

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase 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 related to goals at the institutional and course levels.

Process

Foothill College administrative units are reviewed annually, 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. Administrative Units include the Office of the President and Vice Presidents, as well as Division Offices. 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.

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. Vice President/President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Vice President/President by January 25, 2012 for completion of Section 6.
- Vice President/President completes section 6 and returns documents to program review team by February 8, 2013.
- Program review documents are due to the Office of Instruction by February 15, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule:

<http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

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

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

Basic Program Information

Administrative Unit 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 Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position
Judy Baker	Foothill Global Access	Dean
Akemi Ishikawa	Foothill Global Access	Administrative Assistant
Nastaran Ouliaei	Foothill Global Access	Technology Training Specialist
(Steven Sum)	Disability Resource Center	Alternative Media Specialist

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served	24,703 (enrollments)	25,706 (enrollments)	33,004 (enrollments)
Faculty Served	180	180	180
Staff Served	NA	NA	NA
Full-time FTEF	19.6	53.8	49.8
Part-time FTEF	47.6	49.0	38.1
Full-time Staff	2.0	1.0	2.0
Part-time Staff	.75	1.75	.75

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/President.

1. Population served (Please use prompts below to describe the faculty, staff and/or students you primarily serve):

a. Locations/times of service (Day, Evening, Off Campus, etc.)

FGA is physically located in Rooms 3608, 3609, 3610, and 3611 as well as two nearby cubicles. We have staff available to assist faculty, staff, and students via walk-in, phone, and email from 7 am – 5:30 pm, Monday through Friday. In addition, our student Help Desk is staffed from 7 am – 9 pm, Monday through Friday and 2 pm – 4 pm on Saturdays and Sundays.

b. How was this tracked?

1) Detailed information about services provided via the student Help Desk is collected via the website. Services that are requested and provided via email are tracked via archived email records. The administrative assistant maintains a handwritten record of voicemail messages and her resolution of any requests via email.

2) Usage of Professional Development program services was tracked via ConstantContact (our online event registration website), event attendance sheets, and meeting minutes.

c. What is the trend?

- According to Program Review Data, in the 2011-2012 fiscal year, distance education (DE) FTES was 3,745, DE Enrollment was 33,004, and the number of DE Sections was 890.
- **DE enrollment increased by 18% and DE FTES increased by 17% from the previous year.** Unduplicated headcount increased by 19% from the previous year.

- For fully online courses in 2011-12, the success rate was 69% and drop rate was 15%.
- FTES in fully online courses represented 26.3% of total and enrollment in fully online courses represented 24.8% of total in 2011-12.
- In AY 2010-11, FTEF teaching fully online courses was 75.5. This **FTEF increased by 16%** to 87.9 in AY 2011-12. During the same time period, productivity stayed fairly level with 636 in 2010-11 and 639 in 2011-2012. In AY 2011-12, 76.8% 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 to 26%**, from 11,209 in fall of 2011 to 14,123 in fall of 2012.

Division Enrollments Trends 2011-2012 based on Program Review Data

Division	Enrollment	Number of Sections	WSCH	FTES	Success Rate
Adaptive Learning	126	5	504	11	74%
BHS	1,000	29	3,528	78	79%
BSS	14,283	330	64,645	1,437	69%
Counseling	378	13	1,038	23	68%
FA & Com	9,065	275	50,303	1,118	70%
PE & HP	1,556	47	6,224	138	69%
LA	1,213	43	5,484	122	67%
PSME	4,877	129	35,981	800	65%
TOTAL	33,004	890	168,460	3,745	69%

Professional Development program services:

