



FOOTHILL COLLEGE

Program Planning and Review - Administrative Units

(650) 949-7240 | <http://www.foothill.edu/staff/irs/programplans/programreview.html>

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I. Administrative Unit Area Mission

<p>1. State the name for the administrative unit area and provide a brief description of core activities and scope of service.</p>	<p>Foothill Global Access is a distance learning program that provides services to faculty and students for online delivery of instruction.</p> <p>Core activities include: management of online course delivery via Etudes course management system; technical assistance to faculty and students; instructional design consultation for faculty in development of online courses; professional development training for faculty; coordination of advisory committee.</p> <p>Managed by Judy Baker, Dean of Technology and Innovation</p>
<p>2. State the area's mission. If you don't have one, create one.</p>	<p>The mission 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 flexible, convenient, and cost- effective system for achieving their educational goals.</p> <p>Program Learning Objectives: 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. Faculty will develop the skills necessary for effective technology-mediated delivery of instruction. Staff will provide technical, training, and administrative services necessary to support technology-mediated delivery of high quality instruction. Students will demonstrate their distance learning knowledge and skills by successfully completing distance education courses. Faculty will demonstrate their distance instruction skills with completion of required and optional professional training. Evidence of provision of services by staff will be demonstrated by steady enrollment in fully online courses.</p>

I. Administrative Unit Area Mission

<p>3. Explain how the area mission is aligned with the college mission.</p>	<p>The Program mission aligns with the College Mission by emphasizing educational access for all and serving students in Basic Skills, Transfer, and Workforce programs.</p>
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II. Administrative Unit Area Description & Data

<p>1. Indicate all locations served by this administrative unit area.</p>	<p>Locations offered: <input checked="" type="checkbox"/> XX FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus</p>
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2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Dean of Foothill Global Access	1	0	Manages budget; supervises staff; provides Help Desk assistance to students and faculty; writes grant proposals; coordinates distance education delivery with faculty and administrators; assists faculty w/ development and delivery of online courses; provides Help Desk tech assistance and student orientation to Etudes; manages

			FGA website and servers; manages pilot administration of student evaluation of online courses
Position Title	0	0	
Position Title	0	0	
Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Administrative Assistant	1	0	Assists faculty and students w/ distance education needs; schedules set up of online course sites; provides Help Desk services via phone
Technology Trainer (position vacant from Nov. 2010 through current) ; duties currently covered by Dean	.75	0	Trains faculty in use of technology for teaching; manages Faculty Media Lab; manages Edustream; provides Student Orientations to Etudes
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Position Title	0	0	
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Position Title	0.00	0	
Position Title	0.00	0	
Position Title	0.00	0	

3. Internal trends: Describe any trends which impact the provision of services to the college. Are there changes in demand or organization? Have services been expanded, reduced, added or removed? What	In 2006-2007 fiscal year, student enrollment was 17,920 and WSCH was 96,606 with productivity of 521 and retention of 84% and success rate of 70%. The number of sections served was 718. In 2008-2009 fiscal year, student enrollment was 22,409 and WSCH was 133,578 with productivity of 627 and retention of 86% and success rate of 71%. The number of sections served was 779.
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are the implications for your administrative unit area? Where available, provide related data.

Student enrollment in all courses that use Etudes increased dramatically (21.9%) from 9,572 in fall of 2008 to 11,666 in fall of 2009, as of October 29th.

This represents a moderate and steady increase in usage of FGA services by both students and faculty since 2006-2007. The number of sections served was 779.

Student enrollment has increased by 25%, WSCH by 38.3%, Productivity by 20%, retention by 2.4%, success rate by 1.3%, and sections served by 8.5%.

Demands on the FGA staff are likely to continue to increase, especially with the elimination of the full-time Instructional Designer position by July 2010.

Consequently, FGA is actively pursuing ways to be more efficient in the delivery of services including a planned website redesign that has the potential to decrease student and faculty Help Desk needs.

In 2006-2007 fiscal year, retention of students enrolled in online courses was 84% and the success rate was 70%. In 2008-2009 fiscal year, retention of students enrolled in online courses was 86% and the success rate was 71%.

This represents a slight increase in student performance in online courses since 2006-2007. Retention has increased by 2.4% and the success rate increased by 1.3%. This represents a slight increase in student performance in online courses since 2006-2007.

In 2008-2009 fiscal year, retention of distance education students was 86% and retention of students in non-distance education courses was 94%. The success rate for distance education students was 71% and 86% for non-distance education students.

