

Annual Administrative Unit Program Review Template for 2011-2012
Introduction to the Program Review Process for Administrative Units Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is directly related to institutional goals.

Process

Foothill College administrative units (below) are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Program review for administrative units involves the participation of administrators, faculty and staff who directly serve in or contribute to, the program areas. Upon completion of the template, vice presidents (president) provide feedback and will forward the program review on to the next stage of the process, including resource prioritization at OPC and PaRC.

The Foothill College Administrative Units

Educational Resources and Instruction
Foothill Global Access
Instruction and Institutional Research
International and Distance Learning
Marketing and Communications
Middlefield Campus
President's Office
Student Development and Instruction
Workforce Development and Instruction

Annual program review addresses five core areas, with a final section for administrator comments and reflections regarding next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012: All programs participate in an annual program review

2012-2013: 1/3 of programs/units participate in a comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Submission Deadline: All program review documents are due to Deans by December 16

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Basic Program Information

Administrative Unit Program Name: **Foothill Global Access**

Administrative Unit Mission: **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.**

Administrative sub-units covered in this program review:

Sub-Unit Name	Personnel	Position

Program Review Team:

Name	Department	Position
Judy Baker	FGA	Dean
Chris Burley	FGA	Tech training specialist
Akemi Ishikawa	FGA	Admin assistant

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served	22,583	24,703	25,706
Faculty Served	180	180	180
Staff Served			
Full-time FTEF	19.8	19.6	53.8
Part-time FTEF	51.1	47.6	49.0
Full-time Staff	3.0	2.0	1.0
Part-time Staff	.75	.75	1.25

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President.

1. Numbers of Students/Faculty/Staff served (How was this tracked? What is the trend?):

According to Program Review data provided by the Office of Instruction and Research, in the 2010-2011 fiscal year, student enrollment in distance education courses was 25,706, WSCH was 131,709, and FTES was 2,928. Enrollment in fully online courses increased 4% from 2009-10 to 2010-2011 along with a 1% increase in WSCH. From 2009-10 to 2010-2011, AY WSCH increased 5%, AY FTEF increased 19%, and AY Productivity decreased 11%. From 2009-10 to 2010-2011, the success rate decreased from 71% to 69% and the drop rate decreased from 14% to 13%.

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For fully online courses in 2010-11, the success rate was 69% and drop rate was 13% compared with all courses with a success rate of 80% and drop rate of 8%.

Enrollment in fully online courses represented 21.7% of total and FTES in fully online courses represented 21.8% of total credit enrollment in 2010-11.

In AY 2009-2010, FTEF teaching fully online courses was 53.8. This **FTEF increased by 18%** to 63.7 in AY 2010-11. During the same time period, productivity dropped from 651 to 576. The ratio of Fulltime to Part-time FTEF is 54.47. The percent of fulltime faculty load for teaching fully online courses increased by 20% between AY 2009-2010 and AY 2010-11. In AY 2010-11, 77% of faculty load in fully online courses was carried by part-time/overload.

FGA serves faculty and students involved with hybrid and web-enhanced courses in addition to fully online courses. According to FGA data generated from Banner, student enrollment in all courses that used Etudes (fully online, hybrid, and enhanced) increased dramatically (17%) from 9,572 in fall of 2008 to 11,209 in fall of 2011.

2. Staffing structure (Does the staffing structure meet the program's or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
 - i. Which aspects of the work are key to the institution's mission?
 - ii. Has the staff increased, decreased or remained the same to meet those changes?
 - iii. Has technology made it possible to do more work with the same staff? Or, has technology increased your workload (adding web features which need updating for example)? In what way?
 - iv. Does the workload have significant peaks and valleys during the fiscal year? If so, describe.
 - v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
 - vi. If the administrative unit workload is increasing how what actions are being taken to meet the demand with existing and or new resources and staffing?
 - vii. What steps can be taken to improve your unit's organizational efficiency within its current budget?
 - viii. What strategies have been used to improve the delivery of services within the program or department?

Key to the mission of Foothill College is access to learning opportunities for students. In order to ensure access, faculty need assistance with compliance issues in the online course sites such as Section 508 ADA accessibility requirements and student authentication. The current staffing structure in FGA is less than ideal for these purposes because FGA does not have an Instructional Designer position. The entire staff of FGA is comprised of one full-time dean, one full-time administrative assistant, and one .75 FTE Tech Training Specialist. In 2009, FGA lost its full-time Instructional Designer position.