A total of 265 faculty and staff attended the 35 Professional Development Events (excluding LINC/KCI) with an average attendance of 7.6. **Events with highest attendance were** Student Success Task Force Recommendations Panel Presentation (52), CA Perkins Nontraditional & Special Populations Workshop (17), and Student Services Staff - SA/SLO TracDat Training (15). Three additional PD events included Shooter Training, GE Colloquium, and Stanford Design Fieldtrip, however attendance was not recorded at these events. Average attendance by faculty was fairly low at many Professional Development sessions scheduled throughout the 2011-2012 year. Emailed reminders to those registered for events was very effective in improving attendance. The number of people who sign up for sessions using Constant Contact on the Foothill College webpage is not a reliable indicator of actual attendance. Time of day of an event did not appear to be a factor in attendance. Judy Baker met with Dolores Davison for 2 hours on September 29, 2011 to get faculty input about professional development scheduling and strategies as well as online learning issues. A Professional Development Debriefing and Planning meeting was held on June 28, 2012 with 14 staff, faculty, and administrators in attendance.

2. Scheduling of services and/or offerings (Please use the following prompts to describe the scheduling of your Administrative Unit):
 - a. How have you adjusted your scheduling to align with the Core Missions of Basic Skills, Transfer and Workforce?

The FGA staff workload is highest during the week before and two weeks at the start of each quarter. 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. FGA staff are careful to schedule vacation leaves during times of the year when workload is the lightest.

3. Staffing structure (Does the staffing structure of your Administrative Unit meet the program 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. How has technology affected the workload in your office?
 - iv. Does the workload have significant peaks and valleys during the 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?

Comprehensive Administrative Unit Program Review Template for 2012-2013 (updated 9/11/12)

- vi. What steps can be taken to improve your program or department’s organizational efficiency within its current budget?
- vii. What strategies have been used to improve the delivery of support 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. The full-time Alternative Media Specialist was placed under supervision of the FGA dean in May 2012, however, his duties primarily meet the needs of the Disability Resource Center rather than FGA.

Full implementation of Banner has automated some staff tasks and thereby reduced the workload. The process of integrating Etudes with Banner continued to be challenging, however, because it requires coordination with District ETS programming staff.

FGA workload increased dramatically during winter and spring 2012 when the BSS Division hired many new adjunct instructors to teach online courses and build enrollment. The addition of the “early” summer session to the schedule in June 2012 created extra service demands from faculty as well. This was especially burdensome because the Technology Training Specialist position was vacant for 7 months from April 2012 through October 2012, which decreased the productivity of the FGA dean during that time period. Also, the Administrative Assistant position was vacant for 3 months from September 2011 through November 2011, which decreased the productivity of the FGA dean during that time period.

In order to meet increasing demand, we need 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 7 am – 5 pm on Monday through Friday. During winter and spring of 2012, FGA partnered with the Tutorial Center to pilot test use of CCC Confer webconferencing to provide tutoring services to online students with no additional funding.

In order to achieve greater efficiency in management of Professional Development services, we developed an Online form and made it available for faculty/staff to submit requests for PD events; conducted a survey of staff in August 2011, and thoroughly researched vendors of professional development tracking software and provided report to Denise Swett on September 23, 2011.

- 4. Budget analysis:
 - a. Please attach a spreadsheet with your expenditures by categories for the past three years.
 - b. In light of budget constraints and fewer college resources, please describe the process used to make adjustments and reallocations of budgets between departments in your administrative unit. If you have not reallocated budgets within your unit, please describe how that would work in your AU in future resource allocation cycles.

Account	Account Title	2009-2010 Adjusted Budget (FY10)
---------	---------------	----------------------------------

Comprehensive Administrative Unit Program Review Template for 2012-2013 (updated 9/11/12)

4000	Supplies and Materials Pool (business cards, cloud services, software, computer lab equipment, paper, etc.)	10,313
5000	Operating Expenses Pool (copier lease, conferences, postage, etc.)	2,902
5214	Etudes annual license and hosting for 2009-2010	103,875
	Etudes annual license and hosting 2010-2011 (charged to FGA in May 2010)	114,000
TOTAL		231,090

Account	Account Title	2010-2011 Adjusted Budget (FY11)
4000	Supplies and Materials Pool (business cards, cloud services, software, computer lab equipment, paper, etc.)	19,891
5000	Operating Expenses Pool (postage)	12
TOTAL		19,903

Account	Account Title	2011-2012 Adjusted Budget (FY12)
4000	Supplies and Materials Pool (business cards, cloud services, software, computer lab equipment, paper, etc.)	1,799
5000	Operating Expenses Pool (copier lease, conferences, postage, etc.)	1,580
5214	Etudes annual license and hosting	144,000
TOTAL		147,379

The **cost of Etudes services** to Foothill College has fluctuated quite a bit between since 2009. The cost is not likely to increase to more than **\$129,000 per year in the future**, however.