Many factors contribute to the disparity of success and retention rates between distance education students and non-distance education students. "Based on the importance of external factors, [Diaz \(2002\)](#) hypothesized that "many online students who drop a class may do so because it is the right thing to do". Diaz argues that because of the requirements of school, work, and/or family life in general, dropouts may have overcommitted. For these students, dropping out is simply a mature, well-informed decision. [Reneland \(2002\)](#) provided some empirical evidence for this theory.

In a study of approximately 500 students, she found a majority of students who discontinued their studies considered "lack of time" to be the cause. This was followed by a "change in working conditions" and "other causes" such as illness." (quote from "An analysis of multiple factors affecting retention in Web-based community college courses" by William Doherty, 2006 in [The Internet and Higher Education Volume 9, Issue 4](#), Pages 245-255, Retrieved from [doi:10.1016/j.iheduc.2006.08.004](https://doi.org/10.1016/j.iheduc.2006.08.004)).

In many cases, overcommitted students tend to self-select into distance education courses in order to manage the logistics of the inflexibility of their busy schedules. These students often enroll in distance education courses with unrealistic expectations of the workload. 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>).

During spring 2009, the State Chancellor's Office conducted a survey of students who dropped distance education courses. The results of this survey are attached. In response to the question "How likely are you to register for another online course?" 63% of respondents (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. Unfortunately, the methodology of the survey administration was seriously flawed so few conclusions can be drawn from the results except that FGA probably does not need to dedicate any additional staff time or resources for support of technical problems or informing students where to get help. In spring, summer, and fall quarters of 2007, FGA administered informal surveys to students who dropped courses that used Etudes. These surveys yielded results quite similar to the survey conducted by the State Chancellor's Office.

If Foothill College migrates to a new LMS, staff will need extensive training in order to support faculty in the use of the LMS. Faculty need training and support in the use of OER and open textbooks in their online courses. The Community College Open Textbook Collaborative will be enlisted to provide this training.

If Foothill College migrates to a new LMS, distance education faculty will need training in the new LMS. The .75 FTE Tech Trainer for FGA will provide the necessary training.

Two part-time faculty reassignments (or stipends) as DE faculty mentors would help

	address the service gap that is anticipated with the elimination of the full-time Instructional Designer position.
<p>4. Scheduling of services: Describe any patterns in usage (times of day, times of year, weekend usage) that impact your area. Have there been changes in usage? What are the implications for your administrative unit area?</p>	<p>FGA provides Help Desk services via the Internet, phone, and walk-in. Internet support is available 7 days per week from 8:30 am – 9:30 pm. Phone and walk-in support is available Monday – Friday from 8:30 am – 4:30 pm. 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. Student access of services has declined in the past year, consequently staffing of the Help Desk during nights and weekends has been reduced accordingly. Faculty demand for informal evaluation of their online courses has increased in the past year, so staffing has increased to support this process. Faculty demand for training has shifted from Etudes certification to rich media instruction and from weekdays to Saturdays. The Tech Trainer schedules training on Saturdays and week nights to meet shifting demands.</p> <p>FGA provides live student orientation to Etudes sessions during the first week of each quarter as well as on-demand Help Desk services through-out the year.</p> <p>The following situations indicate a strong need by FGA for additional staffing (1.0 FTE) for Help Desk coverage, website management, and online course development: 1) steady growth in enrollment for distance learning courses; 2) anticipated increase in need for instructional technology services by ALL faculty; 3) likely migration to a new learning management system (LMS) within 4 years, 4) elimination of the full-time Instructional Designer position; 5) assignment of the dean to manage CTIS; 6) reassignment of the FGA dean at .25 FTE to administer the Community College Open Textbook Collaborative grant project, and 7) unfunded assignment of the FGA dean to manage the unfunded OER Center for California pilot project through December 2012.</p>
<p>5. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>In 2006-2007 fiscal year, Fulltime classroom teaching FTEF was 18.44 and PT/Overload FTEF was 30.85. In 2008-2009 fiscal year, Fulltime classroom teaching FTEF was 19.71 and PT/Overload FTEF was 36.01. This represents an increase Productivity by 20%, fulltime FTEF by 6.9%, PT/overload FTEF by 16.7%. The ratio of Fulltime to Part-time FTEF is 54.47.</p> <p>FGA is co-chairing college technology committee and serving on the ad hoc online student evaluation committee.</p>

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 BSS and LA 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. FGA staff have volunteered assistance to Student Services for Parent's Night and other campus activities. FGA staff have assisted Adaptive Learning with various projects. FGA staff have provided Division deans with assistance on evaluation of online instructors. FGA staff assisted the Curriculum Committee in the development of the form for Separate Approval of Distance Education Courses. FGA staff have conducted several presentations at District and College Opening Days. FGA conducted Pilot Student Evaluation of Online Courses for faculty in all Divisions during fall 2008, winter 2009, spring 2009, and fall 2009.


