Foothill College

2010

Distance Education Plan

December 1, 2010

2010 Foothill College Distance Education Plan
Table of Contents

Appendices

Foothill College: 2010 Distance Education Plan

Introduction

The distance education program at Foothill College is administered by Foothill Global Access (FGA). FGA provides support that enables students to take selected classes, complete associate degrees, achieve certifications, and obtain associate degrees in the online learning environment.

Program Values, Service Area Outcomes, Mission, Vision, Goals, and Objectives

Values. The core value of Foothill Global Access is to increase 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.

Service Area Outcomes. SAOs for FGA are: 1) Students will identify their readiness to learn via technology-mediated delivery such as the Internet and develop the skills necessary for success in distance learning courses; 2) Faculty will develop the skills necessary for effective technology-mediated delivery of instruction; and 3) Staff will provide technical, training, and administrative services necessary to support technology-mediated delivery of high quality instruction. Evidence of success in achieving these SAOs are: 1) Students will demonstrate their distance learning knowledge and skills by successfully completing distance education courses; 2) Faculty will demonstrate their distance instruction skills with completion of required and optional professional training, and 3) Evidence of provision of services by staff will be demonstrated by steady enrollment in fully online courses.

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. According to George Siemens (2009), a shift is occurring in higher education, and distance learning in particular. This is a "shift from settled and stable information (complicated – like a jigsaw puzzle where every piece has a place in our curriculum) to adaptive and emerging (complex – like a weather system where numerous combinations of factors will produce outcomes that cannot be fully predicted) is the core change. New education models must be built on this change. Any system that is out of synch with the market it intends to serve risks irrelevance."

If Foothill College continues to monitor trends and support an evolving online learning program, by 2020, Foothill Global Access (FGA) will be recognized as a model distance learning program, providing student-friendly, cost-effective, convenient, flexible, and high-quality educational opportunities. FGA and technology-mediated delivery of instruction will be an integral part of Foothill College. 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 will maximize use of limited resources and broaden the population of students that are served. In their 2003 article, Howell, Williams, and Lindsay described 32 trends in higher education that will influence the future of distance learning and should be considered in strategic planning. The trends that have endured and even strengthened include:

- "Student enrollments are growing to surpass the capacity of traditional infrastructures, learner profiles are changing.

- Students are shopping for education that meets their needs.
- Traditional faculty roles, motivation, and training needs are shifting while workload, compensation, and instructional issues continue to deter them from distance learning participation.
- The institutional and organizational structure of higher education is changing to emphasize academic accountability, competency outcomes, outsourcing, content standardizing, and adaptation to learner-consumer demands.
- The Internet and other information technology devices are becoming more ubiquitous while technological fluency is becoming a common expectation.
- Funding challenges are increasing with fewer resources to meet expanding, lifelong-learning demands.
- Distance education is becoming more abundant, especially online, and location independent, increasing the need for effective course-management systems and teaching strategies that utilize technology.
- In response to these trends, distance learning may rise to meet student needs and overcome funding challenges that traditional institutions cannot.
- Distance education administrators must resolve concerns with faculty and university administrators to ensure adequate support, as well as to develop the needed course management systems and teaching strategies.
- Technological advances and increased fluency will continue to open opportunities for distance education. Although higher education institutions are changing to favor distance education, the complexities of major transformations will require patience."

Increasingly, distance education faculty and students are demanding disaggregated and decentralized social systems for support of learning rather than centralized learning management systems (Weller, 2009). These trends indicate that the following changes may be in store for higher education, albeit subject to debate among faculty and administrators:

- Some classrooms and campus learning spaces will be reallocated to more flexible uses such as hybrid delivery with students attending on campus sporadically or on an as-needed basis rather than at a scheduled time and place.
- Student services will become available entirely online as an interactive process.
- Faculty members' responsibilities will change dramatically, with much less emphasis on classroom-based students and more focus on mentoring and evaluation.
- The development, format, and management of courses will change to better accommodate the career-long, place-independent student.
- The development of online courses will be collaborative and open licensed as the product of faculty consensus, with all concerned teaching the same "standard" course.
- Groups of institutions will collaborate in the design of courses to be offered online and accepted for credit by all the participants.
- Increasingly, institutions will provide career-based learning opportunities that are not associated with completion of a degree.
- Some institutions will grant degrees based on assessment of student competence rather than credits earned.
- Distance learning courses will engage groups of students who work, sometimes collaboratively and sometimes competitively.
- Many higher education institutions will have adopted competence-based grading standards rather than letter grades.

In the years to come, FGA will provide an excellent online learning program in an environment of open access, built on four key ideas:

1. Access to high-quality education should be available to all, and open content is a key part of providing such access.

2. Informal learning and mentoring are effective and well-proven approaches to engaging with learners and stimulating critical thought.

3. Personalized learning is critical to student success, but will require learning processes that allow students to continue their learning where ever life takes them.

4. Tools such as digital video, mobile devices, social media, and the global network all have important roles in learning and will be available to all learners.

FGA supports hybrid and traditional courses as well as fully online courses. Allowing for more flexibility through hybrid offerings can increase enrollment in courses. Traditional courses can be enhanced in access and efficiency by providing course content, student activities, and assessment online according to instructors' and students' needs. FGA services include:

- Customer service and tech help to students and faculty
- Support 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
- Support for faculty in the discovery, selection, vetting, development, use, customization, and sharing of open learning content and courseware

Challenges

Three major challenges currently facing distance education at Foothill College are: 1) staffing uncertainties, 2) lack of official and standardized processes for evaluation of online course quality, and 3) compliance with legal requirements regarding copyright, accessibility, FERPA, and student authentication. Anticipated future challenges include maintaining innovation and enrollment.

Staffing. Effective August 1, 2010, the amount of FTE for the dean responsible for managing FGA decreased to .4. Additionally, the instructional designer position in FGA is slated for elimination as of July 2011.

Evaluation. Online faculty and courses undergo regular evaluation with input from administrators and peer-faculty, however this process lacks standardization. And, student evaluation of fully online courses remains an unofficial process that is under review by the Academic Senate and Faculty Association for approval.

Compliance. Although information, training, and support are made available to faculty by FGA, many online courses are out of compliance with legal requirements pertaining to copyright, accessibility, FERPA, and student authentication.

Attendance Definition. 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).

This means that although the "student tracking" feature in Etudes is helpful for many purposes, it is *NOT* sufficient for defining attendance for purposes of financial aid. Foothill College needs to develop a policy and/or definition to establish more accurate attendance record-keeping for online courses than is possible with just student-tracking alone.

Enrollments. Currently, enrollment in online courses is robust. At some point, this enrollment will plateau and may require additional marketing and innovation in order to generate enrollment growth. In anticipation of this need, Foothill College has indicated an interest in joining a newly-formed organization, called the Community College Online Education Consortium, which can provide lead generation for colleges with online programs.

Recommendations. In order to be viable in the future, FGA must address ongoing and anticipated challenges with the following:

- Fully integrated quality assurance system 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

Goals, Action Steps, Measures, and Timeframes

The following goals and action steps are proposed in order 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 resources.

Goal	Action Steps	Measures & Timeframes
1. Meet all legal requirements for distance education delivery.	• Encourage faculty to work with FGA staff to ensure that all online courses are in compliance with requirements of the ADA Section 508 guidelines for accessibility. • Encourage faculty to work with FGA staff to ensure that all online courses are in compliance with copyright laws, fair use, and the TEACH Act. • Encourage faculty to work with FGA staff to ensure that all online courses are delivered in compliance with FERPA. • Conduct workshops in each division discussing copyright and fair use guidelines. • Encourage faculty to work with FGA staff to ensure compliance with regular effective contact by faculty with students as required by Separate Course by engaging the support and assistance of the Academic Senate. • Encourage faculty to work with FGA 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. *Implementation of the following Action Step is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Establish a policy to ensure compliance with student authentication requirements of the Higher Education Opportunity Act reauthorization.	• Increase in compliance with requirements for regular effective contact by faculty with students by at least 20% above baseline by fall 2011. • Compliance with requirements of the ADA Section 508 guidelines for accessibility by at least 20% above baseline by winter 2011. • Compliance with requirements of copyright laws, fair use, and the TEACH Act by at least 20% above baseline by spring 2011. • Compliance with requirements of by at least 20% above baseline by fall 2012. *Achievement of the following Outcome is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Compliance with requirements for student authentication requirements of the Higher Education Opportunity Act reauthorization in by at least 20% above baseline by spring 2012.
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 Etudes 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. • 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	• Welcome message sent by at least 50% of online faculty by winter 2012. • Online orientation activities used by at least 50% of online faculty by fall 2012. *Achievement of the following Outcomes is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Demo online course developed and made available by fall 2011.

	assessment for those who have already completed it. *Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Provide students with open access to a demo online course to view prior to their enrollment. • Develop a video for students illustrating step-by-step instructions on how to access Etudes and post to the Foothill Global Access website.		
3. Implement a quality assurance system for fully and hybrid online courses.	• Work with faculty and division deans to develop a formal process for conducting student course evaluations for fully online courses. • Work with faculty and division deans to develop a formal process for observing faculty performance in their online courses. • Develop and implement a Quality Assurance System for online course delivery. • Provide faculty with a formal process for their students enrolled in fully online courses to complete the Student Evaluation survey. • In collaboration with division deans and faculty, support the development of an administrative checklist for reviewing all fully online classes. • Support faculty in their efforts to use quality assurance checklists to assess their own and their peers' online courses. *Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Develop and maintain a faculty mentoring program to support novice distance educators. • Assist faculty in development of a vetting process for faculty to select open courseware and content for use and customization. • Encourage faculty who are engaged in development of new online courses to receive training and instructional design consultation. • Develop an Online Course Development Procedure. • Encourage faculty to follow the Online Course Development Procedure. • 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.	• Workshop conducted by spring 2011 to guide faculty in the process of vetting and selecting open courseware for use and customization • Formal process implemented for conducting student evaluations for fully online courses by fall 2012 *[Pending FA contract negotiations]* • Formal process implemented for administrators and peers to observe faculty performance in their online courses by fall 2012 • A Quality Assurance plan for online courses considered by the Academic Senate by winter 2013 *Achievement of the following Outcomes is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • A faculty mentoring program developed by fall 2011. • Online Course Development Procedure developed by fall 2011	

