

Basic Unit Information

Administrative Unit Name:

Foothill Global Access

Administrative Unit Mission:

Distance and Mediated Learning (DML): 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.

Professional Development (PD): The professional development program furthers the goals of Foothill College by supporting staff, faculty, and administrators in their efforts to enhance professional skills and knowledge. The professional development program supports Foothill College as a learning organization that honors a culture of knowledge sharing. A learning organization rewards experts for sharing their best practices, expects employees to contribute to the collective knowledge of the organization, and has systems that help people take responsibility for their own learning progress. A learning organization enables people to develop capabilities like systems thinking and collaborative inquiry *within the context of their jobs* by integrating professional development and learning with the main work of the organization.

Campus Technology Coordination (CTC): Campus technology coordination serves to deploy technology to create a dynamic learning environment; meet students' expectations for access to informational resources, the Internet and support for computing devices; provide high-quality learning environments supported by technology; reach the cutting edge of higher educational computing and technology deployment to support students; offer the highest quality online learning tools/systems for students and faculty; and ensure all students have access to technology to provide student equity in the learning environment. (Effective June 2013)

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	FGA	Dean
Akemi Ishikawa	FGA	Administrative Assistant
Nas Ouliaei	FGA	Tech Training Specialist (.75 fte)

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Akemi Ishikawa	FGA	Administrative Assistant
Nas Ouliaei	FGA	Tech Training Specialist
Kate Jordahl	Fine Arts	faculty
Ben Stefonik	Business and Social Sciences	faculty
Maureen Chenoweth	Counseling	Program Coordinator I
Carolyn Holcroft	Biological and Health Sciences	faculty
Pat Hyland	Student Services	Dean

Section 1: Data and Trend Analysis

Program/Department Data:

Dimension	2010-2011	2011-2012	2012-2013
Students Served	12,609 (unduplicated headcount) 27,915 (enrollments)	15,029 (unduplicated headcount) 33,001 (enrollments)	15,605 (unduplicated headcount) 33,569 (enrollments)
Faculty Served	180 online/hybrid faculty	180 online/hybrid faculty	DML: 180 online/hybrid faculty PD: 402 (including faculty and staff)
Staff Served	NA	NA	
Full-time FTEF	53.8	49.8	52.14 (FT load and Overload assigned to online courses)
Part-time FTEF	49.0	38.1	40.96 (PT load assigned to online courses)
Full-time Staff	1.0	2.0	2.0
Part-time Staff	1.75	.75	.75

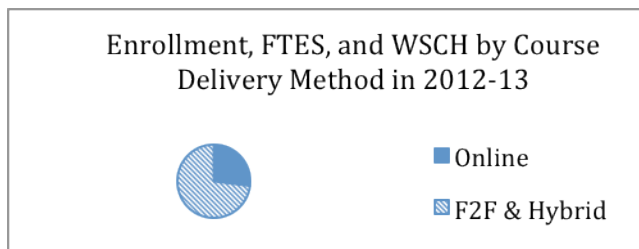
Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

a. Describe the faculty, staff and/or students you primarily serve.

DML: According to Program Review Data, in the 2012-2013 fiscal year, distance education (DE) unduplicated headcount was 15,605, enrollment was 33,001, the number of DE Sections was 963 and WSCH was 156,296 and FTES was 3,474. FTEF was 93.1 and productivity was 560.

2012-13	Online Courses	All Courses	% Online
Unduplicated Headcount	15,605	30,763	51%
Enrollment	33,569	125,406	27%
Sections	963	4,879	20%
WSCH	156,296	577,973	27%
FTES	3,474	12,848	27%
FTEF	93.1	378	25%

- In 2012-13, enrollment, FTES and WSCH in fully online courses represented 27% of total courses.



According to Program Review Data, the demographics of students who enrolled in DE courses in 2012-2013 are:

- 58% were female students and 42% were male students
- 45% were ages 20 – 24 (age group with highest enrollment)

- 34% were White, 28% were Asian, 19% were Latino/a, 8% were African American, 5% were Filipino, 5% were Declined to State, 1% were native American, and 1% were Pacific Islander
- 77% success rate among Asian students (highest among all race/ethnicity groups); 49% success rate among African American students (lowest among all race/ethnicity groups)
- 25% withdraw rate among African American students (highest group); 13% withdraw rate among Declined to State (lowest group)
- 78% success rate among students aged 19 or less (highest among all age groups); 66% success rate among students aged 25-39 (lowest among all age groups)

2012-13	Distribution		Success Rates		Withdraw Rates	
	Online	F2F & Hybrid	Online	F2F & Hybrid	Online	F2F & Hybrid
African American	8%	4%	49%	68%	25%	12%
Asian	28%	26%	77%	82%	14%	8%
Declined to State	5%	11%	74%	85%	13%	6%
Filipino	5%	4%	66%	76%	19%	10%
Latino/a	19%	21%	59%	73%	22%	11%
Native American	1%	1%	64%	83%	20%	6%
Pacific Islander	1%	1%	49%	71%	26%	10%
White	34%	33%	72%	84%	16%	8%
ALL	100%	100%	69%	80%	17%	9%

Online Help Desk. Between July 1, 2013 and June 30, 2013, we resolved 324 Help Desk requests for assistance. Between July 1 and December 18, 2013, FGA staff resolved 119 Help Desk requests for assistance from students.

PD: Faculty, staff and administrators are served by the professional development program.