The California State Chancellor's Office awarded Foothill College management of the Open Educational Resources Center of California from October 2009 through December 2012, in compliance with A.B. 2261. This project has established connections between FGA, Long Beach City College, and the State Chancellor's Office. FGA staff authored and are directing a two-year grant project (<http://oerconsortium.org>) titled Community College Open Textbook Collaborative from July 2009 – July 2011 and funded for \$1,500,000 by the The William and Flora Hewlett Foundation. FGA staff authored and directed a project continuation grant (<http://oerconsortium.org>) titled Community College Open Textbook Project from March 2008 – June 2009 and funded for \$70,000 by the The William and Flora Hewlett Foundation. FGA staff co-authored and directed a one-year grant pilot project (<http://oerconsortium.org>) titled Community College Open Textbook Project from March 2008 – June 2009 and funded for \$600,000 by the The William and Flora Hewlett Foundation. In the process of receiving several grants to promote the use of open educational resources (OER) and implementing the OER projects, FGA has developed strong connections and collaborations with The Hewlett Foundation, The Maxfield Foundation, Rice University, the University of California Office of the

	<p>President College Prep Program, California Virtual Campus, @ONE, Florida Orange Grove, Monterey Institute for Technology and Education, Institute for the Study of Knowledge Management in Education (ISKME), California Community Colleges Chancellor's Office. The FGA Dean is a member of the Carnegie Mellon Online Learning Initiative for Community Colleges (CC-OLI). FGA formed a partnership with CSU – East Bay by providing consulting on the marketing of distance education programs. The FGA dean directed the Community College Consortium for Open Educational Resources which received the California State Community College Chancellor's Office Technology Focus Award on May 2009.</p> <p>As part of our involvement with promoting the use of open textbooks, FGA has worked with the articulation officers in the CSU system to ensure that courses that use open textbooks will transfer. FGA has a partnership with the CSU-East Bay distance learning program and has worked closely with the articulation officers at both CSU-East Bay and Foothill College to ensure transfer of online courses.</p>
<p>6. Optional: Are you seeing trends that are not reflected in the items cited above, such as external trends in education or the environment, which are likely to impact your area or its services? If yes, please explain.</p>	<p>Since 2006-2007, retention increased for Asian students by 4 percentage points, Black students by 1 percentage point, Hispanic students by 5 percentage points, Pacific Islander students by 5 percentage points, White students by 1 percentage point, other ethnicity students by 6 percentage points, and unrecorded ethnicity students by 2 percentage points. Retention decreased for Filipino students by 2 percentage points. Since 2006-2007, the percent withdraw decreased for every ethnicity group except for Filipino students (increase of 2 percentage points). The percentage of non-success has increased for all ethnicity groups (most noticeably for Unrecorded Ethnicity students) except Other Ethnicity with a decrease of 8 percentage points and Asian students with a decrease of 1 percentage point.</p> <p>In 2008-09, Black and Pacific Islander students had the highest percentages of non-success (27% and 24% respectively) while Asian, Other Ethnicity, and White students had the lowest percentages (10%, 10%, and 13% respectively). Similarly, in 2008-09, Black and Pacific Islander students had the highest percentages of withdraw (25% and 21% respectively) while Asian, Other Ethnicity, and White students had the lowest percentages (11%, 14%, and 13% respectively). When compared with non-distance education enrollments, Black and Unrecorded Ethnicity students seem to have a disproportionately higher percentage of students with non-success than students of ethnicity groups, while Black, Pacific Islander, and Filipino students seem to have a</p>