4.	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. • Work with faculty, staff, and administrators to identify barriers to integrated use of distributed and technology-mediated instruction. • Support efforts by academic deans and department chairs to be involved in oversight, rigor, and quality of distance learning instruction. *Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Work with 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. • Work with counselors to ensure that placement and prerequisite policies for the college are properly adapted to the online environment. • Develop a Student DE Handbook (PDF and Online Versions) and a Faculty DE Handbook (PDF and Online Versions). • Regularly evaluate Foothill Global Access in terms of faculty and student satisfaction with services. • Establish and maintain a community of practice for online students via MyPortal Groups. • Establish and maintain a community of practice for online faculty via MyPortal Groups. • Coordinate with the Tutorial Center to improve tutoring access for online students. • Encourage key college committees to integrate distance learning concepts and programs into plans, policies and procedures. • Familiarize college administrators with distance learning activities that relate to their specific area of responsibility, especially enrollment procedures, term scheduling, budget and course assignment.	• Develop and maintain a faculty mentoring program to support novice distance educators. • Assist faculty in development of a vetting process for faculty to select open courseware and content for use and customization. • Continued participation of faculty on the Distance Education Advisory Committee each year • Student and faculty communities of practice launched by fall 2011 • Placement and prerequisite policies for the college properly adapted to the online environment by winter 2011 • Student DE Handbook and a Faculty DE Handbook developed by winter 2011 *Achievement of the following Outcomes is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Student DE Handbook (PDF and Online Versions) and a Faculty DE Handbook (PDF and Online Versions) developed and disseminated by fall 2011 • Steady enrollment in fully online courses and increased student retention among students enrolled in distance education courses by spring 2012
5.	Support college initiatives to expand into new markets for delivery of instruction.	• Collaborate with other institutions to monitor and pursue grant opportunities. • Establish an online component to support degree initiatives with career and/or workforce education *Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Develop and implement a Distance Learning Marketing Plan.	• One online course developed and proposed to the Curriculum Committee to support degree initiatives with career and/or workforce education by spring 2011. *Achievement of the following Outcome is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.*

		• Identify at least one grant opportunity in partnership with other institutions by winter 2011.	• Open Educational Resources Center for California managed by Foothill Global Access through fall 2012. • Distance Learning Marketing plan developed and implemented by fall 2012.
6.	Integrate emerging technologies with distance education delivery.	• Promote faculty use of Edustream video-streaming. • Prepare faculty for use of rich media for instructional purposes. *Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Improve faculty and student interactivity through use of Elluminate 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 Edustream accounts by spring 2011. *Achievement of the following Outcomes is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.* • Increased use of CCC Confer by at least two online faculty by winter 2011. • Increased use of multi-media, gaming, embedded assessment, mobile learning, and interactive exams by at least two online faculty by fall 2011.
7.	Support inclusion of best practices for online student success, course completion, and retention.	• Gain consensus among online faculty on definitions and criteria for high-quality online courses and programs based on established practices such as Quality Matters (http://www.qualitymatters.org/). • Develop Best Practices for Online Teaching that increase student success, course completion, and retention. • Disseminate the Best Practices for Online Teaching to all online faculty. *Implementation of the following Action Step is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time instructional designer position.* • Host an annual showcase of online course best practices.	1. Best Practices for Online Teaching developed and disseminated to online faculty by spring 2011. *Achievement of the following Outcome is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time instructional designer position.* 2. Showcase of online course best practices held by spring 2011.

Program Review

Foothill Global Access completed a comprehensive program review in fall of 2009 (see http://www.foothill.fhda.edu/staff/irs/programplans/completedprogramreviews/progplan_AU_FGA. pdf). In April 2008, Distance Learning was added to the Foothill Program Review Data Sheet By Department webpage. Foothill College submitted a Substantive Change Approval proposal for distance education delivery in fall 2010.

Student Demographics, Enrollments Patterns, and Retention Rates

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 41.6% from 382 in fall of 2006 to 541 in 2010. The number of courses approved for distance education delivery is 21.7% of Foothill's 2009-10 course inventory of 2,497. In fall 2009, Foothill offered 202 individual course sections fully online as distance education courses. This represents approximately 10.7% of the total number of course sections offered that quarter.

In the 2006-2007 fiscal year, student enrollment in distance education courses was 17,920 and WSCH was 96,606 with productivity of 52, retention of 84%, and success rate of 70%. Fulltime classroom teaching FTEF was 18.44 and PT/Overload FTEF was 30.85. The number of sections delivered as distance education was 718. In 2008-2009 fiscal year, student enrollment in distance education courses was 22,409 and WSCH was 133,578 with productivity of 627, retention of 86% and success rate of 71%.

Fulltime classroom teaching FTEF was 19.71 and PT/Overload FTEF was 36.01. The number of sections delivered as distance education courses was 779. This represents a moderate and steady increase in use of distance education by both students and faculty since 2006-2007. From 2006-2007 to 2008-2009, student enrollment increased by 25%, WSCH by 38.3%, productivity by 20%, retention by 2.4%, success rate by 1.3%, fulltime FTEF by 6.9%, PT/overload FTEF by 16.7%, and sections served by 8.5%. In 2008-2009, enrollment in distance education courses was 18.61 % of total enrollment at Foothill College. And, 12% of all sections offered were distance education courses.

Furthermore, an analysis of distance education course offerings at Foothill College from 2007-2008 and 2008-2009 determined that 28 degree programs and 24 certificates of achievement could be completed 50% or more via distance education by taking only fully online courses. Of these, it was determined that 11 degrees and 3 certificates of achievement can be 100% completed by taking online courses. Moreover, 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."

Distance Education Advisory Committee

The plan to offer distance education courses was initially implemented through the creation of Foothill Global Access that would support online instruction. Online course delivery began in 1996-97 and has grown steadily over the past twelve years which is consistent with Foothill's mission to provide "…access to outstanding educational opportunities for all of our students." (2008-09 Foothill Catalog). In response to the growth of the college's online course offerings, Foothill's instructional and student support services expanded to provide the same services to distance education students as are provided to on campus students. Now distance education planning is addressed by several shared governance committees at Foothill College: Technology Task Force, Distance Education Advisory Committee (DEAC), and the Committee on Online Learning. Foothill's Technology Task Force is responsible for updating the three-year Technology Plan, providing technology infrastructure for the college in support of instruction and student services, and coordinating technology training efforts. This committee has primarily been involved in planning Foothill College's distance education technology, equipment, and infrastructure needs,

including development and improvements to Foothill's website and online district faculty and student resources.

The DEAC is the shared governance body with primary oversight of the delivery of Foothill's distance education programs. It meets at least twice each quarter and has representatives from faculty, staff, administrator, and student groups. The DEAC has been primarily involved in review of the Substantive Change Request Proposal and developing the table of contents, goals, and action steps for the Distance Education Plan.

The Dean of Foothill Global Access co-chairs the Distance Education Advisory Committee and the Technology Task Force. The involvement of the Foothill Global Access dean in Foothill College governance is instrumental in coordinating institutional efforts to meet the needs of Foothill College's distance education students and instructors.

Staff Responsibilities

Foothill Global Access 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 Foothill Global Access who reports to the Vice President of Workforce Education. 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 Foothill Global Access, staffed by one fulltime Dean of Foothill Global Access (until July 31, 2010), one full-time Instructional Designer, one .75 FTE Tech Training Specialist, and one fulltime Administrative Assistant.

FGA 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 8:30 a.m. through 4:30 p.m. Usage of FGA 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.

For questions specific to the Foothill Global Access online learning program, students and faculty are asked to contact:

Judy Baker
Dean, Technology and Innovation
bakerjudy@foothill.edu
(650) 949-7388

Helen Kikoshima
Division Administrative Assistant
kikoshimahelen@foothill.edu
(650) 949-7446

FGA Staffing Needs for Coverage of Distance Learning
Title 5 Requirements, Legislative Guidelines, WSCH Generation, and Accreditation Concerns

FGA Staff Responsibilities	Dean	Instructional Designer	Admin Assistant	Tech Trainer
ACCJC Substantive Change Policy	x			
Title 5 Requirement: Separate Course Approval	x			
Title 5 Requirement: Regular and Effective Contact	x	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		x	
Accreditation Concern 1: Motivation	x			
Accreditation Concern 2: Mission, Educational Programs, and the Curriculum	x			
Accreditation Concern 3: Faculty	x	x		x
Accreditation Concern 4: Students	x	x	x	x
Accreditation Concern 5: Library and Learning Resources	x	x		
Accreditation Concern 6: Institutional Effectiveness and Student Outcomes	x	x		
Accreditation Concern 7: Organization, Planning, Human Resources	x		x	
Accreditation Concern 8: Facilities and Equipment	x		x	
Accreditation Concern 9: Catalogs and Publications	x		x	
Accreditation Concern 10: Intellectual Property Rights	x	x		x

Facilities and Equipment

The FGA office is located in Room 3601, adjacent to the Tutorial Center and the Media Center.

All Foothill faculty members have access to the Faculty Multimedia Center, which is a computer lab for faculty use. There are 1 PC computer, 1 iMac, 1 scanner and 1 printer. Each computer is equipped with full Microsoft Office Suite and other software needed to develop and administer course materials for online instruction. In addition, digital cameras and digital videocameras are available for faculty to check out on a short-term basis. Technical support is available onsite to assist instructors.

FGA manages streaming video using services from EduStream at no cost to faculty or students. Santa Barbara Community College District manages "EduStream.org" through a grant the CCC Systems Office. Features of EduStream include a digital repository, video file storage (up to 100 gigabytes), and over 3,000 closed-captioned videos including content from Dallas TeleLearning for use in online courses.

Infrastructure and Course Management System

Most distance education delivery of instruction at Foothill College is via the Etudes course management system. Some instructors deliver their online instruction via personal websites and textbook publisher's websites.

