

Online Learning Program Review

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A. Program Information

Program Mission Statement

1. Please enter your mission statement here.

Foothill Online Learning empowers faculty and staff to design high quality, engaging online courses grounded in equity, meaningful learning opportunities, and equal and effective access so that all students are inspired to achieve their educational and career goals.

Program Level Service Area Outcomes

2. Please list the program-level service area outcomes.

1. Develop new online CTE Pathways
2. Develop peer review process for online courses
3. Develop fully online new student orientation/onboarding
4. Develop training and onboarding materials for new faculty
5. Increase use of video in online courses
6. Increase accessibility of online courses
7. Align 20 GE/transferable courses to the CVC-OEI Course Design Rubric

B. Accessibility

The table below shows the number of courses completing accessibility checks.

	2019-20	2020-21	2021-22	2022-23	2023-24
Number of courses completing review	30	30	21	15	18
Number of courses that have been remediated	30	30	21	15	18

3. What are your program's goals in respect to course accessibility checks?

Our goals would be to work toward ensuring every course is in compliance with federal and state regulations for accessibility. The first step in this process is for every course to have an accessibility report run and develop a remediation work plan in collaboration with Online Learning. These accessibility reports would be an integrated component of Canvas onboarding and J1 evaluations.

A second goal is to get an accessibility professional learning program in place to ensure all faculty can do basic accessibility remediation, including heading structure, lists, alternative text on images, meaningful links, formatted tables, adequate color contrast, proper use of color, and captions on video.

4. What do you observe in the data above in relation to your goals? What do you want the college to understand about accessibility checks?

While we have made consistent progress with creating and providing professional development demonstrating how to review and remediate fully online classes, the scope is limited to the small number of instructors who have opted in to peer online course review, which hinders the growth of a campus-wide accessibility response.

In order to grow accessibility awareness, we need a campus-wide program that is actively promoted to all faculty using Canvas, and that is supported during onboarding and J1s. This program needs to be developed in conjunction with and promoted by Academic Senate and Administration.

5. What actions does your program plan to take in order to achieve your goals?

We will:

- continue to work with the administrative negotiating team to incorporate accessibility into the evaluation process.
- refine professional learning on accessibility and provide quick guides for faculty.
- continually offer in-person and online workshops to help faculty sharpen accessibility skills.
- collaborate with the Teaching with Technology subcommittee of Academic Senate to promote faculty engagement with making online materials accessible.

6. What does your program need to execute this action plan?

1. Active support from Administration and Faculty Senate that leads to buy-in from the deans and department chairs for a systemic review of accessibility in online courses.
2. Advanced accessibility training for OL faculty and staff.
3. Additional staff to help remediate course content and documents.

C. Professional Learning & Ongoing Training

The table below shows the number of different workshops offered.

	2019-20	2020-21	2021-22	2022-23	2023-24
Number of different workshops offered	15	120	90	45	30

The table below shows the number of participants attending professional learning opportunities facilitated by Online Learning.

	2019-20	2020-21	2021-22	2022-23	2023-24
Summer Learning Communities	38	91	132	115	57
Onboarding	65	124	34	25	37

7. What are your program's goals in respect to Professional Learning & Ongoing Training?

Our program is designed to:

1. Ensure that new faculty have the skills and support needed to begin teaching effectively with Canvas
2. Provide ongoing professional learning to online faculty so they may continually improve their online courses
3. Ensure all faculty using Canvas can create accessible course content

8. What do you observe in the data above in relation to your goals? What do you want the college to understand about Professional Learning & Ongoing Training?

Even accounting for the spike in onboarding during the pandemic, the data demonstrates that onboarding new faculty is a consistent need. Each person that we onboard requires approximately 40-50 hours of concerted time from the online learning team to ensure new faculty receive the support they need and to ensure the material they are creating in Canvas meets minimal requirements for design, interaction, and accessibility.

In addition to onboarding, over the last five years we've offered ongoing professional learning opportunities so faculty can continue to improve and innovate in their online courses. We had a predictable peak in participation during COVID, when participation was also spurred by compensation.