2009-2010	\$103,875	Charged to FGA budget in July 2009
2010-2011	\$114,000	Charged to FGA budget in May 2010
2011-2012	\$144,000	Charged to FGA budget in July 2011; Most of increase due to higher service level required for increased enrollments
2012-2013	\$139,000	Charged to FGA budget in July 2012
2013-2014	\$129,000	Will be charged to FGA budget in July 2013

- Administrative Professional Development: Please describe any areas of training or resources needed (for example: Tenure, Evaluation, Enrollment Management).

Newly hired Technology Training Specialist needs training and certification in Banner, Etudes, CCC Confer.

- Basic Skills Programs (if applicable).
NA
- Transfer Programs (if applicable).
NA
- Workforce/Career Technical Education Programs (if applicable).
NA
- Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

According to Program Review Data, the demographics of students who enrolled in DE courses in 2011-2012 are:

- 56% female students
- 41% ages 20 – 24 (age group with highest enrollment)
- 36% White and 27% Asian
- 78% success rate among Asian students (highest among all race/ethnicity groups)
- 23% withdraw rate among African American students (highest group)
- 77% success rate among students aged 19 or less (highest among all age groups)

10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

1) FGA

- FGA dean coordinated several meetings with Coursera representatives and Foothill College administrators.
- FGA dean served on WCET WOW Award panel.
- FGA dean served on Community College Consortium for Open Educational Resources (CCCOER) Executive Board and Advisory Committee.
- In spring quarter of 2012, the dean of FGA formed a campus-wide taskforce (ACTiON) to discuss accessibility issues for digital learning materials.
- In spring quarter of 2012, the dean of FGA submitted the annual report on open educational resources to the Board of Trustees.
- In spring and fall of 2012, the dean of FGA gave presentations about the appropriate use of social media and cloud services at the District ETAC meetings and is working to develop guidelines or policies on this issue.
- FGA has continued to administer the survey instrument for faculty who requested informal student evaluations and reported on the response rates to the COOL/DEAC. Starting in the fall 2012 quarter, FGA offered to administer the online survey instrument for formal student evaluations of fully online courses upon request by faculty members, however the four faculty who requested administration of the survey asked for it to be informal.
- The FGA dean worked with Chris White to develop draft guidelines about appropriate use of social media and cloud services among Foothill College employees.
- The FGA dean set up a Help Desk ticketing system for use by A&R staff to handle student requests for assistance.
- The FGA dean assisted in the planning and implementation of the Leveraging Technology in Support of Students, Faculty and Staff conference that was held on Oct. 12, 2012.
- During fall 2012, FGA dean submitted ETS Project requests for 1) identifying best practices for backing up campus computers, 2) upgrading faculty computers with software needed to make instructional materials accessible, and 3) fixing a problem with Etudes site roster loading.
- During fall 2012, provided information to student trustee about open educational resources.
- Assisted DRC staff with development of online forms and processes to manage proctored testing and students' requests for alternative media.
- During the spring of 2012, the Distance Education Advisory Committee (DEAC) and the Committee on Online Learning (COOL) members reviewed several sets of criteria for assessing the quality of online courses. During the 2012-2013 academic year, the COOL/DEAC group plans to use these reviews to develop a template that Division department faculty can use to establish their own effective practices for online course quality for use by faculty to guide online course development and management.
- FGA staff assisted librarians in promoting use of Films on Demand by faculty as one solution to finding close captioned instructional videos.
- FGA contributed many questions and answers for the interactive FAQ service called ASK Foothill (<https://foothill.intelliresponse.com/students/>) where students can submit questions 24/7 and an answer will appear immediately on the webpage. AskFoothill receives 13,000 inquiries per month and is available to assist students, potential students and community members by providing information about Foothill

College, and is now offered in Spanish. This tool eliminates the need for students to wait in line to get answers to many general information questions. It is particularly helpful for online and evening students.