Full implementation of Banner has automated some staff tasks and thereby reduced the workload. The process of integrating Etudes with Banner has been challenging, however.

The FGA staff workload is highest during the week before and two weeks at the start of each quarter. In coming years, the workload is expected to increase steadily during the next three years and onward to meet the demands of increased enrollment in online courses as well as evolving educational technology needs of faculty.

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In order to meet increasing demand, we hope to empower faculty to form professional learning communities of practice in which they support each other by sharing their expertise and knowledge. With one-time funding, we could work with faculty to develop course site templates (suitable for fully online and hybrid classes) that faculty can use as a starting point for development of their own new course sites. These templates could be designed to serve as models for documentation of last day of attendance, accessibility compliance, student authentication, use of open educational resources, and academic integrity strategies.

In order to be more efficient as an administrative unit, each of the staff have cross-trained and gained a solid understanding of the responsibilities and tasks performed by each member of the FGA team. This enables each staff to better support one another as well as avoid duplication of effort.

Strategies we have used to improve the delivery of services within FGA include adding feedback mechanisms for faculty, students and staff to provide us with suggestions for improvement. Also, we have scheduled our work hours in such a way that we are able to provide Student Help Desk and tech support services from 8 am – 10 pm on Monday through Friday. Most recently, we partnered with the Tutorial Center to pilot test use of CCC Confer webconferencing to provide tutoring services to online students with no additional funding.

3. Budget analysis categories of *expenditures* (A Budget, Equipment, Supplies)

Account	Account Title	FY12/PD07 Adjusted Budget
1210	CE Manager Salaries Noninstruction - Dean	142,894.23
2170	CL Contract Noninstruction - Tech Training Specialist; Admin Assistant	101,295.99
3100	Benefit Budget/Encumbrance-A	80,673.03
4000	Supplies and Materials Pool - copier lease; paper; software; etc.	5,600.00
5000	Operating Expenses Pool: Etudes annual license; survey tool hosting fees; help desk hosting fees; server hosting fees; staff conferences	257,610.09
TOTAL		588,073.34

4. Basic skills programs (If applicable) **NA**
5. Transfer programs: (If applicable) **NA**
6. CTE programs: Labor/Industry alignment (If applicable) **NA**

Section 2. Learning Outcomes Assessment Summary
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2.1. Insert – Previous year’s Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See attached.

2.3 Please provide observations and reflections below.

2.3.a Administrative Unit Student Learning Outcomes

What findings can be gathered from the AU-SLOs assessments?

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- Strong attendance by students at on-campus orientation to Etudes sessions
- High number of visits to FGA support and resources webpages for faculty and students
- Low attendance at professional development sessions by faculty

2.3.b Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs?

- Improve marketing for professional development sessions
- Provide alternatives to traditional professional development such as nurturing development of professional learning communities of practice among the faculty
- Provide mentoring for faculty who are new to online teaching

2.3.c Do the AU-SLOs reflect the support faculty, staff and/or students need from those services in order to succeed?

Yes.

2.3.d How has assessment of AU-SLOs led to improvement in student success at the institution?

- Assessment verified importance of updating and maintain the FGA website in order to disseminate information and support needs of faculty and students via the Internet.
- Data about visits to Course Info website was used to encourage faculty to keep their webpages updated.
- Assessment has guided our efforts to improve marketing of professional development sessions and developing alternatives.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related AU-SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
Continue to offer and market orientation sessions on-campus; improve online video of orientation session	<ul style="list-style-type: none"> • High attendance by students at on-campus orientation sessions • High number of visits to http://www.foothill.edu/fga/getstarted.php 28,310 visits between July 1, 2010 - June 30, 2011 11,043 visits between July 1, 2011 - Jan. 4, 2012	Basic Skills, Transfer, Work Force	Students will be better informed to make sound decisions about enrolling on online courses.
Continue to post	High number of visits to	Basic Skills,	Students will