ETUDES (Easy to Use Distance Education Software) was a course management system (CMS), based on C and C++ and developed in 1994 by Michael Loceff, a computer science instructor at Foothill College. Etudes Classic was used by California community colleges until June of 2007 when it was retired. During 2006-2007, FGA assisted faculty with conversion of course sites from one course management system to another, Etudes Classic to Etudes NG. Etudes Classic was successfully retired in June 2008. Foothill initiated an ETUDES Consortium in 2002 with the support of the State Chancellor's Office. In 2003, Foothill entered a partnership in the Sakai Project with Stanford, University of Michigan, Indiana, MIT, and the Hewlett Foundation in an open course management project which increased the capability of ETUDES. The Etudes team adopted the Sakai platform in 2004, and has been building tools upon the Sakai framework and core tools since then, with a goal of meeting the unique needs of its members. Based on Sakai, Etudes-NG (next generation) was launched in January of 2005 and was adopted by all Etudes member institutions. As of May 21, 2008, Etudes, Inc. is a non-profit 501(c)(3), public charity organization that leads open source development and offers e-learning services to higher education institutions. The corporation now serves over 104,000 students at 24 colleges. Membership to Etudes and access to hosting / support services is open to higher education institutions and other organizations that are interested in the Etudes CMS system and are looking for affordable, quality centralized support services. Benefits of Etudes include: course management system hosting and backup services; site and account management; student information system integration for roster importation and site creation; course conversion assistance provided; faculty support; learning communities of practice; staff development training and workshops in tools, instructional design, and pedagogy; and Job Board for Etudes members. In addition to the above centralized hosting and support services, Etudes leads open source software development of learning tools that are adopted internationally by higher education.

Definitions for Fully Online, Hybrid, and Web-enhanced Courses

Foothill College has no official or standardized definitions for courses based on distance delivery. Past practice has been for schedulers to indicate "72 Delayed Interaction, Distance Education, Internet-based" as the Method of Instruction along with a "W" at the end of the course section number for courses that division deans have identified. According to Title 5, Section(s) 55317(a), and (c) for regulations with respect to reporting Distance Education instructional activities, the "72 Delayed Interaction" designation is for an internet-based distance education course with the "session under supervision of instructor not available by line of sight using the Internet without the immediate involvement of the instructor."
(http://www.ccco.edu/Portals/4/TRIS/MIS/RightNav/DED/DataElmnts/xf/Xf01.pdf)

Informally, FGA considers fully online courses as those sections delivered by Method 72 Delayed Interaction, Distance Education. Some of these course instructors conduct one or more sessions on campus for purposes of student orientation or testing. Hybrid courses typically require online attendance in lieu of some but not all campus attendance. Web-enhanced courses require students to attend all class sessions on campus but utilize the Internet as a supplement.

Guidelines, Procedures, and Policies

Students. Students with disabilities often require adaptive software and hardware to access the Internet or to use with word processing programs. If students have special needs, they are welcome to use the computers in the Computer Access Center, as needed to complete assignments for online courses. Getting access to adaptive tools OUTSIDE the Foothill Campus is the responsibility of each student. For accommodations due to a disability, students need to inform the online instructor within the first week of the quarter so that he/she can work out any special arrangements needed.

Foothill College has an Academic Honor Code that addresses academic dishonesty, especially cheating and plagiarism. It is every student's responsibility to know what constitutes academic dishonesty.

Student Code of Conduct for ETUDES - Internet Based Courses.

As a student at Foothill College, your conduct in the classroom and on-line (Internet classes) will be expected to conform to those acceptable standards for all students as described in this handbook. Unacceptable behavior includes, but is not limited to the following:

1. the use of threatening, harassing, sexually explicit language or discriminatory language or conduct that violates state and federal law and the Foothill - De Anza Community College District policy on sexual harassment or discrimination;
2. unauthorized posting or transmitting sexually explicit images or other Content that is deemed by Etudes, the Licensee, or any administrator, supervisor or instructor of a course published utilizing etudes or other online software to be offensive;
3. conduct that constitutes fraudulent behavior as enumerated in state and federal statutes;
4. disruptive behavior on-line or off-line;
5. vandalism, or any other violation of Foothill-De Anza Community College District Board Policy. Particular attention should be given to college policy on academic dishonesty, which includes plagiarism or otherwise representing others' work as your own.

All Foothill College students are subject to the same consequences for violations of college policy. They include sanctions and consequences for infractions that are outlined in the college's student handbook, course catalog, and on the Foothill College Student and Judicial Affairs Web site under "Student Rights and Responsibilities."

Course Information about Online Delivery of Courses. Students obtain information about the online delivery of courses and how to login in several ways: 1) Course Information webpages posted each quarter on the FGA website, 2) Footnotes beneath course listings on the Foothill College schedule, 3) Welcome messages emailed by assigned faculty to enrolled students (see Appendix A), and 4) on-campus Student Orientation to Etudes sessions. Students can also use the online Self-assessment questionnaire on the FGA website BEFORE they register for fully online

class in order to determine whether or not they have the personality traits, learning aptitude, technical knowledge, hardware and software, and study skills for online learning. Additionally, the FGA Online Learning Tour offers an overview as to how online learning works, how courses are set up, what tools are generally used, what is expected of students, how interaction takes place, and how to succeed in online courses.

Faculty. Each quarter, faculty who want to deliver their instruction using Etudes are expected to submit an online request form with specific information about whether they want one or more sections included in a single course site. Faculty who teach fully online courses must communicate with students about how to access online instruction for the courses via a Course Information webpage on the Foothill Global Access website, their own webpage, and/or email. Additional faculty responsibilities include use of course content that is in compliance with ADA Section 508 accessibility requirements, copyright laws, and Higher Education Opportunity Act (HEOA) student authentication requirements. Only courses that have separate DE approval from the Curriculum Committee may be offered as fully online courses. Such courses are indicated by a "W" at the end of the section number.

All courses, degrees, and certificates of achievement offered by Foothill College have been approved by the Foothill College Curriculum Committee, the Board of Trustees, and the CCC System Office. All courses taught in a distance education mode have been reviewed for quality standards and approved by the Foothill College Curriculum Committee in accordance with California administrative code and regulation using a Separate Distance Education Approval process. See Appendix B.

Development of online course sites is primarily a responsibility of faculty. FGA provides faculty with the support of an instructional designer as well as information including Recommended Components of an Online Course (see Appendix C). Recommended components of an online course in Etudes covers Policies and Procedures, Course Content, Interactions and Collaborations, Learning Assessments, Learner Support, and Technology Components are available to the faculty. In order to get started as a new online instructor, faculty are encouraged to follow these steps:

Step One

- Complete the Online Aptitude Assessment: Assess Your Readiness to Teach an Online Class
- Visit online Faculty Resources to find information.
- Visit and observe an online course in the role of a student.

Step Two

- Complete Etudes Certification training.
- Create a development course site in Etudes with the assistance of the FGA Instructional Designer.

Step Three

- Coordinate with Division dean about scheduling the first online course.

Step Four

- Submit a request to FGA via an online form to get a live Etudes course site set up.

Faculty Contractual Obligations. The 2007-10 Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association includes a MOU regarding courses that are delivered through electronic media. The terms of this MOU exclude telecourses and hybrid courses. The parties agree that distance learning courses offer faculty and the District new and creative ways in which to deliver approved curriculum through electronically mediated instruction. See Appendix D for the MOU.

Faculty Training. In order to teach courses delivered via the Etudes course management system, faculty are required to successfully complete training which consists of at least 12 hours of instruction. Certification to teach using Etudes is available by a formal training program provided by the Foothill Global Access tech training specialist on campus and by Etudes, Inc. via the Internet. Faculty are reimbursed for the cost of any required training.

The FGA online learning program provides faculty support with a variety of training opportunities. This includes formal training programs, workshops, conferences, and technical support. Training sessions focus upon effective online teaching practices using the Sakai-based Etudes course management system. Faculty are taught how to utilize various CMS tools such as the discussion board, the email system, chat rooms, and the assignments tool to design online courses that foster interaction between faculty and students. Additional faculty development opportunities provided by Foothill Global Access include skill-building in use of: open educational resources and open textbooks; multimedia for teaching; anti-plagiarism software, Web 2.0 tools, and student e-portfolios. FGA conducted a technology training needs assessment in July 2010 (See Appendix E for report) which collected information from faculty and staff. The report details the results and offers recommendations.

From July 11, 2007 to May 25, 2010, Foothill Global Access has provided 225 technology training opportunities covering topics from Etudes Learning Management System through Social Media, Web-based Applications, Multimedia creation and deployment, Accessibility, Copyright, to office productivity software and the use of camera's and sound recording equipment. The Educational Technology Services group has provided trainings on campus wide systems like email, portal access, grade reporting, and the new student information system, Banner. The Technology Training Specialist and Instructional Designer of Foothill Global Access have also been 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 movies and sound recordings for use in online learning environments, assessment, and many other topics that were not addressed in the offered group trainings calendar.

Compliance. Faculty can use whatever delivery method they choose for online instruction, however, student verification obligations and other responsibilities exist for use of alternatives to Etudes. Instructors should be aware of the added responsibilities and workload associated with using alternatives to Etudes.

The responsibilities associated with using a delivery method other than Etudes include:

- Instructors must take responsibility for enrollment management and online course login/access.
  - Secure and password-protected access to the course must be used to ensure student authentication under federal requirements of the Higher Education Opportunity Act.
- Instructors must take responsibility for ensuring the privacy of student information, meeting accessibility requirements, and complying with fair use guidelines.
- Instructors must provide their own tech support and login assistance to students. FGA is not able to provide tech support to students and instructors who use any delivery method other than Etudes.
- Due to lack of standardization, students who take several online courses delivered using a variety of methods will be confused by the differences in navigation, layout, procedures, and course access.
- FGA is not able to provide instructional design assistance for course development.
- FGA is not able to provide training in use of alternatives to Etudes for online course delivery.
- FGA provides faculty with Guidelines for Use of Social Media (See Appendix F).

FERPA. The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. For District guidelines on FERPA, see http://ets.fhda.edu/call_center/portalFERPA and Administrative Procedure AP 5045.

The act provides the students with the right to (l) inspect and review their educational records, (2) restrict the disclosure of their record, and (3) seek to amend their record. Students have the right to expect that information in their educational records will be kept confidential and will be disclosed only with their permission or under provision of the law.

Directory information includes student's name, major field of study, dates of attendance, degrees and awards received, weight and height of members of athletic teams, participation in officially recognized activities and sports.