	<p>disproportionately higher percentage of withdraw.</p> <p>FGA has administered a survey and/or focus groups of students to determine what barriers to success in distance education experienced by Black and Pacific Islander students can be addressed.</p> <p>In 2008-09, male students had a slightly higher percentage of non-success (males = 16%, females = 14%) and higher percentage of withdraw (males = 15%, females = 13%). A similar difference occurred for non-distance education enrollments.</p> <p>Often counseling services are not adequate during the months of August and September due to staffing shortages.</p> <p>The college catalog, class schedule, and online schedule of classes have a strong impact on marketing for FGA. Marketing could be more systematic and better coordinated. FGA developed a Marketing Proposal in 2008 which was forwarded to senior administrators, however it has never been implemented.</p>
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Summary of Planning Goals & Action Plans				
7. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations .				
Admin. Unit Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
1. Implement a quality assurance system for fully and hybrid online courses.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
2. Imbed the culture of the distance learning into the traditional campus curriculum, logistics, budget and administrative activities.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
3. Support college initiatives to expand into new markets for delivery of instruction.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
4. Integrate emerging technologies.	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Ensure inclusion of assessment activities and student-engagement distance learning courses.	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. What is your plan for accomplishing your goals?				
Admin. Unit Operational Goals	Activities		Measures & Timeframe	Time frame
Implement a quality assurance system for fully and hybrid online courses.	<ol style="list-style-type: none"> 1) Work with faculty and division deans to develop a formal process for conducting student course evaluations for fully online courses; 2) Work with faculty and division deans to develop a formal process for observing faculty performance in their online courses; 3) Establish a quality assurance plan for curriculum content and administrative content; 4) In collaboration with division deans and faculty, support the development an administrative checklist for reviewing all fully online classes; 5) Support faculty in their efforts to use the QA check lists (admin and curriculum) to approve and re-evaluate all online delivery; 6) Develop and maintain a faculty mentoring program to support novice distance educators; 7) Assist faculty in development of a vetting process for faculty to select open courseware for use and customization. 		<ol style="list-style-type: none"> 1) Formal process implemented for conducting student evaluations for fully online courses by fall 2012 (pending FA contract negotiations); 2) Formal process implemented for observing faculty performance in their online courses by fall 2012; 3) A Quality Assurance plan for online courses is considered by the Academic Senate by winter 2011; 4) A faculty mentoring program developed by fall 2011; 5) Workshop conducted by fall 2011 to guide faculty in the process vetting and selecting open courseware for use and customization. 	
Imbed the culture of the distance learning into the traditional campus	1) Work with faculty, staff, and administrators to identify barriers to		1) Evidence of provision of services by staff will be demonstrated by	

<p>curriculum, logistics, budget and administrative activities.</p>	<p>integrated use of distributed and technology-mediated instruction; 2) Ensure that academic deans, department chairs and discipline specific faculty are involved in oversight, rigor, and quality of distance learning instruction; 3) Work with key college committees to integrate distance learning concepts and programs into plans, policies and procedures; 4) Support the Curriculum Committee which has direct oversight for curriculum used in the distance learning programs with separate approval for distance education courses that includes descriptions of regular effective contact; 5) Assume responsibility for the integration of the electronic enrollment process between BANNER and Foothill College course management system (Etudes); 6) Communicate with college administrators so that they will be familiar with distance learning activities that relate to their specific area of responsibility; 7) Work with Student Services Counselors to ensure that placement and prerequisite policies for the college are properly adapted to the online environment; 8) Develop a Student DE Handbook (PDF and Online Versions) and a Faculty DE Handbook (PDF and Online Versions), including information and resources for</p>	<p>steady enrollment in fully online courses and increased student retention among students enrolled in distance education courses by spring 2012; 2) Participation of faculty and deans on the Distance Education Advisory Committee by fall 2010; 3) Increase in number of courses that have Separate DE Approval from the Curriculum Committee (baseline = 0) by summer 2010; Attendance by FGA at Curriculum Committee as needed every quarter; 4) Enrollment process between BANNER and Etudes coordinated by fall 2010; 5) Placement and prerequisite policies for the college are properly adapted to the online environment by winter 2011; 6) Student DE Handbook (PDF and Online Versions) and a Faculty DE Handbook (PDF and Online Versions), developed by winter 2011; 7) FGA website redesigned and migrated to Foothill College website by summer 2010.</p>	
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	508 compliance.		
Support college initiatives to expand into new markets for delivery of instruction.	<ol style="list-style-type: none"> 1) Direct the statewide Open Educational Resources Center of California; 2) Collaborate with other institutions to monitor grant opportunities; 3) Establish an online component to support degree initiatives with career and/or workforce education (e.g., Green Tech). 	<ol style="list-style-type: none"> 1) California Open Educational Resources Center managed through fall 2012; 2) Identify at least one grant opportunity in partnership with other institutions; 3) One online course developed and proposed to the Curriculum Committee to support degree initiatives with career and/or workforce education by winter 2011. 	
Integrate emerging technologies.	<ol style="list-style-type: none"> 1) Establish Foothill College as a member of Edustream video-streaming; 2) Prepare faculty in the use of rich media (video) for instructional purposes; 3) Improve faculty and student interactivity through use of Elluminate via CCC Confer for instruction and office hours and mobile technologies; 4) Enhance multi-media, gaming, embedded assessment, and interactive exam use in distance learning. 	<ol style="list-style-type: none"> 1) Membership in Edustream by winter 2010; 2) Video-streaming services provided to faculty by winter 2010; 3) Increased use of CCC Confer by at least two online faculty by fall 2010; 4) Increased use of multi-media, gaming, embedded assessment, mobile learning, and interactive exam use by at least two online faculty by winter 2011. 	
Ensure inclusion of assessment activities and student-engagement distance learning courses.	<ol style="list-style-type: none"> 1) Provide students and faculty with opportunities to explore the use of ePortfolios as a form of assessment; 2) Provide students and faculty with opportunities to explore the use of Personal Learning Environments (PLEs) as a student-centered alternative to distance learning instruction. 	<ol style="list-style-type: none"> 1) Use of ePortfolios by at least two online faculty in two courses or programs by winter 2011; 2) Conduct at least one training session offered for faculty on use of PLEs by winter 2010 	

9. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.
Instructional Designer	To coordinate migration of online courses from one CMS to another, if necessary	Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.
Stipends or release time for faculty mentors	To provide peer support for faculty who are distance education novices.	Builds a community of scholars by giving faculty the peer support they need for effective distance delivery of instruction.

III. Administrative Unit Area Evaluation

Administrative Unit Area Evaluation Overview

Please note: "Evaluation" refers to a review of the activities and outcomes related to the area mission and area goals. "Evaluation" does not refer to an evaluation of any personnel.

1. "Internal" Evaluation: Is there currently an internal evaluation of your area from the faculty, staff, and administrators who work in the area? If yes, describe any trends with respect to internal perceptions of area effectiveness. Are there changes over time? What are the implications for your department/program?	<ul style="list-style-type: none"> • No formal process is in place for evaluation of FGA. • Staff have reported dissatisfaction with position elimination process and decisions that will significantly impact the ability of FGA to provide effective services. • Some online faculty have expressed dissatisfaction with Foothill College's course management system (Etudes). • FGA assisted some division deans with evaluation of online courses and faculty. • FGA hired and supervised Kate Jordahl as online faculty advocate to support efforts to improve quality of online courses and instruction
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<p>2. “External” Evaluation: Is there currently an external evaluation of your area from faculty, staff, and administrators who work outside the area? If yes, describe any trends with respect to external perceptions of area effectiveness. Are there changes over time? What are the implications for your department/program?</p>	<ul style="list-style-type: none"> • No formal process is in place. Informal feedback is received from the COOL committee, the Student Help Desk, and Etudes Users Group. • Individual faculty members have reported high satisfaction with quality of tech training and multimedia support from FGA staff. • Some deans have expressed appreciation for FGA collaboration with faculty on issues related to student evaluation of online courses and curriculum.
<p>3. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your area. (Indicate the source of the data).</p>	<ul style="list-style-type: none"> • In coordination with an ad hoc committee of faculty, administrators, and staff, a pilot procedure for administering student evaluation of online courses was established; conducted Pilot Student Evaluation of Online Courses for faculty in all Divisions during fall 2008, winter 2009, spring 2009, fall 2009 • FGA administered survey sponsored by the CCC Systems Office on retention of distance learning students in February 2009 • FGA hired and supervised adjunct faculty member, Tracy Ruscetti, to develop a report on use of virtual and at-home science labs for distance learning courses; disseminated the report to faculty
<p>4. Optional: Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.</p>	

Summary of Planning Goals & Action Plans			
5. Identify any goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.			
Admin. Unit Operational Goals	Activities	Measures	Timeframe
To encourage faculty and staff to communicate about their distance education program needs, recommendations, and concerns	Establish a Distance Education Advisory Group as a subcommittee of the Tech Task Force with representation from the COOL committee, division deans, and the Faculty Association	DE Advisory Group membership identified; at least one meeting convened; meeting minutes disseminated broadly	Spring 2010
To encourage students to communicate about their distance	Develop and administer an online survey for students to provide input about the	Survey administered with at least 100 responses quarterly;	Start Spring

learning program needs, recommendations, and concerns	distance learning program;	results disseminated to FGA staff and VP of Instruction	2010; data collection quarterly
To encourage feedback from students, faculty, staff, and administrators about the FGA website and Student Help Desk services	Develop and post a Feedback Form on the FGA website	Feedback Form posted; results interpreted and used	Fall 2010
6. Are additional resources needed to accomplish your evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.	
Surveygizmo online survey/forms services	To collect feedback from faculty about FGA services; To collect information about student tech support needs and provide solutions on demand	Promotes a collaborative decision-making environment by providing faculty and students with a means to provide feedback about FGA program services; Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.	