- FGA utilized 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.

2) Professional Development program services

- Newsletters for each quarter distributed via Internet, email, print
- Event schedules for each quarter distributed via Internet, email, print
- Announcements at Academic Senate, Deans, and Admin Council meetings
- Online form developed and made available for faculty/staff to submit requests for PD events (<http://foothill.RequestPD.sgizmo.com/s3/>)
- Survey of staff conducted in August 2011
- Researched vendors of professional development tracking software and provided report to Denise Swett on September 23, 2011.
- Constant Contact online calendar/registration software used to promote PD events and collect registrations
- Set up a professional community of practice for PD via online communication that pushes messages to email instead of using a website - [College Faculty and Staff Mentor Exchange](#)

Section 2. Learning Outcomes Assessment Summary
--

2.1. Insert – 2011-2012 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Please see attached.

2.3 Administrative Unit Student Learning Outcomes: Please provide observations and reflections below after reflecting on your AU-SLOs in TracDat and reviewing your divisional Program-Level SLOs.

2.3.a What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

In general, faculty and student needs for services provided by FGA continue to increase, especially as we work to improve compliance with accessibility requirements.

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?

The data suggest that both faculty and students would benefit from having an instructional designer on the FGA staff.

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

The assessment provides quantitative corroboration of anecdotal reports of high demand for services from FGA.

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

Action Step	Related 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?
1) a. Continue to post readiness assessment and continue to encourage	#1 - Students will be able to identify their readiness to learn via technology-	Basic Skills, Transfer, Work Force	By empowering students to determine their own level of preparation for

Comprehensive Administrative Unit Program Review Template for 2012-2013 (updated 9/11/12)

<p>faculty to recommend that their students use it; b. Continue to offer and market orientation sessions on-campus as well as improve online video of orientation session; c. Survey students and faculty about the effectiveness of existing orientation opportunities; d. Develop and market a sample Etudes course site for students to visit without username and password so that they can be better prepared for taking an online course delivered via Etudes</p>	<p>mediated delivery such as the Internet and develop the skills necessary for success in distance learning courses.</p>		<p>being an online student and make enrollment decisions accordingly, we are minimizing the likelihood of student drops due to students' unrealistic expectations of the online learning experience.</p>
<p>2) a. Improve marketing for professional development sessions conducted on campus and online with assistance of Academic Senate; b. Continue to conduct accessibility audits of online courses sites and market the availability of this service; c. Continue to support faculty who want Etudes training, either on-campus or via Internet; d. Initiate and nurture a professional community of practice among faculty who are newly trained in use of Etudes</p>	<p>#2 - Faculty will be able demonstrate the skills necessary for effective technology-mediated delivery of instruction.</p>	<p>Basic Skills, Transfer, Work Force</p>	<p>When online courses meet accessibility requirements, course content is easier for all students to use and understand, not just students with disabilities; faculty who complete training in educational technology skills are likely to develop and manage online courses that are more effective than faculty without those skills</p>
<p>3) a. Continue to maintain websites and online student helpdesk services as well as monitor webpage analytics; b. make modifications to the FGA website as indicated by website analytics and student helpdesk inquiries</p>	<p>#3 - Students are provided with the resources and support necessary for their success in distance learning courses.</p>	<p>Basic Skills, Transfer, Work Force</p>	<p>Students who are able to find and receive the information and assistance they need will experience less frustration and delay in getting to content in online course sites.</p>
<p>4) a. Improve marketing for professional development; b. Maintain FGA webpages for faculty</p>	<p>#4 - Faculty are provided with the resources and support necessary for effective delivery of online courses.</p>	<p>Basic Skills, Transfer, Work Force</p>	<p>Faculty who complete training in educational technology skills are likely to develop and manage online courses that are more effective than faculty without those skills</p>

