOL, one full-time Instructional Designer, one .75 FTE Tech Training Specialist, and one fulltime Administrative Assistant.

Services supported by FOL staff include:

- Customer service and tech help to students and faculty

- Support for faculty in all distance learning related administrative duties

- Management of technology systems and resources

- Instructional design services for technology-mediated learning courses

- Formal and informal training in online pedagogy and distance delivery of instruction

- Formal and informal training in use of Canvas

- Sys admin of Canvas course management system including integration of third-party applications and site setup

- Support faculty in addressing accessibility compliance issues in course sites

FOL staff provide personal Help Desk services to online students via the Internet, phone, and walk- in. Internet support is available 5 days per week from 8:30 a.m. through 4:30 p.m. Phone and walk- in support is available Monday through Friday from 7:30 a.m. through 4:30 p.m. Usage of FOL services by students and faculty peaks for three weeks each quarter, from the week before the quarter starts through the end of the second week. Usage also peaks on Mondays. Evening and weekend usage is light.

FOL Staff Responsibilities	Dean	Instructional Designer	Admin Assistant	Tech Trainer
ACCJC Substantive Change Policy	x		x	
Title 5 Requirement for curriculum: Separate DE Approval of Courses	x		x	
Title 5 Requirement: Regular and Effective Contact	x	x		x
State Authorization	x		x	
TEACH Act (fair use & copyright)	x	x		x
ADA Rehabilitation Act Section 508 (accessibility training and course reviews)	x	x		x
Enrollment/WSCH generation	x			

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 Management System, Facilities, and Equipment

In 2016-2017, about half of distance education delivery of instruction at Foothill College used the Etudes course management system and half used Canvas. In addition, some instructors provide students with instructional content materials using personal websites and textbook publisher's websites. All distance education delivery of courses will use Canvas starting with the summer session of 2017.

Currently, the OEI covers the cost of Canvas for Foothill College through 2018-19, including support services. The OEI will request additional funds to keep the full-cost coverage beyond the 2018-19 academic year. If the increase is not granted, and OEI funding levels stay as they are now, the grant can pay for two-thirds of the cost of Canvas based on ongoing funding levels. If the funding for OEI is eliminated, the college will have to assume the cost and will know in advance of signing the implementation agreement what the cost would be.

The FOL office is in the Library building and includes offices in rooms 3433, 3434, and 3435 as well as one cubicle. In the FOL office, Foothill faculty members have access to one computer workstation for faculty use: one PC computer and two printers. The computer is equipped with full Microsoft Office Suite and other software needed to develop and deliver course materials for online instruction. In addition, digital cameras and digital video-cameras are available for faculty to check out on a short-term basis. Technical support is available onsite to assist instructors.

FOL supports faculty use of streaming video using services from 3CMedia at no cost to faculty or students as well as Zoom teleconferencing services from ConferNow. FOL provides faculty with a domain (https://fgamedia.org) and accounts on a server run by MDD Hosting for posting webpages.

Faculty Professional Development

Faculty are required to complete Canvas training or provide evidence of skills and/or prior training in use of Canvas before they can request a live Canvas site for a scheduled class. Canvas Certification training lessons and sessions were designed by FOL staff to help faculty master and demonstrate the basic skills needed to use the Canvas course management system. Upon successful completion, participants receive "Canvas Certification" and thus become eligible to request live Canvas course sites via MyPortal.

The Canvas Certification training only covers the basics of using Canvas such as creating course pages, building quizzes, and posting to the discussion forums. The certification training does not cover the process for migration of course site content from Etudes to Canvas. Guides and other training materials that cover the course migration process are available to faculty in a self-paced Migration training course which was developed by FOL staff.

FOL provides in-person and online training in use of Canvas each month as well as a 3-week online course in online pedagogy once per year. The online pedagogy course, Online Teaching Certification is facilitated by a faculty member who has many years of experience as an online instructor.