Student Educational Record includes personal information, enrollment records, grades, and schedules, advisement notes regardless of the storage media (paper, computer printout, class list on your desk, computer screen, flash or zip sticks/disks, external hard drives, CD-ROMs, or other external storage devices).

Guidelines for faculty and staff members to comply with FERPA regulations and District policy include:

1. In general, faculty and staff have access to personally identifiable information about students as long as they have a legitimate use for the data or a "need to know."
2. Student educational records are considered confidential and may not be released to a third party without the written consent of the student.
3. Directory information may be released by the Office of Admissions and Records.
4. Faculty have a responsibility to protect educational records in your possession.
5. Student scores and grades may not be displayed publicly in association with names, social security numbers or personally identifiable information. If scores and grades are posted, use only a coding method agreed upon mutually by the entire class, which does not include personally identifiable information.

6. Keep personal professional records relating to individual students separate from their educational records.
7. Do not provide copies to students of their transcripts from other institutions.
8. Only the Office of Admissions and Records may release information about a student's educational record to a third party outside the institution.
9. Do not share non-directory information from a student's education record such as grades or class schedules with parents--even if the student is under eighteen years of age. Refer the parents to the Office of Admissions and Records.
10. Direct all requests for student information in the case of an emergency to the Campus Security Office.
11. Refer all judicial orders, subpoenas and other written requests for access to information or data to the Office of Admissions and Records.

When inviting individuals to participate in an online course, faculty should get permission from all enrolled students before giving access to the online course to anyone who is not enrolled or employed by Foothill College.

ADA Section 508 Accessibility. Certain accessibility requirements must be addressed when developing and disseminating learning materials for electronic dissemination to students. See Distance Education: Access Guidelines for Students with Disabilities from the Chancellor's Office California Community Colleges.

By law, ADA Section 508, learning materials, including interfaces, images, sounds, multimedia elements, and all other forms of information, must be made available for used by anyone, regardless of disability. Detailed information about accessibility guidelines are available at Web Accessibility Initiative (WAI) and the Americans with Disabilities Act (ADA)

Both State and Federal law require community colleges to operate all programs and activities in a manner, which is accessible to students with disabilities. Under the CCC DE Access Guidelines, Chapter 6, Standards and Criteria for Courses, Section 55200 ("Definition and Application"), CA Code 11135, and Section 508 of the Rehabilitation Act as amended in 1998, the Access Board has established standards for electronic and information technology. The regulations require that electronic and information technologies developed, procured, maintained or used are accessible to students with disabilities.

The Foothill-De Anza Community College District Board of Trustees uphold that, for persons with disabilities, improving the access to educational and employment opportunities must be a priority. The board directs the Foothill College administration to take the necessary actions to implement the requirements of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

A student may request accommodation related to his/her disability, provided that accommodation does not impose an undue hardship on the district. Foothill College disability access information and procedures for requesting accommodations are available from the Foothill College Adaptive Learning coordinator and in the Foothill College President's Office. Every effort is made to ensure that courses and services offered in a distance education mode are compliant with ADA and Section 508 of the Rehabilitation Act requirements (see http://www.access-board.gov/sec508/standards.htm#Subpart_b). Each term that a faculty members use of

Etudes to deliver instruction, they are reminded of Section 508 compliance requirements for their online courses as well as the availability of training and services available to them with compliance.

The FGA Technology Training Specialist provides training to faculty about online accessibility, accessibility features in Etudes and other instructional software, and developing accessible and usable online course content. The Foothill College and FGA websites are also ADA and Section 508 compliant. Foothill College currently offers services to all its disabled students, including distance education student, using a combination of email, U.S. mail, and telephone advising appointments. The Adaptive Learning program at Foothill College has the following fulltime staff to serve distance education students with disabilities: Dean, Disability Access and Compliance Supervisor, Computer Laboratory Instructional Coordinator, Learning Disability Specialist/Instructor, Alternative Media Specialist, Learning Disability Specialist/Instructor. The Disability Access and Compliance Supervisor is responsible for ensuring the accessibility and usability of all technology at Foothill, including distance education courses. The Alternative Media Specialist is responsible for meeting the needs of qualified students for alternative media as a reasonable and appropriate accommodation.

Copyright and Fair Use. The Technology, Education and Copyright Harmonization Act (TEACH Act) was enacted in 2002 as an amendment to Section 110(2) of the Copyright Act. Accordingly, faculty should consider whether or not to transmit performances and displays of copyrighted materials online course sites by determining answers to the following:

1. Is permission required from the copyright holder?
2. Does the proposed use constitute a fair use as outlined in Section 107 of the Copyright Act? or
3. Does the proposed use fit within the transmission performance and display exception (Section 110(2)) of the Copyright Act?

In general, faculty should prevent students from having an accessible copy of any copyrighted work after logging out of the online environment unless permission has been obtained from the copyright holder. Fair use may apply to some types of limited use of instructional performance and displays, supplementary materials, and student downloading of course materials.

Under the TEACH Act, Foothill College must provide informational materials to faculty, students, and relevant staff members that accurately describe, and promote compliance with, the laws of the United States relating to copyright.

The TEACH Act authorizes faculty to digitize works for use in digital distance education, but only to the extent they are authorized to use those works in Section 110(2), and so long as the works are not available digitally in a format free from technological protection. Section 110(2)'s expanded rights include the following:

1. Transmitting performances of all of a non-dramatic literary or musical work
2. Transmitting reasonable and limited portions of any other performance
3. Transmitting displays of any work in amounts comparable to typical face-to-face displays

Rights granted under the TEACH Act do not extend to the use of works primarily produced or marketed for in-class use in the digital distance education market; works the instructor knows or has reason to believe were not lawfully made or acquired; or textbooks, coursepacks and other materials

typically purchased by students individually. This does not cover materials an instructor may want students to study, read, listen to or watch on their own time outside of class. Instructors will have to rely on other rights they may have to post those materials, such as the fair use statute.

Faculty have fair use ability to make copies, create derivative works, display and perform works publicly and distribute them to students under the following circumstances:

1. The materials used are specifically for students in the class;
2. Only those students will have access to the materials;
3. The materials will be provided at the instructor's direction during the relevant lesson;
4. The materials are directly related and of material assistance to the teaching content;
5. The class is part of the regular offerings of Foothill College;
6. The instructor will include a notice that the materials are protected by copyright;
7. The instructor will use technology that reasonably limits the students' ability to retain or further distribute the materials;
8. The instructor will make the materials available to the students only for a period of time that is relevant to the context of a class session;
9. The instructor will store the materials on a secure server and transmit them only as permitted by this law;
10. The instructor will not make any copies other than the one the instructor needs to make the transmission;
11. The materials are of the proper type and amount the law authorizes:

    • Entire performances of non-dramatic literary and musical works;
    • Reasonable and limited parts of a dramatic literary, musical, or audiovisual works
    • Displays of other works, such as images, in amounts similar to typical displays in face-to-face teaching;

12. The materials are not among those the law specifically excludes from its coverage:

    • Materials specifically marketed for classroom use for digital distance education
    • Copies known to be illegal
    • Textbooks, coursepacks, electronic reserves and similar materials typically purchased individually by the students for independent review outside the classroom or class session;

13. If the instructor is using an analog original, the instructor checked before digitizing it to be sure:

    • Instructor copied only the amount that the instructor is authorized to transmit
    • There is no digital copy of the work available except with technological protections that prevent using it for the class in the way the statute authorizes

Curriculum Separate DE Course Approval

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.

Guidelines for Course Quality and Best Practices

Practices to ensure quality online instruction and student services are addressed in the campus Distance Education Advisory Committee (DEAC) and the Committee on Online Learning (COOL).

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, Foothill Global Access 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. Periodically, FGA conducts a survey of Foothill College students who drop online courses. Results of these surveys have been fairly consistent with the most common reason for dropping indicated as "I could not handle the combined study plus work responsibilities." In spring 2009, 145 students responded to the survey and 33.1% indicated the reason for dropping the online course was "I had personal problems (family, health, job, childcare, etc)." During spring 2009, Foothill College participated in a statewide survey administered by the State Chancellor's Office conducted of students who dropped distance education courses. In response to the question "How likely are you to register for another online course?" 63% of respondents from Foothill College (from a total of 138 respondents) indicated "Very likely" and 13% indicated "Somewhat likely." Only 13% indicated either "Not likely" or "Not a chance." The most common reasons selected for dropping the online course was "I could not handle the combined study plus work responsibilities" and "I had personal problems (family, health, job, childcare, etc.)." Over three-quarters of respondents (78.5%) indicated that "I didn't know where to go for help," 82.8% indicated that "I experienced too many technical difficulties," and 94.6% indicated "I didn't realize when I registered that it was a distance education course" were "Not Important at All" as reasons for dropping.

Monitoring Use of DE Services

The Office of Instruction and Institutional Research at Foothill College provides relevant and timely information on Articulation, College Skills (Basic Skills Initiative), Curriculum, Institutional Research, Program Planning & Review, Professional Development, and Student Learning Outcomes and Assessment. It generates Foothill College Program Review Distance Education reports on student enrollment, FTEF, WSCH, productivity plus success and retention by ethnicity, sex, and age at the department, division or college-wide level (see http://www.foothill.edu/staff/irs/programplans/dept_data.html and http://www.foothill.edu/staff/irs/programplans/docs/Prog%20Rev%20Combined%20Distance%20Ed/FH%20College%20Distance.pdf). These reports are made available to the public via the Foothill College website and are used to monitor, plan, and improve the college's course and program

offerings for both traditional and distance education courses, grouped together or viewed separately. These reports are monitored carefully by the dean of FGA. Retention in fully online classes has varied little over the past 5 years from 86% in 2003-04 to 86% in 2008-09.

Retention and success rates of distance education students at Foothill College are much higher than at other California community colleges (e.g., see El Camino - http://www.elcamino.edu/administration/vpaa/Distance%20Education-rev.pdf). Faculty with retention concerns are encouraged to meet with the FGA instructional designer for assistance.