IV. Administrative Unit Outcomes
<i>Administrative Unit Outcome Assessment</i>
<p>1. Note: Administrative Unit Outcomes will be developed in Winter/Spring 2010. As a part of this process, administrative units will be asked to complete outcomes and begin an ongoing cycle of assessment. In future program reviews and program review updates, administrative units will refer to their AUOs to complete this section, but not-relist the AUOs themselves.</p> <p><u>For 2009-2010, Please leave this section blank.</u></p>

2. Are additional resources needed to accomplish your administrative unit outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	<p>Two part-time faculty reassignments (or stipends) as DE faculty mentors would help address the service gap that is anticipated with the elimination of the full-time Instructional Designer position.</p> <p>If a different course management system is selected in the future, the cost of migrating from Etudes to the new CMS will need to be budgeted for faculty stipends.</p>
<i>Classified Staff</i>	

<p>2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p>	<p>Instructional Designer (.5 FTE) to coordinate migration of online courses from one CMS to another, if necessary.</p> <p>The following situations indicate a strong need by FGA for additional staffing (1.0 FTE) for Help Desk coverage, website management, and online course development: 1) steady growth in enrollment for distance learning courses; 2) anticipated increase in need for instructional technology services by ALL faculty; 3) likely migration to a new learning management system (LMS) within 4 years, 4) elimination of the full-time Instructional Designer position; 5) assignment of the dean to manage CTIS; and 6) assignment of the FGA dean to manage the unfunded OER Center of California pilot project through December 2012.</p>
<p><i>Technology and Equipment (see definitions below)</i></p>	
<p>3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.</p>	<p>1) FGA needs an increase in budget allocation to cover the costs of upgrading and maintaining the FGA Faculty Media Lab. 2) FGA needs an annual budget allocation to cover the full cost of the yearly institutional anti-plagiarism software Turnitin license. 3) Etudes - If enrollment in online courses holds steady at Level 7 (less than 15,000 enrollments in courses using Etudes in a single quarter), the Level 7 cost of Etudes course management system will increase slightly in 2010. (Average cost is \$6.29 per enrollment.) If enrollment in courses supported by Etudes increases, the cost of Etudes hosting/services at Level 8 will increase dramatically.</p>
<p>4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.</p>	<p>Yes</p>
<p><i>Technology & Equipment Definitions</i></p>	
<ul style="list-style-type: none"> • Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. 	

<ul style="list-style-type: none"> • Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. 	
<ul style="list-style-type: none"> • Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. 	
<ul style="list-style-type: none"> • Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	Yes
6. List needs for upgrades for existing spaces.	
7. List any new spaces that are needed.	
8. Identify any long-term maintenance needs.	
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	Yes
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes
<i>Budget</i>	
11. Are the A-budget and B-budget allocations sufficient to meet service needs in your department/program?	Yes

<p>12. Describe areas where your budget may be inadequate to fulfill program goals and mission.</p>	<p>1) FGA needs an increase in budget allocation to cover the costs of upgrading and maintaining the FGA Faculty Media Lab. 2) FGA needs an annual budget allocation to cover the full cost of the yearly institutional anti-plagiarism software Turnitin license. 3) Etudes - If enrollment in online courses holds steady at Level 7 (less than 15,000 enrollments in courses using Etudes in a single quarter), the Level 7 cost of Etudes course management system will increase slightly in 2010. (Average cost is \$6.29 per enrollment.) If enrollment in courses supported by Etudes increases, the cost of Etudes hosting/services at Level 8 will increase dramatically. 4) If another course management system is selected in the future, the cost of migrating from Etudes to the new CMS will need to be budgeted (additional staffing and faculty stipends).</p>
<p>13. Are there ways to use existing funds differently within your department/program to meet changing needs?</p>	<p>1) Decrease the amount of support for faculty dial-up accounts to save the cost of the services. 2) Migrate the existing website for FGA to the Foothill College server to cut the cost of server services. 3) Eliminate all reimbursements for staff travel. Encourage virtual attendance at professional development events.</p>
<p>Summary of Planning Goals and Action Plans</p>	