5) - Improve marketing for professional development sessions with assistance from Academic Senate	#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.	Basic Skills, Transfer, Work Force	Faculty who are informed of new and emerging educational technologies can leverage those resources to develop more effective online courses
---	--	------------------------------------	---

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 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
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 requirements of copyright laws, fair use, and the TEACH Act by at least 20% above baseline by spring 2011. 	<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 2) accessibility Audited several online course sites for compliance with accessibility 	<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
Ensure adequate student preparation for success in online courses.	<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 2 - 3 online orientation sessions for students on campus each quarter 	Strong attendance by students at orientation sessions held on campus

		<ul style="list-style-type: none"> • Posted updated and captioned video about orientation to Etudes on FGA website 	
<p>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 their online courses by fall 2012 • A Quality Assurance plan for online courses considered by the Academic Senate by winter 2013 	<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, winter and spring of 2012 • Worked with members of Distance Education Advisory Committee (DEAC) and COOL to develop a formal process implemented for administrators and peers to observe faculty performance • Worked with members of DEAC and COOL to identify criteria for quality of online courses 	<ul style="list-style-type: none"> • Weak attendance at professional development sessions • FGA has continued to administer the survey instrument for faculty who requested informal student evaluations and reported on the response rates to the COOL/DEAC. Starting in the fall 2012 quarter, FGA offered to administer the online survey instrument for formal student evaluations of fully online courses upon request by faculty members, however the four faculty who requested administration of the survey asked for it to be informal. • During the spring and fall of 2012, members of the COOL/DEAC developed the "Guidelines for Administrator and Peer Review of Online Courses" with assistance from the Faculty Association. This document will be presented to the Academic Senate in January of 2013. It outlines provides guidelines meant to be used in parallel with the evidence typically used for review of on-campus courses, not as a replacement. These guidelines describe parameters for conducting administrator and peer reviews of online

			courses such as amount of time for site visits or observations.
Ensure parity for support of online students, faculty, and courses with on-campus students, faculty, and courses.	<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 DEAC meeting minutes posted to FGA website 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
Support college initiatives to expand into new markets for delivery of instruction.	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 	<ul style="list-style-type: none"> Apprenticeship faculty in process of gaining distance education approval for their core courses
Integrate emerging technologies with distance education delivery.	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 	<ul style="list-style-type: none"> Weak attendance at professional development sessions

		distance education delivery, including Edustream videos and CCC Confer webconferencing <ul style="list-style-type: none"> Conducted several professional development workshops on this topic 	
Support inclusion of best practices for online student success, course completion, and retention.	Best Practices for Online Teaching developed and disseminated to online faculty by spring 2011	Posted Best Practices for Online Teaching on FGA website	<ul style="list-style-type: none"> Updated information on the webpage
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.	2 years	Provided professional development training opportunities on relevant topics (e.g., Leveraging Technology in Support of Students, Faculty and Staff conference held on Oct. 12, 2012)	<ul style="list-style-type: none"> Low attendance by faculty

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps

Section 4: Program Resources and Support

4.1 After reviewing the requests from the programs within this Administrative Unit, use the tables below to summarize any unfunded resource requests that have not been requested through your individual programs. These requests should only be for needed items that cannot be funded out of your existing AU budgets. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Instructional Designer	\$69,103	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.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Stipend for 1 faculty to serve as mentor (5% reassign time x \$70,000)	\$3,500	Support inclusion of best practices for online student success, course completion, and retention.

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Stipends for 2 faculty to serve as subject matter experts	\$7,000	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.