For the purposes of program review, the Foothill Office of Instruction and Institutional Research issued a report on distance education (DE) enrollments in anthropology courses in the 2008-2009 academic year. In that report, distance education enrollments for White, Hispanic, Black, and Multiple Ethnicity students were lower in anthropology than DE enrollments in the college as a whole. Furthermore, withdraws for Black, Hispanic, and White students were higher in DE anthropology courses than in on-campus anthropology courses.   In response to that report, anthropology department chair, Sam Connell, sought the assistance of Foothill Global Access to determine the reasons that students enroll in distance education and on-campus anthropology courses and to identify factors that might impact enrollment in online anthropology courses. We developed a questionnaire with 11 questions to determine: What are the most important reasons for taking an online course according to students? Anthropology instructors recruited students to participate in the survey by making announcements in class. We posted the questionnaire to the Internet from November 30, 2009 through January 30, 2010 during which time we surveyed 356 students who were enrolled in anthropology courses at Foothill College in the Fall 2009 and Winter 2010 quarters. Characteristics of students who participated in survey:
- Enrollments:
  - Average of 3.4 quarters at Foothill College
  - Average of .43 anthropology courses that were delivered online
  - Average of 1 anthropology course that was held on campus
- Gender: 58.5% Female, 39.5% Male, 2.0% no Answer
- Fulltime Status: 71.7% full-time students, 27.5% Part-time students, .8% no answer
- Student Type: 63% Returning Students, 21.6% New Students, 12.9%, International Students, 1.4, High School Students, 1.1% no Answer
- Major: 69.2% not planning to major in anthropology, 29.4% planning to major in anthropology, 1.4% no answer
- Transfer Plans: 90.5% planning to transfer, 7.8% no, 1.7% no answer

No significant differences were found in perceived importance of reasons for taking an online course by age, gender, fulltime status, transfer aspirations, and type of student. The reason with highest importance rating among all those surveyed as well as among all ethnic groups except Filipino: "The online class fits my schedule better than the other classes." The reason with highest importance rating among Filipino students (n=7): "I don't like working in groups." Reason with second highest importance rating among all those surveyed as well as among all ethnicities: "My life is so hectic, an online class is the easier choice." The reason with highest importance rating among all those surveyed as well as among all ethnic groups except among Native American and Pacific Islander students was "I feel that I learn more in an on-campus course."

Among the survey respondents, convenience and flexibility were the most important reasons for enrolling in online anthropology courses except for Filipino students. Not enough Native American

(n=2), Pacific Islander (n=4), and Filipino (n=11) students participated to be able to draw conclusions for those groups. Focus groups with Native American, Pacific Islander, and Filipino students enrolled in anthropology courses may be necessary to collect information not captured in this study.

Student use of the FGA Help Desk is monitored by type of help requested, timing of requests during the quarter, and frequency of requests each quarter. Since June 2007, 1,684 requests for assistance have been submitted to the FGA Help Desk. Requests to the FGA Help Desk peak during the first two weeks of each quarter and mid-way through each quarter with approximately 200 requests each quarter. The vast majority of requests pertain to logging into course sites and registration issues.

Evaluation of Online Faculty and Courses

FGA provides division deans and faculty with guidelines, checklists, and consultation regarding evaluation of online faculty and courses. FGA recommends to faculty that they follow criteria outlined in the Quality Matters Rubric for assessing their online courses (http://qminstitute.org/home/Public%20Library/About%20QM/RubricStandards2008-2010.pdf).

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. Efforts are underway to formalize this process. The largest barrier to making the process official is the low response rate. The committee is examining ways to boost the response rate. 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 G), however no officially recognized mechanism is in place to administer the instrument (http://fa.fhda.edu/documents07_2010/Appendices2010/Appendix%20J2W.pdf).

Guidelines for course evaluation by deans and faculty peers specific to online courses have not yet been developed and approved for official use.

Marketing Plan

Foothill College publicizes clear and accurate information about its courses, programs, and services in a variety of media, including the college catalog, course schedule, *The Heights Newsletter*, and college website. The college publicizes information about programs in the California Virtual Campus catalog of online courses. In fall of 2008, FGA generated a distance learning marketing plan. FGA assists faculty in posting a promotional webpage for each fully online course each quarter. Additionally, FGA participates annually in national surveys including those administered by *U.S. News and World Report* and Peterson's Guide. For the past year, Foothill College has actively participated in the American Association of Community College's national marketing pilot effort called: Community College Online Education Consortium (CCOEC).

Partnerships External to Foothill

Foothill College has partnerships with Franklin University, California State University, East Bay, and University of Illinois at Springfield which involve mutually beneficial marketing efforts and academic pathways for online students.

Technical Support for Faculty and Students

FGA staff provide personal Help Desk services, as detailed under "Staff Responsibilities." Faculty have access to the Faculty Multimedia Center, described under "Facilities and Equipment."

Student Support Services

Foothill College provides distance education students with student support services that are comparable in quality with services for on-campus students. A concerted effort has been made to raise awareness among staff and administrators of the need for continued support of quality student services for distance education students. In 2007, FGA upgraded its technical support services for students to provide greater student identity security and follow-up. FGA received a President's Innovation grant award in 2008 to implement a Pilot Student ePortfolio Project. Beginning Winter 2007, FGA has conducted face-to-face orientation sessions for students on campus each quarter.

FGA coordinates with Counseling to ensure that distance education students have access to counseling services via the website. In addition to tech training, FGA conducts information sessions about distance education issues with Divisions and programs upon request. FGA coordinates with Behavioral and Social Sciences division and the Language Arts division to provide Turnitin anti-plagiarism training and services. FGA provided leadership across campus, via a President's Innovation Grant, in the use of student ePortfolios as an assessment tools. FGA staff have served on search committees for other programs.

Academic Advising, Counseling, and Placement. Distance education students have access to individualized academic advising and counseling via an online forum and telephone, email and fax (http://www.foothillglobalaccess.org/main/advising_center.htm). The forum is staffed 11 months per year by three fulltime faculty counselors who respond to forum postings within 48 hours. Students can schedule 30 minutes face-to-face or telephone appointments with counselors via an online form. A webpage with Frequently Asked Questions about academic advising and counseling is also available (http://fgamedia.org/faculty/counseling/). A 1 unit course titled "Introduction to Online Learning" is taught by counselors and presents to students the various online academic and service supports such as the library and the Virtual Campus.

Assessment and Placement. Distance education students may take their placement tests for English, English as a Second Language or mathematics at a college assessment/testing center located near them. The selected center will need the ability to administer an online Accuplacer test. The student has the test center coordinator email proctor information to the Foothill College Testing Center to set up the access for test administration. Test preparation information is also forwarded to the student (http://www.foothill.edu/placement/math.samples.html).

For distance education students who are able to take placement tests at any Foothill College campus location or at another college's site, the placement tests results are received at the end of the test

session and are also available through each student's portal. Foothill College also belongs to the Consortium of College Testing Centers (CCTC) which is "a free referral service provided by the National College Testing Association **(**NCTA**)** to facilitate distance learning. The purpose of the CCTC is to make test administration services available to students at educational institutions away from their campuses. The CCTC site may be used to locate a testing center by clicking on a U.S. map to find the center nearest to the student. These services are provided in traditional paper-pencil formats as well as by on-line, web-based servers at some sites. A test administration site does not have to provide web-based examinations in order to participate in the Consortium. All participating institutions must be NCTA members in good standing, and all participating institutions are expected to adhere to the CCTC guidelines" (Retrieved from http://www.ncta-testing.org/cctc/).

Career Services. Basic career services are currently available to distance education students via telephone, email, and the Career Center's website (http://www.foothill.edu/career). The Foothill College Career Center also provides an online Job Posting Board (http://www.foothill.edu/career/jobsearch.php). The purpose is to provide internship, parttime and full-time job searches for Foothill College students and program graduates. The Career Center plans to provide online videos on a variety of topics, such as How to Choose a Major, Resume Writing, and a Career Center Orientation tour. The videos enhance in-person workshops (http://www.foothill.edu/career/workshops.php). The Career Center website provides Online Resources Listed by Category (http://www.foothill.edu/career/library.php). In addition, three Career and Life Planning credit courses have approval for delivery as distance education courses and are offered online at least once each year: CRLP 070 Self-assessment; CRLP 073 Effective Resume Writing; and CRLP 074 Successful Interviewing Techniques.

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Appendix A: Prepare Your Online Students: Welcome Message for Students

Be sure to send a Welcome Message to your enrolled students sometime during the week before the start of the upcoming quarter. If you would like to send your students a **Welcome message**, use the **Announcements** tool, and select high-priority notification. If they have a valid email address in the system, they will get your message in their personal email/in-box. Otherwise, they will see it when they first log on to your site.

You might want to advise students to update their email address (or add one, if they don't have any) under My Workspace >> Account >> Modify. For students who are taking an online course for the first time, you may want to recommend that they attend the **on-campus Student Orientation to Etudes session on Wednesday afternoon of the first week of each quarter.**

Be sure to tell your students what they need to do in order to avoid being dropped for non-attendance (e.g., post to the Discussion Forum at least once).

Information for Syllabus

See this article from the *Chronicle of Higher Education* about making your syllabus dynamic: If Your Syllabus Could Talk.

To prevent problems, consider including the following information in your Syllabus.