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<p>readiness assessment and continue to encourage faculty to recommend that their students use it</p>	<p>http://www.foothill.edu/fga/getstarted.php 28,310 visits between July 1, 2010 - June 30, 2011 11,043 visits between July 1, 2011 - Jan. 4, 2012</p>	<p>Transfer, Work Force</p>	<p>be better informed to make sound decisions about enrolling on online courses.</p>
<p>Continue to support faculty who want Etudes training</p>	<p>High number of faculty who have completed Etudes training (274)</p>	<p>Basic Skills, Transfer, Work Force</p>	<p>Faculty will gain skills and knowledge that can make their online instruction more effective.</p>
<p>Improve marketing for professional development sessions</p>	<p>Low attendance by faculty at professional development sessions conducted by FGA staff</p>	<p>Basic Skills, Transfer, Work Force</p>	<p>Faculty will be better able to schedule time to gain skills and knowledge that can make their online instruction more effective.</p>
<p>Increase the number of accessibility audits conducted with additional marketing efforts for this service</p>	<p>Several accessibility audits conducted</p>	<p>Basic Skills, Transfer, Work Force</p>	<p>Students with disabilities will have improved access to instructional content.</p>
<p>Maintain site and online student helpdesk services</p>	<ul style="list-style-type: none"> • High number of visits to FGA website http://www.foothill.edu/fga/ 258,830 visits between July 1, 2010 - June 30, 2011 114,298 visits between July 1, 2011 - Jan. 4, 2012 • High number of visits to FGA Course Information website http://globalaccess.wikispaces.com/ 190,678 visits between July 1, 2011 - Jan. 4, 2012 • Steady number of visits to online student helpdesk services High number of visits to http://www.foothill.edu/fga/ 397 help tickets resolved between July 1, 	<p>Basic Skills, Transfer, Work Force</p>	<p>Students will receive the tech support they need to perform successfully in their online courses.</p>

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	2010 - June 30, 2011 131 help tickets resolved between July 1, 2011 - Jan. 4, 2012 <ul style="list-style-type: none"> • High number of visits to FGA webpages for faculty support http://www.foothill.edu/fga/faculty_support.php 1,411 visits between July 1, 2010 - June 30, 2011 734 visits between July 1, 2011 - Jan. 4, 2012 <ul style="list-style-type: none"> • High number of visits to FGA webpage for resources http://www.foothill.edu/fga/faculty_resources.php 778 visits between July 1, 2010 - June 30, 2011 468 visits between July 1, 2011 - Jan. 4, 2012		
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Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The FGA Program mission aligns with the College Mission by providing educational access for all students regardless of their ability to attend classes on campus.

3.2 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Meet all legal requirements for distance education delivery.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Assisted faculty in development of wording and examples for resolutions to address legal requirements for: 1) regular and effective contact; and 2) accessibility • Conducted several professional development sessions addressing legal requirements for: 1) copyright and 	<ul style="list-style-type: none"> • Academic Senate approved two resolutions encouraging faculty to address legal requirements for: 1) regular and effective contact; and 2) accessibility • Several courses improved their compliance with accessibility requirements as a result of the audits

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	<p>requirements of copyright laws, fair use, and the TEACH Act by at least 20% above baseline by spring 2011.</p>	<p>2) accessibility</p> <ul style="list-style-type: none"> Audited several online course sites for compliance with accessibility 	
<p>2. Ensure adequate student preparation for success in online courses.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provided online faculty with a sample "Welcome" message for them to send to their students Reminded faculty each quarter to send the Welcome message Conducted 3 online orientation sessions for students on campus each quarter Posted archived video of orientation session on FGA website 	<p>Strong attendance by students at orientation sessions held on campus</p>
<p>3. Implement a quality assurance system for fully and hybrid online courses.</p>	<ul style="list-style-type: none"> 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 [<i>Pending FA contract negotiations</i>] Formal process implemented for administrators and peers to observe faculty performance in 	<ul style="list-style-type: none"> Workshop for faculty conducted on use of open courseware Conducted pilot-test of student evaluation of online courses in summer and fall of 2011 Worked with members of Distance Education Advisory Committee (DEAC) and COOL to develop a formal process implemented for administrators and peers to observe faculty 	<p>Weak attendance at professional development sessions</p>