We have also had consistent interest in Peer Online Course Review, however the last two years the interest and completion rate have been lower. It's important to remember that 2019-2020 was the first year POCR was offered, so we need to find sustainable levels.

9. What actions does your program plan to take in order to achieve your goals?

We need to continue offering summer learning communities, when participation is higher than during the other terms. We should redesign POCR so it is more like the shorter, topic-focused summer communities, which may lead to higher participation. This could begin by redesigning the Course Design Rubric for greater clarity and alignment with Foothill's culture. We need to secure funding and/or PGA, whenever possible, to ensure participating faculty are compensated for additional labor.

Given the data from Section D, it would be interesting to see how many faculty come back for professional development a year after completing onboarding, and/or who continually engage with online learning year after year. More importantly, there is a direct connection between POCR and return/repeat engagement.

10. What does your program need to execute this action plan?

We need continued funding for stipends to ensure faculty who participate are compensated for the time-consuming work required to build accessible, easy to navigate, and effective online courses and digital assets that support student success and retention. We need to change the information we gather to ensure we're capturing attendees to all workshops.

D. Professional Learning Workshops Attendance

This data table shows the rate of online courses for each division.

	2019-20	2020-21	2021-22	2022-23	2023-24
FAC	450	421	393	365	382
STEM	248	273	309	259	321
LA	127	216	190	163	181
BSS	754	758	694	650	675
CNSL	15	33	38	40	36
HSH	74	126	126	139	102
KA	44	219	119	134	137
LRC	2	3	1	1	3

This data table shows the number participants attending one of the professional learning offerings (Summer Learning Communities, Onboarding, POCR) by division.

	2019-20	2020-21	2021-22	2022-23	2023-24
FAC	8	7	5	8	13
STEM	2	17	19	16	12
LA	3	16	10	10	3
BSS	14	20	21	15	13
CNSL	1	7	2	4	1
HSH	0	8	3	4	7
KA	1	5	2	6	0
LRC	0	1	1	2	0

This data table shows the number participants attending more than one of the professional learning offerings (Summer Learning Communities, Onboarding, POCR) by division.

	2019-20	2020-21	2021-22	2022-23	2023-24
FAC	0	0	7	5	2
STEM	0	0	10	8	0
LA	0	0	3	4	3
BSS	0	0	15	12	4
CNSL	0	0	1	2	0
HSH	0	0	4	3	3
KA	0	0	2	0	0
LRC	0	0	0	0	0

11. What are your program's goals in respect to Professional Learning workshop attendance?

The initial goals for this cycle were to support onboarding, develop peer review, enhance accessibility, and increase use of video in online classes.

12. What do you observe in the data above in relation to your goals? What do you want the college to understand about Professional Learning workshop attendance and the rate of online courses?

For onboarding, the COVID pandemic created a sharp spike in new users in AY 19-20 and AY 20-21. This created a heavy burden for Online Learning. In essence, we had a large ratio of brand new Canvas users, which created a challenge in balancing the workshop topics so we could meet the needs of all Canvas users. The influx of new users may have meant that online learning resources were used more by divisions that had historically fewer online sections and fewer faculty using Canvas. For instance, BSS and FAC historically offer many online sections. During the review cycle, of the total courses offered online 38% were in BSS and 22% were in FAC. However, of the people attending workshops, only 30% taught in BSS and only 13% taught in FAC. STEM, on the other hand, offered 15% of the online courses, yet represented 24% of the workshop attendances.

13. What actions does your program plan to take in order to achieve your goals?

We need to do more reflection on who is being served. A second data point not reflected in the program review data is the number of faculty who engage with Online Learning repeatedly over time. Like the overall data noted above, though BSS offers proportionately more online courses, BSS faculty did not engage in repeat attendance year over year in the same proportion. Since research indicates higher student success for faculty who continually engage in professional learning, upping the number of faculty who regularly utilize online learning is an important goal.

We intend to offer ongoing workshops and summer learning communities that support both emerging and experienced online faculty. In response to feedback from faculty, we will offer more workshops in late afternoons, and will continue to offer hybrid workshops so faculty can attend online or in person.

14. What does your program need to execute this action plan?

We need more support from division deans and from the administration to reinforce the importance of ongoing professional development for faculty teaching online.

E. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

Recent changes to Title 5 and upcoming changes to ADA and accessibility combined with results from the 2024 Accreditation Core Inquiries provide focus for online learning in AY 24-25. This year we will have the following strategic outcomes:

1. Support Regular & Substantive Interaction (RSI) in all online courses
2. Support ongoing accessibility remediation in all online courses
3. Provide high quality onboarding for all new faculty, including those teaching fully online, hybrid, or face-to-face

RSI Strategic Objectives

Support of Regular & Substantive Interaction will include learning communities (Culture Pods) to provide opportunities for online faculty to learn about RSI tools and techniques while also interacting with peers. We'll schedule a series of workshops focused on RSI to run throughout the year. In addition, we need to test additional tools that can be used in Canvas to support RSI, such as communication and discussion tools, or tools that enhance interaction between faculty and their students. Testing includes vetting for security, privacy, and accessibility, while also allowing faculty to evaluate the tools ease of use and effectiveness.

Accessibility

Accessibility of all digital assets, including all content in Canvas, will be a federal mandate beginning April 2026. In preparation, we need to continue training faculty on accessibility, including how to use the PopeTech Accessibility Dashboard, while also strengthening the accessibility infrastructure. This may include auditing online courses to get a sense of our overall accessibility scorecard, which will help us determine resources that will be needed to adequately address accessibility concerns prior to April 2026.

Onboarding

To better support the range of faculty using Canvas, we will develop differentiated onboarding professional learning that will support faculty using Canvas to augment their in-person courses and also who teach hybrid courses.

2. What is your implementation plan for the above-mentioned objectives?

Fall 2024

- Develop RSI Culture Pods
- Develop self-paced professional learning to support accessibility
- Develop an RSI-focused workshop series
- Continue recruiting for PO CR

Winter 2024

- Continue RSI Culture Pods
- Continue RSI workshop series
- Design Canvas Onboarding for in-person teaching
- Develop an accessibility-focused workshop series
- Continue recruiting for PO CR

Spring 2024

- Pilot software to support interactive discussions in Canvas
- Complete RSI Professional Learning series
- Develop Summer Learning Communities for SU 2024
- Continue recruiting for PO CR

3. What barriers has the program faced in implementing improvements?

Collaboration with ETS and De Anza is a barrier. We will need a district-wide accessibility initiative in AY 24-25, along the lines of the RSI training. Through the RSI rollout, we learned how successful OL programs, including workshops, can be when supported by a coordinated and collaborative effort, however, we don't yet have the district infrastructure to support robust collaboration.

Sustainable funding continues to be an issue. We are currently running programs (staffing and stipends) using one-time COVID block grant funds. To continue learning communities/culture pods and support of accessibility ahead of the important April 2026 deadline, we need to secure permanent funding for online learning staff and faculty coordinators.

Low faculty interest in ongoing professional learning has also been a barrier. It's interesting to note the correlation between ongoing professional learning/sustained engagement with the online learning team and POQR. Though 38 people engaged in multiple professional learning communities or workshops within the 5 year period, an additional 36 engaged with POQR and then continued to attend workshops/learning communities in subsequent years, and another 34 attended in workshops/learning communities then eventually engaged with POQR.

F. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

Online Learning has faced unique challenges in the past five years, punctuated by the COVID pandemic. The quick shift to a fully online campus necessitated developing professional learning opportunities that could meet the needs of all faculty, including those who had never used technology to teach. As a result, many online learning resources were focused on supporting faculty new to Canvas. The silver lining to the pandemic was a super-charged online learning landscape that led to rapid skill development for many faculty. Since 2019, 79 faculty have repeatedly engaged, year over year, with online learning, which is a great start to developing a culture of continuous improvement.

That said, while many faculty participate in workshops or learning communities during a given year, about two-thirds of those involved in online learning since 2019 do not consistently engage year after year. This is despite the rapid changes in the online ecosystem and numerous updates to Canvas.

We need to find better ways to sustain funding and better ways to engage faculty in a cycle of continuous improvement.

G. Rubric

Click on the link below to view the Online Learning Rubric.

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