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Etudes hosting and services (\$129,000 annual fee for 2013-2014) REQUEST permanent change of funding for Etudes hosting and services to Ongoing B Budget	\$129,000	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.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Ikon copier lease (3 year lease was signed before B budget cuts)	\$1,796	Ensure parity for support of online students, faculty, and courses with on-campus students, faculty, and courses; Provide support for Professional Development events

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflect on the program relative to 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 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. Faculty report high satisfaction with powerful new tools, features and updates added to Etudes over the past year. FGA dean certified as an Etudes trainer 	<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.
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 	<ul style="list-style-type: none"> Compliance with federal requirements for online student authentication/verification, accessibility, and documentation of last day of attendance is labor intensive.
Opportunities	<ul style="list-style-type: none"> FGA is managing 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 	<ul style="list-style-type: none"> 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 Recent popularity and media buzz about MOOCs, Coursera, and Udacity has increased interest in online learning
Threats	<ul style="list-style-type: none"> 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 	<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.
--	--	---

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

1. **Issue:** Occasionally, we hear concerns from faculty about the inefficiency of providing two different course management systems (CMS) 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.”
Solution: Monitor efforts by the State Chancellor’s Office to procure a statewide CMS license in order to anticipate the need to assess feasibility of changing to a new CMS. Monitor availability and quality of emerging CMS tools.
2. **Issue:** During the Accreditation process concerns were raised about equitable availability of student services for fully online students who cannot come to campus, such as counseling, tutoring and library services.
Solution: Monitor the availability and affordability of services for online students that can be provided by external vendors.
3. **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.
4. **Issue:** Non-scalable and non-enterprise alternatives to Etudes (e.g., freemium models of online course management systems such as CourseSite; Schoology; Edmodo; 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. Provide APM with information about challenges of using of social media and cloud services for instruction.

5.3 What statements of concern have been raised in the course of conducting the program review?

- Quality of online instruction is inconsistent across departments and divisions especially in terms of Regular and Effective Contact and student engagement.
- Compliance with accessibility requirements for online course content is a very labor intensive process and requires faculty to upgrade their software and learn new software skills.
- The success rates of Hispanic and African-American students in fully online courses are unacceptably low.

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your Administrative Unit?

- Enrollment in fully online courses continues to increase.
- Completed 2012 Substantive Change Proposal draft.
- The recent acceptance of student evaluation of online courses as part of the official faculty evaluation process will provide faculty with valuable feedback for improvement of course quality.
- Increasing numbers of online faculty are aware of accessibility compliance requirements. Several courses have undergone accessibility audits and been modified to meet requirements. Many instructional videos have been captioned. Some faculty have replaced uncaptioned videos with captioned videos in their online courses.
- Coordination by FGA staff with campus-wide professional development efforts has improved and resulted in less duplication of effort and confusion.
- Increased coordination between FGA and the Disability Resource Center has resulted in greater efficiency in providing services for disabled students.
- Program costs have decreased due to strong working collaborations with Vivie Sinou at Etudes, Inc., Denise Swett at Student Services, and Teresa Ong at Disability Resource Center. The cost of Etudes services will drop

12.8% from \$149,000 (2011-12) to \$130,000 (2013-14). Beginning fall of 2012, the cost of the Surveygizmo annual fees and a student worker as well as some software, equipment and supplies used for professional development have been picked up by other programs.

Section 6: Feedback and Follow Up
--

This section is for the Vice President and/or President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

Foothill Global Access provides strong and professional support to Foothill College's online program, and is commended for the dedication and innovation it provides to enable Foothill to continue to grow its online program, as well as to continuously improve in quality. In spite of the challenges to FGA, such as the long period of time without the technical trainer, FGA was still able to collaborate with the faculty senate, student services and instruction to dramatically improve the accessibility and effectiveness of our online courses.

Professional development is an area that needs attention from the college community. Dean Baker has done an admirable job of providing services and support to these efforts. However, the college should reactivate the professional development committee to create more broad based participation.

6.2 Areas of concern, if any:

There are many concerns identified in this program review, such as the need to provide better mentoring for online faculty, provide quality course templates, increase student success and retention. I support Dean Baker in exploring strategies to address these concerns.

6.3 Recommendations for improvement:

I would encourage FGA to continue to collaborate actively with the Office of Instruction to recommend and implement strategies and systems that support the online program.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review