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	<p>their online courses by fall 2012</p> <ul style="list-style-type: none"> • A Quality Assurance plan for online courses considered by the Academic Senate by winter 2013 	<p>performance</p> <ul style="list-style-type: none"> • Worked with members of DEAC and COOL to identify criteria for quality of online courses 	
<p>4. Ensure parity for support of online students, faculty, and courses with on-campus students, faculty, and courses.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Identified and supervised one faculty member during summer 2011 as a voluntary mentor for online faculty • Held DEAC meetings, recorded meeting minutes and posted DEAC information on FGA webpage 	<ul style="list-style-type: none"> • Volunteer faculty mentor no longer available • Meeting minutes posted • No support was provided to faculty in development of a vetting process for faculty to select open courseware and content for use and customization. • No student and faculty communities of practice launched • No placement and prerequisite policies for the college properly adapted to the online environment • No Student DE Handbook and a Faculty DE Handbook developed

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<p>5. Support college initiatives to expand into new markets for delivery of instruction.</p>	<ul style="list-style-type: none"> One online course developed and proposed to the Curriculum Committee to support degree initiatives with career and/or workforce education by spring 2011. 	<ul style="list-style-type: none"> Provided several information sessions for Apprenticeship faculty about teaching online and Etudes Identified and shared with VP of Workforce many open educational resources (OER) suitable for use in a Green Tech Literacy course 	<p>Apprenticeship faculty in process of gaining distance education approval for their core courses</p>
<p>6. Integrate emerging technologies with distance education delivery.</p>	<ul style="list-style-type: none"> At least 15 faculty with Edustream accounts by spring 2011. 	<ul style="list-style-type: none"> Posted information on FGA website about how faculty can integrate emerging technologies with distance education delivery, including Edustream videos and CCC Confer webconferencing Conducted several professional development workshops on this topic 	<p>Weak attendance at professional development sessions</p>
<p>7. Support inclusion of best practices for online student success, course completion, and retention.</p>	<ul style="list-style-type: none"> Best Practices for Online Teaching developed and disseminated to online faculty by spring 2011 	<ul style="list-style-type: none"> Posted Best Practices for Online Teaching on FGA website 	<p>Updated information on the webpage</p>

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
<p>Support faculty development of high-quality online course sites that are openly licensed for remix and</p>	<p>2 years</p>	<p>Work with faculty to develop openly licensed course site templates (suitable for fully online and</p>	<p>High quality course design has been shown to improve student completion rates.</p>

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<p>Support faculty development of high-quality online course sites that are openly licensed for remix and reuse and in compliance with requirements for accessibility, regular and effective contact, student authentication, documentation of attendance, FERPA, and fair use.</p>	<p>2 years</p>	<p>Work with faculty to develop openly licensed course site templates (suitable for fully online and hybrid classes) that faculty can use as a starting point for development of their own new course sites. These templates could be designed to serve as models for documentation of last day of attendance, accessibility compliance, student authentication, use of open educational</p>	<p>High quality course design has been shown to improve student completion rates.</p>
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Section 4: Program Resources and Support

4.1 Use the tables below to summarize your program’s resource requests.

Full Time Faculty and/or Staff

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<p>Stipends for 4 faculty to serve as mentors</p>	<p>\$2,000</p>	<p>Support inclusion of best practices for online student success, course completion, and retention.</p>	

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)

Facilities and Equipment

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Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)

One-time/Other: (Release time, training, etc.)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Stipends for 2 faculty to serve as subject matter experts	\$5,000	Support faculty development of high-quality online course sites that are openly licensed for remix and reuse and in compliance with requirements for accessibility, regular and effective contact, student authentication, documentation of attendance, FERPA, and fair use.	

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to faculty, staff and/or students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<ul style="list-style-type: none"> Multi-talented, creative, and highly productive staff; Individual faculty members have reported high satisfaction with quality of tech training and multimedia support from FGA staff. FGA's relationship with ETS is collaborative and cooperative. The Dean of Foothill Global Access co-chairs the Distance Education Advisory Committee (DEAC) and the Technology Task Force with a 	<ul style="list-style-type: none"> FGA program has an excellent reputation in California. FGA's relationship with its CMS provider, Etudes, Inc., is collaborative and cooperative which yields a high quality tech support and responsiveness to our needs for feature upgrades