Accessibility:	If there are any students with a learning disability or physical challenge, you are entitled to any assistance you need to achieve your academic goals. Foothill College has an on-campus lab with talking computers, print enlargers, tactile maps of the campus, and other alternate learning options. If you or anyone you know would benefit from such a service, please call the Disabled Student Services Office in Room 2127 at (650) 949-7332 or the TDD line (650) 948-6025. Please also contact me if you have suggestions for making this course more learning accessible for you.
Attendance:	Students assume responsibility for completing the course. Should you decide to drop the course during the quarter, you must fax (650-949-7048) the Admissions and Records Office and request to be dropped. Students who do not follow the attendance requirements for this course will be dropped by the instructor. The attendance requirement for this course is: *[for example - Make at least one Discussion Board posting each week.]*
Plagiarism:	[*If using Turnitin or any other tool for checking on the originality of a student's submitted work, provide a notice of that as a means of full disclosure.*] Work submitted by students may be checked for originality via [Turnitin or other tool]. No submitted student work may be plagiarized. Please see the Foothill Honor Code.
Academic Honor Code:	All students are expected to know and adhere to the Foothill College Academic Honor Code. See http://www.foothill.edu/services/honor.html
Technical Assistance:	As a student enrolled in an online course, you are responsible for following the posted computer system and browser requirements (see http://etudes.org/gateway/server_info.html). Should you need technical assistance, contact the Foothill Global Access Student Help Center (see http://www.foothillglobalaccess.org/main/help_desk.htm). Please notify your instructor *immediately* if you are having problems accessing course materials over the Internet or via email, depending on the course delivery

	method. These problems include, but are not limited to, accessing the course (inactive or wrong URL), inactive or incorrect password, returned email messages, etc. Also, do not put off contacting your instructor if you are having problems understanding the material. Do not just quit logging on. If you don't attend for any length of time, you may be dropped from the course. Please remember that your instructor is NOT responsible for: (Unless, of course, you are taking a course specifically designed to teach you these skills) • modem problems • local software problems • problems with your Internet Service Provider • email accounts (other than your campus account) • setting up your email account on your home computer • problems downloading software. Please contact your Internet Service Provider for assistance with the above problems. Their technical support can walk you through installation and configuration of software. Locate their technical support phone number on your billing statement or their homepage. The Foothill Global Access Student Help Center is NOT responsible for the following issues on YOUR end, teaching you how to: • send attachments • conduct web searches • word processing commands • how to download or upload • set up your hardware and software • configure your email Be sure you have the necessary technical knowledge, equipment, and software to succeed in an online course. Foothill College does not have the resources to help with technical problems that occur on YOUR end. We will ensure connectivity on our servers/software. If you cannot access the your Etudes or other course site, contact your instructor or post a message on our Student Help Center. Be sure it is not a problem with your ISP or computer first.
Login Instructions:	Go to Etudes Login Instructions.

Appendix B: Separate DE Approval

Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery approved by the Academic Senate in 2009

http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/FinalDEAddendum.doc

The Addendum states that:

…it's imperative that the following are addressed explicitly in the course syllabus and/or introductory email/announcement. These communication guidelines are the same for all teachers and are in accordance with J1 Evaluative Material (Section II.A.12) "Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information." and is the same requirement for all teachers.

Communication must include but is not limited to:

- Relevant Dates, Course Schedule, and Deadlines.
- Faculty Expectations and Requirements for minimum student participation (quantity and quality) for all sections of the course.
- Evaluation Process including the timeframe for faculty feedback on student works such as discussion posts, and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. 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 whether or not the instructor will be available after hours or on weekends and holidays. Methods of regular, timely, and effective student/faculty contact that will be employed in the course (as described below).

A Contingency Plan for when the instructor is unavoidably unavailable for a specific period. Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential. Depending on class design and Instructor preference, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact in all online, hybrid, and web-enhanced courses: (it is recognized that instructors of web enhanced and Hybrid courses have more in-person contact with their students and would as such rely less on these methods.) These effective contact guidelines are the same requirements for all teachers and are in accordance with J1.II.A.7: "Maintains student-faculty relationship conducive to learning," as well as the following student evaluation criteria: J2.A. #11 Motivated student interest and intellectual effort, #12. Encouraged students to ask questions and participate in class discussions, #13. Encouraged individual thinking and differences of opinion, and #14. Used full class time effectively."

The following methods of achieving "Regular, Timely, and Effective Methods of Student/Faculty Contact" are recommended by the Foothill College Academic Senate: private messages within the

course management system; personal e-mail outside of the course management system; telephone contact; weekly announcements in the course management system; chat room within the course management system; timely feedback and return of student work (tasks, tests, surveys, and discussions) in course management system by methods clarified in the syllabus; discussion forums with appropriate facilitation and/or substantive instructor participation; e-portfolios/blogs/wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts; group or individual meetings; orientation and review sessions; supplemental seminar or study session; field trips; and library workshops. The Separate DE Approval addendum for each distance education course offered describes the specific ways that regular effective contact is achieved.

Appendix C: Recommended Components of an Online Course in Etudes
http://www.foothill.edu/fga/recommended_components.php

Policies and Procedures

Element	Course Site Location
Syllabus	Syllabus or Module Resources
Learning objectives (or student learning outcomes)	Syllabus or Module
Guidelines and resources for students with disabilities, especially regarding assessment and testing	Syllabus or Module
Criteria for determining attendance and drop for non-attendance	Syllabus Module
Criteria and standards for student participation in terms of quality, quantity, and time frame	Discussion Forum Syllabus or Module
Grading criteria clearly stated and aligned with objectives	Syllabus Module
Policy on plagiarism and cheating	Syllabus Module
Policy on late submission of assignments	Syllabus or Module
Policy in case of technical problems with testing	Syllabus or Module
Course readings and/or textbooks	Syllabus or Module
Instructor's anticipated response time for Discussion postings, Private Mail, and grading	Syllabus or Module
Appropriate use of Discussion and Chat in terms of netiquette	Syllabus or Module

Course Content

Element	Course Site Location
Content clearly written and error-free	Module
Printable versions of Module contents	Module
Links to external websites active, correct, and aligned with objectives	Module
Objectives clearly displayed with each learning module	Module
Reading assignments aligned with objectives	Module
Compliance with ADA Section 508 accessibility requirements	Module
Compliance with TEACH Act and Fair Use	Modules
Schedule of assignments, readings, due dates, testing	Syllabus or Module Schedule

Interactions and Collaborations

Element	Course Site Location
Discussion forums and topics logically organized and aligned with objectives	Discussion Forum
Live or real-time interaction between instructor and students	Chat
Minimum standards or expectations for Discussion Postings along with examples of appropriate and inappropriate postings	Syllabus or Module

Learning Assessments

Element	Course Site Location
Practice tests/quizzes	Assignments, Tests and Surveys
Due dates/time for each assignment	Assignments, Tests and Surveys
Due dates/time for each quiz/test	Assignments, Tests and Surveys
Clear instructions for each assignment	Assignments, Tests and Surveys
Assignment objectives consistent with learning objectives in Syllabus	Assignments, Tests and Surveys
Gradebook	Gradebook
Student collaboration	Wiki
Ongoing anonymous feedback opportunities for students	Assignments, Tests and Surveys Private Mail Discussion
End of quarter student evaluation of course (contact FGA staff for assistance with this)	Assignments, Tests and Surveys

Learner Support

Element	Course Site Location
Information about Student Help Center at Foothill Global Access	Announcements Syllabus
Welcome and Getting Started with link to Introduction to Online Learning at http://www.foothill.edu/fga/realitycheck.php	Announcements Modules Discussion Email
Instructor's introduction	Modules Discussion
Information about access to relevant Library databases	Module Resources
Instructions on how to use and navigate Etudes for this course (see Users Group Resources for downloadable copy of Student Help Modules to import to your course site)	Modules Module on How to Print Module on How to Use Discussion
Posted office hours	Chat Discussion
Information about access to tutoring services	Syllabus
Information about access to academic advising services	Syllabus

Technology Components

Element	Course Site Location
Compliance with ADA Section 508 for accessible content	Modules
Downloadable software plug-ins, if necessary	Resources
Computer system requirements and browser settings (provide link to http://etudesproject.org/gateway/server_info.html)	Announcements Module
No files larger than 5mb; no PowerPoint slideshows	Module Resources

Appendix D: Faculty Contractual Obligations

The 2007-10 Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association includes a MOU regarding courses that are delivered through electronic media. The terms of this MOU exclude telecourses and hybrid courses. The parties agree that distance learning courses offer faculty and the District new and creative ways in which to deliver approved curriculum through electronically mediated instruction. See Appendix C.

Under the terms of this MOU, distance learning assignments should be made in accordance with the normal scheduling process for part-time, regular and contract, and summer session faculty. Only faculty employees who possess the appropriate campus training, preparation and skills should be assigned a distance learning course. Distance learning assignments should be made through mutual agreement between the faculty employee and the appropriate administrator with the exception that no faculty employee should be required to teach an online class for a period exceeding six quarters. A distance learning course shall be assigned a load factor and maximum class size on the same basis as a traditional course. In order to facilitate enrollment and/or to offset attrition, a faculty employee teaching online may elect to authorize the District to add students to his or her course during the registration period, i.e., prior to the start of instruction. In such cases, the faculty employee shall consider retention data and use his or her professional judgment in determining the number of students to be added to the established maximum class size. In addition, the faculty employee shall consult with the division dean or appropriate administrator who shall be responsible for reporting the provisional increase to the scheduling office. Any such increase shall not be precedent setting, and the course shall return to the established maximum class size at the conclusion of the assignment. When a faculty employee is required to complete a college-mandated training course prior to engaging in online instruction, the District shall waive the fees, if any, for such training. Academic unit(s) or workshop hours earned through this mandated training shall be creditable toward advancement on the salary schedule and/or the Professional Achievement Award. A faculty employee may apply for a maximum of three (3) quarter units of professional growth activity when he or she: a) Develops an online course and is subsequently scheduled to teach it; or, b) Converts an existing online course to a new platform or course management system when required to do so as a consequence of a college decision to change its designated platform. The college shall determine the requirements for earning the unit credits. The District will provide technical support for the college-designated course management system(s) only. A faculty employee who chooses to employ an online platform other than the one(s) designated by the college is responsible for all support functions including student orientation and training. A faculty employee teaching exclusively online in one or more academic quarters shall fulfill all of his or her assigned duties. Normally, all contract and regular faculty will teach part of load on campus. Assignment to full annual load online shall be determined on a case-by-case basis. When a request for full annual load online is made, the division dean or appropriate administrator will forward the request, and make a recommendation, to the Vice President of Instruction who, in consultation with the Vice Chancellor of Human Resources, shall approve or deny the request. Except when extenuating circumstances exist and are approved by the college President and the Vice Chancellor of Human Resources, no contract or regular faculty shall teach full annual load online in consecutive academic years.

Appendix E: Technology Training Needs Assessment

Overview

Foothill College has set out to build a comprehensive, targeted, ongoing professional development program to serve all faculty and staff. Recent, and ongoing, investments in various technologies throughout our campus promise big advances in efficiency, consistency, centralization, and overall performance in serving students. This potential will only be fully realized with the attendant skills of the people using these tools. This report identifies needs that will be addressed by the technology component of the professional development program being built.