<p>14. What are your goals with respect to resource planning and how will those goals will be measured?</p>	<ul style="list-style-type: none"> • To enhance instructional effectiveness in terms of student assessment and provide viable student assessment options for distance education faculty – measured by purchase of Tunitin and eFolio licenses • To accommodate increased enrollment in distance delivery of courses with a secure and robust tool for online delivery of instruction – measured by purchase of course management system that best meets the needs of faculty and students • To coordinate migration of online courses from one CMS to another, if necessary – measured by 90% migration of existing course sites to different CMS • To provide faculty with the tools to develop and use rich media for the online delivery of instruction in ways that best meet the need of diverse learning styles – measured by purchase of equipment, software and supplies for the Faculty Media Lab 	
<p>15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.
License for eFolio	To provide Student ePortfolio software as an assessment option for distance education faculty	Builds a community of scholars by giving faculty a tool for greater choice in student assessment.
CMS hosting and services	To accommodate increased enrollment in distance delivery of courses	Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.

<p>Update computers, multimedia equipment, and software -</p> <ol style="list-style-type: none"> 1) Newest OS's for the MAC and the PC 2) Still camera 3) 2 professional grade microphones 4) Dragon Naturally software 5) PC ripping software 6) Office 2007 7) Upgraded version of Adobe CS4 8) Final Cut Pro 9) Replacement lamps for light kit, AA batteries, video tapes, DVD's, CD's, Flash drives 	<p>To upgrade and maintain the FGA Faculty Media Lab; To integrate emerging technologies.</p>	<p>These resources provide faculty with the tools to develop and use rich media for the online delivery of instruction in ways that best meet the need of diverse learning styles. Builds a community of scholars by giving faculty a means to teach using rich media formats to accommodate different learning preferences.</p>
<p>Institutional Turnitin software license</p>	<p>To enhance instructional effectiveness in terms of student assessment</p>	<p>This resource provides faculty with anti-plagiarism software to ensure that assessment of students' performance is fair and accurate.</p>
<p>Etudes hosting and services</p>	<p>To provide a secure and robust tool for online delivery of instruction</p>	<p>This resource provides students with access to distance learning courses at Foothill College and an opportunity to pursue certificates and degrees among those who might otherwise be stymied by the challenges of inflexible work hours, family obligations, or unreliable transportation.</p>
<p>Eastwright Corporation – online Help Desk hosting services</p>	<p>To collect information about student tech support needs and provide solutions on demand</p>	<p>Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.</p>
<p>Verio website hosting and server services</p>	<p>To support the FGA website and the FGA Faculty Media Server for file storage</p>	<p>Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.</p>

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a brief summary of your goals and action plans for the next 3 years.

Goals

Goal 1: Implement a quality assurance system for fully and hybrid online courses.

Goal 2: Imbed the culture of the distance learning into the traditional campus curriculum, logistics, budget and administrative activities.

Goal 3: Support college initiatives to expand into new markets for distance delivery of instruction.

Goal 4: Integrate emerging technologies.

Goal 5: Ensure inclusion of diverse assessment activities and student-engagement distance learning courses.

Commitments to Action

Goal 1:

1) Work with faculty and division deans to develop a formal process for conducting student course evaluations for fully online courses;

2) Work with faculty and division deans to develop a formal process for observing faculty performance in their online courses and, develop an administrative checklist to review all fully online classes, in collaboration with division deans and faculty;

3) Establish a flagging process for identifying and counting courses that are delivered as hybrids in which distance delivery of instruction is substituted for some but not all in-person attendance on campus;

4) Establish a quality assurance plan for curriculum content;

5) Support faculty in their efforts to use the QA check lists (admin and curriculum) to approve and re-evaluate all online delivery;

6) Develop and maintain a faculty mentoring program to support novice distance educators

Goal 2:

1) Work with faculty, staff, and administrators to identify barriers to integrated use of distributed and technology-mediated instruction;

2) Ensure that academic deans, department chairs and discipline specific faculty are involved in oversight, rigor, and quality of distance learning instruction with the development of a Distance Education Advisory Committee; Communicate with college administrators so that they will be familiar with distance learning activities that relate to their specific area of responsibility;

Work with key college committees to integrate distance learning concepts and programs into plans, policies and procedures;

3) Support the Curriculum Committee which has direct oversight for curriculum used in the distance learning programs with separate approval for distance education courses that includes descriptions of regular effective contact;

4) Assume responsibility for the integration of the electronic enrollment process between BANNER and Foothill College course management system (Etudes);

5) Work with Student Services Counselors to ensure that placement and prerequisite policies for the college are properly

- adapted to the online environment;
- 6) Develop a Student DE Handbook and a Faculty DE Handbook, including information and resources for 508 compliance;
- 7) Redesign FGA website to be consistent with Foothill College website.