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	<p>faculty representative from the Academic Senate. 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. Participation by faculty and staff in the DEAC is very strong and productive.</p> <ul style="list-style-type: none"> • Faculty report high satisfaction with powerful new tools, features and updates added to Etudes over the past year 	
Weaknesses	<ul style="list-style-type: none"> • Lack of an Instructional Designer on the FGA staff to assist faculty in course development and improvement; little possibility of adding the position due to budget constraints • No formal process is available for student's to evaluate online courses 	Federal requirements for student authentication, accessibility, etc.
Opportunities	<ul style="list-style-type: none"> • FGA staff have joined the college Professional Development program team resulting in better coordination of training efforts • FGA staff are working with the Marketing and Communications Office to develop rich media marketing materials to increase enrollment in online courses 	Foothill College has membership in a national lead-generation effort for community colleges with online learning programs (program is called OCC OnlineCommunityColleges.org); FGA dean has been assisting this project
Threats	<p>Any efforts to change course management systems at Foothill College could divert FGA staff time and attention from program goals to CMS selection process and migration efforts</p>	<ul style="list-style-type: none"> • Proprietary distance learning schools have large marketing budgets and manipulative student enrollment tactics which make them highly competitive in attracting enrollment of new students • Faculty adoption of non-scalable and non-enterprise alternatives to Etudes (e.g., freemium models of online course management systems such as CourseSite; blogs, wikis, Facebook, etc.) could result in – 1) loss of tech support for students, 2) increasingly non-standard course site interfaces/functionality for online students, and 3) faculty, non-compliance with FERPA, student authentication, and accessibility requirements.

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5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

1. **Issue:** Proprietary distance learning schools have large marketing budgets and manipulative student enrollment tactics which make them highly competitive in attracting enrollment of new students.
Solution: Utilize Foothill College's membership in national lead-generation effort for community colleges with online learning programs (program is called OCC OnlineCommunityColleges.org) to provide marketing. Continue to work with the Marketing and Communications Office to develop rich media marketing materials to increase enrollment in online courses.
2. **Issue:** Non-scalable and non-enterprise alternatives to Etudes (e.g., freemium models of online course management systems such as CourseSite; blogs; wikis, Facebook, etc.) may be adopted by faculty which could result in: 1) increased pedagogical innovation, 2) loss of tech support for both faculty and students due to non-standardization of delivery platform, and 3) potential for non-compliance with FERPA, accessibility and HEOA requirements.
Solution: Conduct workshops for faculty and disseminate information in order to engage faculty in dialogue about the opportunities, challenges, and responsibilities of teaching online courses using course management systems and/or social media that are not officially supported by the college.

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.
- Instructors must take responsibility to ensure that course content is in compliance with Section 508 ADA accessibility requirements.
- 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.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

- Occasionally, we hear concerns from faculty about the inefficiency of providing two different course management systems within the District.
- One FGA staff member expressed that: "Etudes is not a one-size-fits-all solution and many of our students suffer in their potential to truly learn the material because the system constrains the kind of interaction and information dissemination that is allowed by professors. I would recommend that at least a cursory evaluation of the Learning Management Systems that exist be conducted as well as a realistic analysis of costs of transitioning to that system before we make statements against using them and/or migrating to new systems."
- During the Accreditation process concerns were raised about equitable availability of student services for fully online students who cannot come to campus, such as tutoring.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

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- Concern in prior program review cycles about the need for a formal process for students to evaluate online courses has been addressed by continuing to conduct pilot-tests of a process and maintaining communication with Faculty Association representatives about this issue. At this point, further progress toward formalizing the process awaits cooperation by De Anza.
- Concerns about changes to the Late Adds process for fully online courses have been addressed by working with ETS staff to better automate the process.
- Faculty concerns about the lack of specific tools and features for student tracking and selective release of course content in Etudes have been addressed by Etudes, Inc. with the addition of Activity Meter and Course Map tools.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

- Enrollment in fully online courses continues to increase.
- Coordination by FGA staff with campus-wide professional development efforts has improved and resulted in less duplication of effort and confusion.
- The process by which faculty request Etudes course sites has improved dramatically by becoming integrated with Banner. This has resulted in time-savings for faculty and FGA staff.
- The process by which faculty and students deal with Late Adds for fully online courses has improved dramatically by becoming integrated with Banner. This has resulted in time-savings for faculty, students, and FGA staff.
- The process by which faculty post information about their online courses on FGA website has improved.
- FGA staff conducted several presentations at two Etudes conferences in 2011 that were well attended and well received.
- FGA saved \$15,000 per year by switching to a new vendor for server services and eliminating Earthlink dial-up accounts for faculty, starting February 2011.