Faculty and staff are invited to register for Canvas Certification training sessions designed to help master and demonstrate the basic skills needed to use the Canvas course management system. This training includes the topic of accessibility compliance. Upon successful completion of the Canvas Certification course, faculty receive "Canvas Certification" and thus become eligible to request Canvas sites for courses or groups. Faculty must have "Canvas Certification" in order to

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, peer-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, reflection, and redevelopment.

The DEAC and COOL groups developed "Guidelines for Administrator and Peer Review of Online Courses" with assistance from the Faculty Association. On February 11, 2013, COOL submitted their recommendation to the Academic Senate regarding Guidelines for J1 Administrative/Peer Evaluation for Online Class. This document provides guidelines meant to be used in parallel with the evidence typically used for review of on-campus courses. These guidelines describe parameters for conducting administrator and peer reviews of online courses, such as amount of time for site visits or observations. These Guidelines are meant to be used in parallel with the evidence typically used for review of on-campus courses, not as a replacement. Negotiations are currently underway with the Faculty Association to update the existing Faculty Agreement to include similar guidelines.

All online and hybrid courses must undergo Title 5 Review the same as on campus courses.

Over the past few years, the Academic Senate has approved the following three resolutions in support of maintaining high quality of instruction in online courses: 1) Regular and Effective Contact; 2) Accessibility Compliance; and 3) Attendance Documentation.

Regular and Effective Contact. Foothill College Academic Senate has formulated the following best practices and guidelines for regular, timely and effective student/faculty contact in online/distance education courses: "Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus. Faculty/Student Communication Process including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. It must be clear if the instructor will be available after hours or on weekends and holidays."

Accessibility Compliance. A 2011 resolution by Foothill College Academic Senate "strongly encourages faculty to familiarize themselves with the requirements specified in the "Distance Education Accessibility Guidelines for Students with Disabilities" and to take immediate steps to ensure that their online courses and materials are in compliance with

these guidelines."

Attendance Documentation. The 2010 attendance documentation resolution by the Foothill College Academic Senate states: "In compliance with federal requirements to document student attendance in online classes, faculty must record a weekly academically related activity such as discussion forum posting, online quiz, reflection, assignment, exam, email, field trip, telephone call or electronic communication at least through week 7 or the drop with "W" deadline for each student in an online class. This is in line with our commitment to best practices of "Regular, Timely and Effective Student/Faculty Contact" as approved by the Faculty Senate and submitted by faculty on the "Course Approval Application for Online/Distance Learning Delivery" and vital to students receiving financial aid." (http://www.foothill.edu/senate/documents/2010-11/Winter_11/DefinitionofAttendanceOnlineCoursesforFinancial Aid.doc)

The Academic Senate passed two resolutions that address criteria for satisfactory progress in DE courses. In 2015, the Academic Senate approved: 1) Resolution for the Academic Senate Responsibility for Development of Online Course Standards (http://www.foothill.edu/senate/resolutions/2014-15/SPRING_15/OnlineCourseStandardsADOPTED.pdf), and 2) Foothill Academic Senate policy on regular and effective contact. (http://www.foothill.edu/fga/faculty_responsibilities.php#rec)

The definition of attendance in fully online courses impacts many of our students in various ways but most significantly for students with financial aid. For example, the last day of attendance is used to determine the amount of aid a student is eligible to receive when that student withdraws or leaves a course. No district-wide or college-wide standard definition of "last day of attendance" is currently in place for fully online courses.

Advantages to clearly defining and reporting attendance in on-line courses include:

- Reduce federal and state audit liabilities/exceptions (compliance, enrollment status, benefits receipt) for financial aid recipients
- Reduce amount financial aid recipients must repay to federal agencies
- Reduce amount Foothill College must pay for financial aid recipients to federal agencies

The Western Cooperative for Educational Telecommunications (WCET) reports that the US Department of Education may no longer accept *last login* as sufficient for the definition of "last day of attendance" for the purposes of federal financial aid (See http://wcet.wiche.edu/wcet/docs/lastday-april2010/LDAIssuePaper(4_15_2010).pdf).