Data

Information was collected from several sources.

- Internet review of professional development opportunities offered at other California Community Colleges in the bay area
- Internet review of expected technology skills in job postings for community college faculty and staff positions
- Phone interviews with division deans
- Informal and formal conversations with faculty
- Informal and formal conversations with classified staff
- Recent history of technology training opportunities at Foothill

Bay Area Community Colleges

Web Review of Professional Development Programs

A review of 18 Bay Area Community College web sites reveals:

- 10 have "Flex Days" as part of the faculty contract
- 4 advertise a specific facility with computers and staff to support staff and faculty technology training needs
- 2 detail the Professional Growth Credits or Awards for attendance at training and
- professional development opportunities
- 18 have conference and professional event funding procedures for faculty who choose to apply
- 12 offer some kind of face-to-face learning/training opportunity on campus at least annually of those not requiring "flex" days, none require training or attendance at professional development events.
- Professional Development Plan: Technology Training—Foothill College
- 9 offer online job aids, tutorials, and training materials, with one college subscribing to an external online learning provider for faculty to access additional training
- 18 offer ticket-based or phone tech support through some branch of the Educational or Instructional Technology area of the campus which is listed along with other resources as professional development for faculty and staff
- 5 showed pages with information at least 1 year out of date and no new events listed on the training calendar

- 5 directed faculty and staff to learning opportunities from outside providers, either free to community colleges like @One and CCC Confer, or paid subscribed services.

Bay Area Community Colleges

Web Review of Technology Skills in Job Postings

Most job listing for faculty positions did not mention any specific technology tools, but the tasks described as required duties and skills consistently referred to information gathering, reporting, and other functions that are currently performed by computers at almost all institutions. Classified positions that required work in areas specific to technology had requirements for baseline skills in general areas such as office productivity tools, as well as describing required tasks that, in today's work world, require proficiency with computers and software applications. Any teaching facility that serves a sizable number of students would be hard pressed to perform competitively without using computer technology. In order to manage many of the tasks that handle the information and data manipulation necessary to effectively serve students in a modern college or university, anyone working there would have to have better-than-entry-level computer skills.

Phone interviews with division deans

Phone interviews were conducted with 6 division deans.

1. What is your current method or strategy for providing professional development for faculty and staff in your area?
   a. encourage attendance at conferences
   b. inform of in-house training opportunities
   c. created a class for faculty to take, then meet once a week as able to discuss teaching and learning challenges, interventions, innovations, news
   d. bring in technology and product vendors to demonstrate new technologies and ideas
   e. have hosted conferences on teaching and learning topics—active learning for example
   f. use division meetings to problem solve and share learning
   g. meet with faculty at DeAnza and other institutions for colloquiums
   h. mentoring group for new and part time faculty to support them in teaching efforts
   i. established a technology committee that seeks to find applications for technology to division activities like using Google docs to collaborate at a distance
   j. support faculty to bring back information to the team from conferences
   k. encourage faculty to present at conferences
   l. allow people to self-select to attend then support that choice
2. What training opportunities would you like to have available for faculty and staff?
   a. specific job functions and their attendant technologies
   b. nuts and bolts of any new technology, (Banner, Banner, Banner)
   c. want training opportunities to be published far enough in advance that people can make time to attend, start of the quarter is not enough notice for some
   d. people are motivated to attend professional development events in their discipline, would like to see more emphasis on the separate discipline of teaching, learning theory, instructional delivery, teaching innovations and interventions, andragogy, pedagogy, classroom management, time management

e. self-sufficiency on creating web content
f. more awareness of the in-house trainings
g. all issues related to job functions, if any person has to do something tech-related for work, the training for that should be available
h. newer technologies, like web applications, social media tools, online collaboration opportunities, in particular synchronous learning delivery for distance teaching, CCC Confer
i. people who are tech-shy or avoid doing tasks online should be supported to get up to baseline

3. What delivery methods have you found work best for your teams?
a. face-to-face
b. online
c. job aids online

4. How would you like to be informed of in-house training opportunities?
a. email
b. announcements
c. meeting maker
d. web site everyone knows about
e. paper in people's boxes
f. whatever is done it should be consistent and the schedule should be done far in advance

5. How would you like to be informed of the results of on-going training efforts?
a. quarterly report
b. regular report going over the bulleted items
c. online report where you can go look at a comprehensive one, but cursory highlights in an email or regular publication

6. Name your top three technology training topic areas that you wish were part of everyone's skill set.
a. Banner, Banner, Banner
b. getting the non-user up to speed
c. ADA and accessibility
d. pedagogy
e. offering early adopters and super users something too
f. job aids and an online repository of instructions, tutorials, how-to's, archives of trainings
g. emerging technologies
h. adaptive technologies and how they can help ALL students

7. As we build a training and professional development program, what are your must-haves?
a. synchronous delivery for distance students
b. in-classroom technologies, like document cameras and projectors
c. tablet computers for demonstration and recording learning activities
d. whatever is done must be consistent, structurally predictable, sound, good, always findable with clear information and all questions answered, well advertised and well maintained
e. how to handle tutoring and student supports at a distance
f. Banner and portal trainings

Discussions with Faculty

The main comments of faculty center around these concerns:

- when something is deployed everyone should be able to use it and practice with it BEFORE it becomes critical to their job
- classroom technology tools, job aids, online places to see how to work the projector, or how to set up a document camera
- get people clear on the outcomes then give them several paths to achieve those outcomes so that they can find something that works for them
- training on how to use things efficiently, how to know what to use, how to choose technology for a given task
- training on resources, where to go and how to know if a resource is good, or where there are more like that
- more training on tools I already use and how I could get more out of them. PowerPoint, Excel, Word, Google docs, Google sites,
- Etudes is fine for people who like it, but what else is out there?
- legal issues of accessibility, copyright, what can I use? How do I know? If it's not accessible does that really mean I can't use it at all?
- sometimes I know that there's a better way, that I'm doing something the long way around training on efficiency and speed in using technology
- troubleshooting, how to make it work when it isn't, how to think like a computer

Discussions with Classified Staff

- biggest needs are things like Banner that everyone has to do for their job
- file management and organization
- collaboration tools for online work and getting people to get things done together
- how to get people into the areas of the new system that they need to access
- there should be more time to learn new systems before they are mandatory
- deeper knowledge of things we already work with
- deployment issues, how does the classified person's work fit into all the different things that
- have to happen when a new system comes into play, classified people have to help other
- people with their access, need the tools and the training to make that happen
- need a community of practice where we can go and share after trainings
- need access to the version of tools that faculty see and have to work with because we get questions about that and we can't help them if we don't know the stuff they see
- databases and mining and querying databases
- best ways to monitor data that changes, like classroom information
- more efficient and open ways to access student information for tasks beyond classrooms, like lab equipment, key fobs for practice rooms,
- create a web site that IS the training access point, put up pages for each class
- detailed information on each course and whether or not it will work for you, like objectives and activities
- get a membership kind of quality to the training piece so that we get notices and our status updates
- make it so managers can see the value of the trainings we want to take, show them the connection between my attendance at a training and just how it will improve my work
- give me participation that works AFTER the training, where I can talk it over with co workers
- create a better culture around supporting classified staff to take advantage of trainings

- show the connection between the training participation and the impact on student services or how the school runs better.

History of Technology Training at Foothill

From July 11, 2007 to May 25, 2010, Foothill Global Access has provided 225 technology training opportunities covering topics from Etudes Learning Management System through Social Media, Web-based Applications, Multimedia creation and deployment, Accessibility, Copyright, to office productivity software and the use of camera's and sound recording equipment. The Educational Technology Services group has provided trainings on campus wide systems like email, portal access, grade reporting, and the new student information system, Banner. The Technology Training Specialist and Instructional Designer of Foothill Global Access have also been 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 movies and sound recordings for use in online learning environments, assessment, and many other topics that were not addressed in the offered group trainings calendar.

In years past Foothill did provide a learning center for technology topics that was staffed and covered a host of topics relevant to both staff and faculty work tasks and productivity needs. The program was dismantled for lack of funds.

Recommendations

Based on the data collected and the stated objectives of the Foothill Administration in providing faculty and staff with a superior professional development program, the following steps are recommended.

Professional Development at Other California Community Colleges

In building a targeted professional development program for Foothill we are already preparing to pass up the competition. Our current offerings of trainings already exceed the technology trainings offered at most other campuses. The challenge in our case is not creating and disseminating training, but doing so in a way that is so inarguably useful and positive for attendees, that participation increases by word of mouth. To succeed our program should:

- have a consistent structure and quality that everyone can count on and readily use
- provide a set of discrete, consistent messaging tools that people can designate for themselves
- make tracking and proof of attendance easy, accurate, and something an individual can access at will without having to make a special request of someone else
- create a web presence for our professional development program that not only clearly informs attendees of details of upcoming trainings, but helps them use the threads concept to design professional development supporting their long-term goals

Competitive Tech Skills

To give our employees a competitive advantage our technology training program should do more than simply get people up to speed.

- let participants go as far as they want to by offering a program that goes deeper into technology topics over time (threads concept)
- provide participants with language and evidence of their level of proficiency that is readily understood in the marketplace, as well as at Foothill
- use the proof of attendance and certificate program described above to give participants clear markers of their mastery of technology topics

Stakeholders' Needs

Stakeholders have been very clear. They want to do their jobs well first and foremost.

- plan and delivery trainings couched in terms of work tasks and job activities
- offer training activities that let participants bring their actual work projects into the training and get work done as they learn
- support everyone but not in the same room, clarify through the detailed web page
- descriptions, what level of proficiency trainings will be addressing-give novices the freedom to learn at their own pace without holding more advanced users back
- offer pre-training self-assessment tools
- create means for exchange after the training, either online or with regular meeting spaces for different topic areas
- support attendance at training with publication, verbal support, and generally positive demeanor and response to people who say they are going to a training
- publicize participation rates, results, victories and success

Recent history of technology training opportunities at Foothill

Offering trainings has never been a problem. Offering the right topics at the right times and telling people far enough ahead of time has been. We need to address this issue.