Goal 3:

- 1) Direct the statewide Open Educational Resources Center for California;
- 2) Direct the Community College Open Textbook Collaborative;
- 3) Collaborate with other institutions to identify grant opportunities;
- 4) Establish an online component to support degree initiatives with career and/or workforce education.

Goal 4:

- 1) Establish Foothill College as a member of Edustream video-streaming;
- 2) Prepare faculty in the use of streaming video for instructional purposes;
- 3) Improve faculty and student interactivity through use of Elluminate via CCC Confer for instruction and office hours and mobile technologies;
- 4) Enhance multi-media, gaming, embedded assessment, mobile learning, and interactive exam use in distance learning.

Goal 5:

- 1) Provide students and faculty with opportunities to explore the use of ePortfolios as a form of assessment;
- 2) Provide students and faculty with opportunities to explore the use of Personal Learning Environments (PLEs) as a student-centered alternative to distance learning instruction.

<p>2. Final Resource Request Summary: When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.</p>	<p>Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.</p>
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Resource	Purpose	Rationale	Estimated Cost
License for eFolio	To provide Student ePortfolio software as an assessment option for distance education faculty	Builds a community of scholars by giving faculty a tool for greater choice in student assessment.	\$2,000 per year for 400 student accounts
CMS hosting and	To accommodate	Puts Access into Action by support	estimated

services	increased enrollment in distance delivery of courses: To provide a secure and robust tool for online delivery of instruction	college initiatives to expand into new markets for delivery of instruction. This resource provides students with access to distance learning courses at Foothill College and an opportunity to pursue certificates and degrees among those who might otherwise be stymied by the challenges of inflexible work hours, family obligations, or unreliable transportation.	\$115,000 for 2010-2011 \$125,925 for 2011-2012 \$125,925 for 2012-2013
Instructional Designer (.5 FTE)	To coordinate migration of online courses from one CMS to another, if necessary	Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.	\$59,612 per year (if necessary)
Stipends or release time for faculty mentors	To provide peer support for faculty who are distance education novices.	Builds a community of scholars by giving faculty the peer support they need for effective distance delivery of instruction.	\$5,000 per year
Update computers, multimedia equipment, and software - 1) Newest OS's for the MAC and the PC 2) Still camera 3) 2 professional grade microphones 4) Dragon Naturally software 5) PC ripping software 6) Office 2007 7) Upgraded version of Adobe CS4 8) Final Cut Pro	To upgrade and maintain the FGA Faculty Media Lab; To integrate emerging technologies.	Builds a community of scholars by giving faculty the peer support they need for effective distance delivery of instruction. These resources provide faculty with the tools to develop and use rich media for the online delivery of instruction in ways that best meet the need of diverse learning styles. Builds a community of scholars by giving faculty a means to teach using rich media formats to accommodate different learning preferences.	\$2,000 over 3 years

9) Replacement lamps for light kit, AA batteries, video tapes, DVD's, CD's, Flash drives			
Institutional Turnitin software license	To enhance instructional effectiveness in terms of student assessment	This resource provides faculty with anti-plagiarism software to ensure that assessment of students' performance is fair and accurate. Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.	\$3,850 per year
Surveygizmo online survey/forms services	To collect feedback about FGA services and operations; To collect information from faculty for setting up online course sites each quarter	This service provides an efficient tool for collecting and using information from faculty and students about their distance learning needs. Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.	\$954.00 per year
Eastwright Corporation – online Help Desk hosting services	To collect information about student tech support needs and provide solutions on demand	Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.	\$239.40 per year
Verio website hosting and server services	To support the FGA website and the FGA Faculty Media Server for file storage	Builds a community of scholars by giving faculty the technology tools they need for effective distance delivery of instruction.	\$15,945.00 per year
Resource Requests <ul style="list-style-type: none"> • Institutional license for eFolio student ePortfolio • CMS hosting and services (Etudes) • Instructional Designer (.5 FTE) 			

- Stipends for faculty mentors
- Update computers, multimedia equipment, and software for the FGA Faculty Media Lab
- Institutional Turnitin software license
- Survey tool
- Help Desk hosting service
- Website and server hosting services

Supervising Administrator Signature

Completion Date