In Canvas, the course access report shows a summary of student participation in a course site and complements the Total Activity column in the People page. Faculty can view the course access report in Canvas for an individual student, however, the access report does not include mobile app activity. Faculty can view the full specific report for a student by viewing student analytics as well as the instructor's specific interactions with the student in the student interactions report.

This means that although the course access report feature in Canvas is helpful for many purposes, it is not sufficient for defining attendance for purposes of financial aid. Faculty are expected to develop a definition of attendance which allows for more accurate record-keeping for online courses than is possible with just access report alone.

Student Evaluation of Online Courses. In the 2008-09 academic year, an ad hoc committee was formed to develop a District-wide process for administration of student evaluation of online courses. This process was piloted during the spring 2009, fall 2009, winter 2010, and spring 2010 quarters.

In the 2008-09 academic year, an ad hoc committee was formed to develop a district-wide process for administration of student evaluation of online courses. This process was piloted during the Spring 2009, Fall 2009, Winter 2010, Spring 2010, Fall 2010, Winter 2011, Spring 2011, Fall 2011, Winter 2012, Spring 2012, and Summer 2012 Quarters. In October 2012, the Foothill-De Anza Community College District Faculty Association agreed to formalize this process. Faculty

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 for formal student evaluations of fully online courses. Currently, Foothill College uses CourseEvalHQ (hosted by Etudes, Inc.) to administer the survey from within live course sites upon request by the instructors.

APPENDIX: Goals, Actions Steps, and Measures & Timeframe

Goal	Action Steps	Measures & Timeframes
1. Meet all legal requirements for distance education delivery.	• Encourage faculty to work with Foothill Online Learning program (FOL) staff to ensure that all online courses are in compliance with requirements of the ADA Section 508 guidelines for accessibility. • Engage the support and assistance of the Academic Senate to encourage faculty to work with FOL staff to ensure compliance with regular effective contact by faculty with students as required by Separate Course Approval, California Code of Regulations, Title 5 Distance Education Guidelines: 2008 Omnibus Version, Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.55206. • Encourage faculty to work with FOL staff to ensure that all online courses are in compliance with copyright laws, fair use, and the TEACH Act. • Encourage faculty to work with FOL staff to ensure that all online courses are delivered in compliance with FERPA. • Conduct workshops in each division discussing copyright and fair use guidelines as well as FERPA.	• Achieve compliance with requirements for ADA Section 508 in at least 50% of course sites as reported by faculty as of fall 2018. • Achieve compliance with requirements for regular effective contact by faculty with students in at least 50% of course sites as reported by faculty as of fall 2019. • Achieve compliance with copyright laws, fair use, and the TEACH Act in at least 50% of course sites as reported by faculty as of fall 2019. • Achieve compliance with requirements of FERPA in at least 50% of course sites as reported by faculty as of fall 2020.

2.	Ensure adequate student preparation for success in online courses.	• Encourage faculty to send a Welcome message to students enrolled in their fully online courses either prior to or on the first day of the term. This Welcome message should contain information about: a) how to access the online course; b) the 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 on-campus attendance such as proctored testing. • Encourage faculty to develop an Instructor's Welcome video that can be made available to student via the Course Summary. The Instructor's Welcome video must be closed captioned unless it is only used once and no students who are enrolled in the course need accommodation. • Encourage online faculty to integrate an online orientation as the first assignment, supported by a quiz that will test and report the students' preparedness level (readiness assessment). Encourage faculty to provide students with an option to opt out of the readiness assessment for those who have already completed it. • Encourage students to complete a readiness self-assessment in order to get feedback about what they need to be successful in an online course. • Encourage students to complete readiness tutorials. • Provide students with open access to a demo online course to view prior to their enrollment.	• Welcome message sent by at least 75% of online faculty as reported by faculty as of fall 2018. • Online orientation activities and options offered by at least 50% of online faculty as of fall 2019. • Increase number of demo online course sites developed and made available from two to five by fall 2020.
3.	Support faculty development of high-quality online course sites that are in compliance with requirements for accessibility, regular and effective contact, student authentication, documentation of attendance, FERPA, and fair use.	• Integrate the accessibility compliance tool, Ally, with Canvas, if Ally is functional and fully supported by OEI. • Support faculty use of Ally, if Ally is functional and fully supported by OEI. • Provide faculty with training, guidelines, and examples of regular and effective contact, student authentication, attendance documentation, FERPA, and fair use.	• Ally used by at least 50% of online faculty based on self-report as of fall 2018, if Ally is functional and fully supported by OEI. • At least 50% of online faculty self-report understanding of how to apply regular and effective contact, student authentication, attendance documentation, FERPA, and fair use based on self-report as of fall 2020.
4.	Collaborate with other campus groups such as Student Equity Workgroup, COOL to address disparity in student success rates for targeted groups.	• Meet with other campus groups such as Student Equity Workgroup to discuss strategies for addressing disparity in student success rates for targeted groups. • Determine how the number of fully online sections that students take in a quarter impacts student success and/or retention and then discuss the implications with Counseling faculty if necessary.	• Development of a plan for addressing disparity in student success rates for targeted groups, completed by fall 2018.