Section 6: Feedback and Follow Up

This section is for the Vice President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: Your analysis of the data makes it clear what an important role FGA plays in our overall instructional program, as well as our apportionment. I appreciate the way that your team has focused on addressing prior concerns and have implemented processes that make the online learning environment more accessible for faculty and students. I also appreciate all of the hard work that you and the COOL committee have done to assist faculty with more effective ways of delivering quality instruction.

6.2 Areas of concern, if any: There are no concerns about FGA. I appreciate the increased cooperation between the Office of Instruction and FGA, and would like to see that continue.

6.3 Recommendations for improvement: The only recommendation is to continue assisting faculty in providing quality online instruction.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College

AU - Foothill Global Access

Mission Statement: 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.

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>AU - Foothill Global Access - Administrative Area Outcome #1 - Students will be able to identify their readiness to learn via technology-mediated delivery such as the Internet and develop the skills necessary for success in distance learning courses.</p> <p>Year(s) to be Assessed: 2010-2011</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: A) Student attendance at on-campus orientation to Etudes sessions held by FGA staff. B) Student use of online readiness assessment tool on the FGA website as determined by webpage visits.</p> <p>Assessment Method Type: Discussion/Participation</p>	<p>01/10/2012 - A) Strong attendance by students at on-campus orientation to Etudes sessions B) High number of visits to http://www.foothill.edu/fga/getstarted.php 28,310 visits between July 1, 2010 - June 30, 2011 11,043 visits between July 1, 2011 - Jan. 4, 2012</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none</p> <p>IL-SLO Reflection: Assessment verified need to continue providing on-campus student Etudes orientation sessions.</p> <p>Assessment verified importance of updating and maintain the FGA website in order to disseminate information and support needs of faculty and students via the Internet.</p>	<p>01/11/2012 - Continue to post readiness assessment and continue to encourage faculty to recommend that their students use it</p> <hr/> <p>01/11/2012 - Continue to offer and market orientation sessions on-campus as well as improve online video of orientation session</p> <hr/>
<p>AU - Foothill Global Access - Administrative Area Outcome #2 - Faculty will be able demonstrate the skills necessary for effective technology-mediated delivery of instruction.</p> <p>Year(s) to be Assessed: 2010-2011</p> <p>AU-SLO Status:</p>	<p>Assessment Method: A) Faculty completion of Etudes training. B) Faculty attendance at professional development sessions conducted by FGA staff C) Audits of course sites for fully online courses in terms of compliance with ADA Section 508 accessibility requirements</p> <p>Assessment Method Type: Observation/Critique</p>	<p>01/10/2012 - A) High number of faculty who have completed Etudes training (274) B) Low attendance at professional development sessions (average attendance in Fall 2011 was 4) C) Accessibility audits were conducted for five course sites</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>01/11/2012 - Improve marketing for professional development sessions</p> <hr/> <p>01/11/2012 - Increase the number of accessibility audits conducted with additional marketing efforts for this service</p>