Proposed Technology Training Program

Web Presence

Create a web site for professional development that offers the following features:

1. Membership model where participants sign up and get an account that…
    a. keeps track of their attendance
    b. allows them to print copies of certificates and tables with hours of attendance
    c. provides a forum to discuss what they have learned with others
    d. gives fun rewards for completing various threads of training
    e. lets participants decide which of the notifications channels they wish to use
    f. connects to the Banner portal page with a web link
    g. let's them join groups that focus on technology topics of particular interest to them
    h. publishes advances in the technologies that we are training
2. Passport Metaphor
    a. each participant has a digital passport that gets stamped every time they attend a training

b. the passport uses the threads like countries, (perhaps even a digital map of the world in the web site can track participants as they "travel")

c. low-key events are offered for people in particular threads to expand their knowledge and network with one another

3. Every training:

    a. is based on tasks and problems that workers face in the performance of their jobs

        i. it is directly related to improving performance, knowledge, and confidence

        ii. there is a clear way for the participant to determine the effectiveness of training

        iii. there is a clear way for the participant to give feedback on how to make the training more effective, more relevant, and better.

    b. has an online form that the presenter/planner fills out which populate a web page detailing

        i. learning objectives

        ii. activities

        iii. outline

        iv. instructor or presenter or speaker background

        v. what to bring

        vi. self assessment questionnaire

    c. has an online form that participants fill out to register

        i. informs the trainer whom to expect and whom to follow up with

        ii. provides contact information for the training database

    d. has an online form the trainer fills out

        i. who attended

        ii. what was covered

        iii. follow up plans

        iv. reports to the web publication

        v. adds resources to the page for the training

        vi. allows instructor to upload more documentation to the page for that training after it's over so others can review it

    e. has an online evaluation form for each participant to fill out after the training

        i. reports the results to a database and is tracked for the quarterly reports

4. Repository

    a. every training has a repository page that contains any video, cheat sheets, resources, procedural explanations, job aids, or participant improvements

PR

The web presence can also serve as the backbone for the public relations/publishing activity that will support participation. It will also let us provide information to people the way they've asked for it. Finally, it can be a great recruiting tool for finding the best faculty and staff.

Metrics

Early metrics will be participation rates. As communities of practice are encouraged, hopefully become active, other metrics will become available to gather. If metrics are approached as a collaborative effort to find out if our group endeavor to support the best professional growth is working, people are likely to see data collection on the effects of training as a positive. To the

degree that metrics are allowed to degrade and become a platform for punitive behavior, participants will resist showing us whether or not training is working.

Culture

The recommendations in this needs assessment are intended to support a culture that is pro-training and learning positive. It is in line with our organizational objective of being a community of scholars.

Appendix F: Guidelines: Social Media at Foothill College

The following are some general guidelines for staff, faculty and students using social software at Foothill College. These guidelines are not designed to substitute for the related policies at Foothill College, rather to highlight existing issues within those policies particularly pertinent to the use of social software at Foothill College.

Social software includes, but is not limited to, blogs, wikis, personal networking services (e.g., MySpace), RSS news feeds, social bookmarking, file sharing services (e.g. Flickr), file storage (e.g., Box.net), Twitter, synchronous and asynchronous chat tools (Skype, on-line discussion forums, etc.).

Storage of Personal or Sensitive Data Outside of Foothill College

Users of external resources, particularly data networks, should be aware that their use may be governed by additional policies and laws. Notably, data stored on U.S. networks and services is subject to the U.S. Patriot Act.

Collection and Storage of Student Data

Many social software sites and services require the collection of personal data from users, such as their name and contact information.

Instructors who require students to make use of social software sites and services as part of their courses at Foothill College might also require students to post their own work to these sites for assessment purposes.

Instructors and staff are required to notify students when any personal data will be collected. This includes any data collected, disseminated, and stored through the use of social software.

Any student data or work which comprises part of a student's evaluation in a course is required to be stored securely, and retained for a period of twelve months after the course has finished. Both Foothill College and individual instructors are together responsible for ensuring that students' assessed contributions are properly retained.

Hypothetical Example: Collecting and Storing Personal Student Data

An instructor might ask students in her digital media course to construct an ePortfolio using Google Blogger, and base a portion of the students' final grade on her assessment of these ePortfolios. This might require students to submit their personal data (names, addresses, etc.), and to store their own work on servers based in the U.S., which would subsequently be governed by the U.S. Patriot Act.

This situation might violate a student's right to privacy under FERPA.

Defamation and Libel

Defamation is the communication of any false statement which damages the reputation of another person. Libel is the publication of such a statement, including posting that statement to the internet.

Social software at Foothill College should not be used to post defamatory statements.

Users should think carefully before posting any statements about other people!

Respect of Others and Harassment

Many instructors use social software sites and services as a convenient collaborative environment in which to discuss ideas, issues and concepts related to a Foothill College course. Sometimes, these issues may develop into scholarly debate.

In the interests of maintaining academic freedom and fostering an environment of trust and respect amongst our campus community, harassment of other users via social software will not be tolerated.

Users should treat the opinions and beliefs of other people with respect. Using derisive or insulting language in a post, or directing hostile and/or deliberately provocative comments to another person or group of people is not permitted.

While we may not always agree with one another, opinions should be phrased respectfully. Racist, sexist, homophobic, religiously malicious, or other such insensitive commentary is not acceptable.

Misrepresentation of Identity

Users of social software must not misrepresent their identity. Posting or contributing on behalf of someone else is not permitted.

Users must not share their log-in information with others.

Users should not make comments purporting to represent the opinion of someone else.

Where wikis or similar collaborative authoring technologies are concerned, care must be taken by users not to remove or change significantly any content contributed by someone else without the explicit permission of the instructor. Any malicious tampering is not allowed.

Inappropriate or Obscene Materials

Users may not post any pornographic or obscene content using Foothill College social software. This includes spamming any of Foothill College's social software sites with such content.

If the subject matter of a course requires the posting of sexually related material, ensure that permission from the instructor is obtained before posting.

For example, a community of practice for medical practitioners may require the posting of clinically sexual content, however, ensure that the instructor has explicitly given permission to post such material.

Copyright

Users of social software sites and services often run into the issue of copyright, especially when referring to or quoting other internet-published works, or when including media in their posts. The informal appearance of the internet often leads users to think that material posted on the internet is not copyright: this is absolutely not the case.

Published material, including material published to the internet, is copyright, and cannot be re-published without permission from the author.

Even media, particularly images, obtained via social software sites (such as Flickr) are copyright, and may not be re-posted, re-used, or re-purposed. Facts and opinions, however, are not subject to copyright.

Users may not post copyright material using social software.

Users are allowed "fair use" of copyright material, for purposes of teaching, news reporting, criticism, comment, parody, and scholarship. Fair use is a limited use of copyright material without requiring permission from the author. Copyright material under fair use should be derivative or transformative, rather than re-published verbatim or in entirety.

Many copyright materials are released into the internet under Creative Commons licensing, which allows more rights over the work than traditional copyright. Look for the Creative Commons logo. More information about the Creative Commons is available at http://creativecommons.org.

Accessibility

Many social software sites have limited accessibility. Use of social software for instructional purposes should comply with Foothill-De Anza District Accessibility Standards for Electronic and Information Technology (Section 508 Policy, 02/10/05).

Teaching Online without Etudes

Faculty can use whatever delivery method they choose for online instruction, however, unintended consequences exist for use of alternatives to Etudes. Instructors should be aware of the added responsibilities and workload associated with using alternatives to Etudes.

The consequences of using an instructional delivery method on the Internet other than Etudes include:

• Instructors must take responsibility for enrollment management and online course login/access.
• Instructors must take responsibility for ensuring the privacy of student information, meeting accessibility requirements, and complying with fair use guidelines.

- Instructors must provide their own tech support and login assistance to students. Foothill Global Access (FGA) is not able to provide tech support to students and instructors who use any delivery method other than Etudes.
- Due to lack of standardization, students who take several online courses delivered using a variety of methods will be confused by the differences in navigation, layout, procedures, and course access.
- FGA is not able to provide instructional design assistance for course development.

FGA is not able to provide training in use of alternatives to Etudes for online course delivery.

Appendix G: J2W (ONLINE) STUDENT EVALUATION FORM

FOR INSTRUCTIONAL FACULTY - PART A (Articles 6 and 6A – Evaluation)

Foothill-De Anza Community College District

Instructor_____

Course (department, number) _____

Quarter/Year

One of the major responsibilities of the District is to promote high teaching standards among its faculty. Please take the time to evaluate this course for your instructor.

PART A

Evaluate both the course and the instructor by marking the appropriate letter. Please be thoughtful and candid in your responses.

Please mark the answer sheet for each of the following questions:

a = Strongly Agree
b = Agree
c = Disagree
d = Strongly Disagree
e = No Opinion/Not Applicable

About the Course:

1. The course contributed to my general knowledge and education.
2. Text/s and other instructional materials were appropriate and useful.
3. Course objectives and grading policies were specifically stated in writing and clearly explained.
4. Amount and types of assigned course work were appropriate.
5. Course content was well organized.
6. Course activities were appropriate.
7. Tests were clearly written and related to subject matter.
8. Grading was fair and impartial.
About the Instructor:
9. Demonstrated an enthusiasm for the subject.
10. Was knowledgeable and prepared for online instruction.
11. Motivated student interest and intellectual effort.
12. Encouraged students to ask questions and participate in online learning activities.
13. Encouraged individual thinking and differences of opinion.
14. Provided effective online contributions and sites.
15. Maintained online course environment conducive to learning.
16. Communicated clearly.

17. Was accessible for individual communication.
18. Demonstrated sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.
19. Provided course materials online regularly and on time.
20. I would recommend this instructor.

STUDENT EVALUATION FORM: FOR INSTRUCTIONAL FACULTY - PART B

Foothill-De Anza Community College District

YOUR WRITTEN RESPONSES WILL BE FORWARDED TO YOUR INSTRUCTOR

AFTER THE END OF THE QUARTER

Instructor_____

Course (department, number) _____

Quarter/Year

PART B

Written Evaluation (please respond to the following):

1. What did you like about this course?
2. What did you dislike about this course?
3. What specific changes could improve this course?
4. Please make any additional comments or suggestions about this course and/or this instructor.