5.	Position Foothill College to take full advantage of Online 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 management system that meets the Needs of Foothill College students and faculty.	• Complete migration of course sites from Etudes to Canvas • Train faculty in effective use of Canvas for teaching. • Nurture peer support for use of Canvas.	• At least 400 faculty trained in use of Canvas by fall 2019.
7.	Promote and support use of division quality standards for fully and hybrid online courses.	• Promote faculty use of division quality standards and Online Education Initiative Rubric for online course development and delivery. • Support faculty in use of the formal process for their students enrolled in fully online courses to complete the J2W student evaluation survey. • Support faculty in their efforts to use checklists to assess their own and their peers' online courses. • Develop and maintain a faculty mentoring program to support novice distance educators. • Encourage faculty who are engaged in development of new online courses to receive training and instructional design consultation. • Develop and disseminate suggested steps for development of new online courses. • Monitor and review success rates of distance learning students in all programs in order to assist distance learning students who are experiencing academic difficulties in order to identify ways to improve performance.	• Process for conducting student evaluations in Canvas fully implemented for fully online courses by fall 2018. • Plan for promoting faculty use of division quality standards and Online Education Initiative Rubric for online course development and delivery proposed to the Academic Senate by fall 2020.

8.	Ensure parity for support of online students, faculty, and courses with on-campus students, faculty, and courses.	• Imbed the culture of the distance learning into the traditional campus curriculum, logistics, budget and administrative activities.	• Continued participation of faculty on the Distance Education Advisory Committee each year as determined by attendance in meeting minutes.
		• Work with faculty, staff, and administrators to identify barriers to integrated use of distributed and technology- mediated instruction.	• Student DE Handbook developed and disseminated by fall 2017.
		• Support efforts by academic deans and department chairs to be involved in oversight, rigor, and quality of distance learning instruction.	• Faculty DE Handbook developed and disseminated by fall 2017.
		• Develop a DE Handbook for deans.	• DE Handbook for Deans developed and disseminated by fall 2018.
		• Work with key college committees to integrate distance learning concepts and programs into plans, policies and procedures.	• Qualitative and quantitative feedback collected annually from faculty and students in terms of satisfaction with services for the purpose of evaluating FOL operations.
		• Develop a Student DE Handbook and a Faculty DE Handbook.	
		• Regularly evaluate FOL in terms of faculty and student satisfaction with services.	
		• Coordinate with the Teaching and Learning Center to improve tutoring access for online students.	
		• Encourage key college committees to integrate distance learning concepts and programs into plans, policies and procedures.	
		• Communicate with college administrators so that they will be familiar with distance learning activities that relate to their specific area of responsibility.	
		• Familiarize college administrators with distance learning activities that relate to their specific area of responsibility, especially enrollment procedures, term scheduling, budget and course assignment.	

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 CCC Confer 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 CCC Confer 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.