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Active		<p>2011-2012</p> <p>Resource Request: \$2,000 for stipends for 4 faculty mentors</p> <p>IL-SLO Reflection: In light of low attendance at scheduled professional development sessions, we need to explore alternative approaches to providing tech training.</p> <p>Greater support is needed in order to provide more faculty with accessibility audits and assistance with addressing any identified non-compliance issues. Such support is typically provided by a trained Instructional Designer. However, the possibility of securing funding to add an Instructional Designer position in FGA is remote. Instead, faculty mentors could serve a similar function after receiving training by the FGA Tech Training Specialist.</p>	<p>01/11/2012 - Continue to support faculty who want Etudes training, either on-campus or via Internet</p>
<p>AU - Foothill Global Access - Administrative Area Outcome #3 - Students are provided with the resources and support necessary for their success in distance learning courses.</p> <p>Year(s) to be Assessed: 2010-2011</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method:</p> <p>A) Student use of FGA website as determined by visits to webpages devoted to student support and resources.</p> <p>B) Visits to the FGA Course Information website.</p> <p>C) Student use of online student helpdesk services as determined by visits and communications posted.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>01/10/2012 - A) High number of visits to FGA website, http://www.foothill.edu/fga/ 258,830 visits between July 1, 2010 - June 30, 2011</p> <p>114,298 visits between July 1, 2011 - Jan. 4, 2012</p> <p>B) High number of visits to FGA Course Information website, http://globalaccess.wikispaces.com/ 190,678 visits between July 1, 2011 - Jan. 4, 2012</p> <p>C) Steady number of visits to online student helpdesk services High number of visits to http://www.foothill.edu/fga/ 397 help tickets resolved between July 1, 2010 - June 30, 2011 131 help tickets resolved between July 1, 2011 -</p>	<p>01/11/2012 - Maintain websites and online student helpdesk services</p>

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p>Jan. 4, 2012 Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: None IL-SLO Reflection: We need to utilize search engine optimization strategies in order to maintain and increase traffic and student visits to the FGA website. In addition to quantitative measures, we need to collect data about the effectiveness of specific FGA webpages in providing students with the resources they need. Possible data collection methods include online survey and on-campus focus groups.</p>	
<p>AU - Foothill Global Access - Administrative Area Outcome #4 - Faculty are provided with the resources and support necessary for effective delivery of online courses.</p> <p>Year(s) to be Assessed: 2010-2011</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: A) Faculty use of FGA website as determined by webpage visits to faculty support and resources webpages</p> <p>B) Faculty attendance at professional development sessions conducted by FGA staff</p> <p>Assessment Method Type: Observation/Critique</p>	<p>01/11/2012 - A) High number of visits to FGA webpages for faculty support http://www.foothill.edu/fga/faculty_support.php 1,411 visits between July 1, 2010 - June 30, 2011 734 visits between July 1, 2011 - Jan. 4, 2012</p> <p>B) High number of visits to FGA webpage for faculty resources http://www.foothill.edu/fga/faculty_resources.php 778 visits between July 1, 2010 - June 30, 2011 468 visits between July 1, 2011 - Jan. 4, 2012</p> <p>C) Low attendance at professional development sessions (average attendance in Fall 2011 was 4)</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: None IL-SLO Reflection:</p>	<p>01/11/2012 - Improve marketing for professional development sessions.</p> <hr/> <p>01/11/2012 - Maintain FGA webpages for faculty</p> <hr/>

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p>We need to utilize search engine optimization strategies in order to maintain and increase traffic and student visits to the FGA website. In addition to quantitative measures, we need to collect data about the effectiveness of specific FGA webpages in providing faculty with the resources they need. Possible data collection methods include online survey and on-campus focus groups.</p>	
<p>AU - Foothill Global Access - Administrative Area Outcome #5 - Faculty are informed of new and emerging educational technologies and provided with professional development opportunities to develop the skills and expertise necessary for effective technology-mediated instruction.</p> <p>Year(s) to be Assessed: 2010-2011</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: A) Faculty use of FGA website as determined by webpage visits to faculty support and resources webpages.</p> <p>B) Faculty attendance at professional development sessions conducted by FGA staff</p> <p>Assessment Method Type: Observation/Critique</p>	<p>01/11/2012 - A) High number of visits to FGA webpages for faculty support http://www.foothill.edu/fga/faculty_support.php 1,411 visits between July 1, 2010 - June 30, 2011 734 visits between July 1, 2011 - Jan. 4, 2012 B) High number of visits to FGA webpage for resources http://www.foothill.edu/fga/faculty_resources.php 778 visits between July 1, 2010 - June 30, 2011 468 visits between July 1, 2011 - Jan. 4, 2012 C) Low attendance at professional development sessions</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: None</p> <p>IL-SLO Reflection: We need to collect data about the effectiveness of specific FGA webpages to ensure that faculty are informed of new and emerging educational technologies. Possible data collection methods include online survey and on-campus focus groups.</p>	<p>01/11/2012 - Improve marketing for professional development sessions</p> <hr/> <p>01/11/2012 - Maintain FGA webpages for faculty</p>