- The ability for faculty and staff to travel to conferences and workshops is an important component of the Professional Development Program. Utilizing available monies, individuals are able to seek opportunities that meet their specific learning needs. Faculty and staff are made aware of the availability of these funds via workshops, department meetings and their respective Senates as well as the PD website.
- In 2012-13, a total of 44 professional development events were scheduled on campus (excluding the Leveraging Technology conference and FastTech classes). Attendance was tracked at 24 events, attendance was not tracked at 7 events, and 12 events were cancelled due to low enrollment. A total of 297 faculty, staff, and administrators attended 24 events for an average of 8 participants per event. Events with highest attendance were: “Student Success Act Training” (39 participants); “Student Success Brown Bag: Owning Student Success Panel Presentation” (32 participants); “Faculty PD Day: Instructional Jiu-Jitsu” (29 participants); “Faculty PD Day: Designing College Courses that Foster Significant Learning” (28 participants); “Jobs of the Future - How to be ready!” (24 participants). According to conference coordinators, 105 faculty, staff, and administrators attended the 2012 Leveraging Technology conference.

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

DML: 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. Due to building renovations, the FGA offices will be relocated to Temporary Village in February 2014.

PD: Most PD events are scheduled on the Foothill College campus on Mondays through Fridays during regular work hours, particularly in the afternoon.

c. How was this tracked?

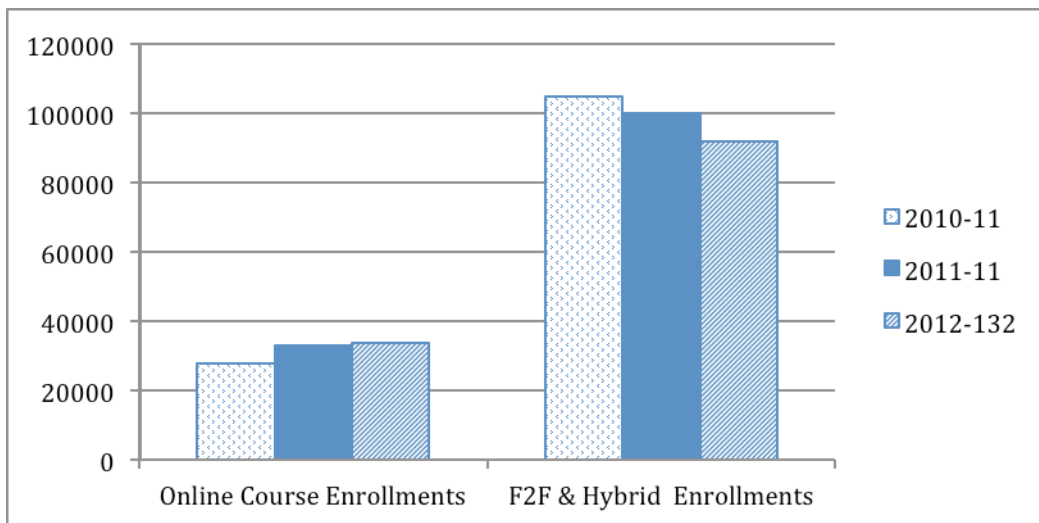
DML: Detailed information about services provided via the student Help Desk is collected via the website. Services that are requested and provided via email are tracked via archived email records. The administrative assistant maintains a record of voicemail messages and her resolution of any requests via email. Google analytics are used to report on the number and quality of visits to various webpages in the FGA website. Wikispaces analytics tools are used to record visits to the FGA Course Info webpages. These webpage data are reported in TracData.

PD: 1) Staff in the Student Services office maintained records of faculty and staff travel and conference funding; 2) Usage of Professional Development program services was tracked via ConstantContact (our online event registration website), event attendance sheets, and meeting minutes. Foothill Global Access staff sends a list of registered participants to each PD event presenter on the day before the event. We ask the presenter to take attendance at the event and send the attendance sign in sheet to us for recordkeeping and for the purpose of sending Certificates of Attendance to participants.

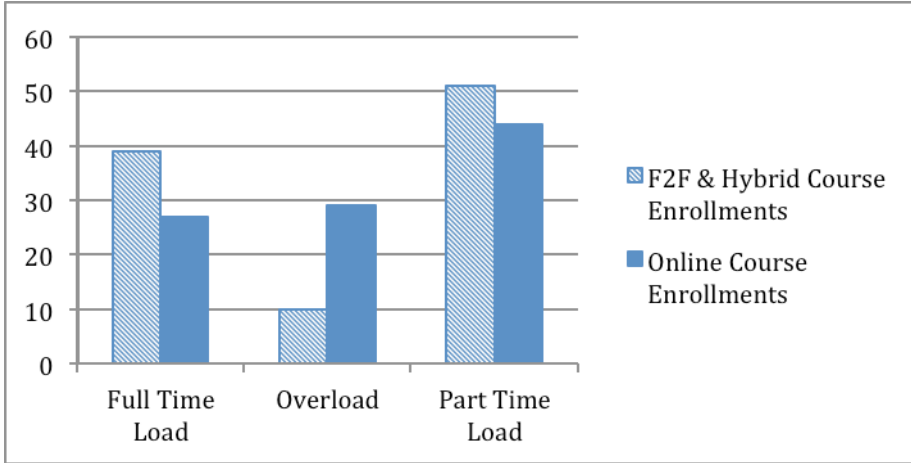
d. What is the trend?

DML: Increases for Fully Online Courses

- **Unduplicated headcount increased by 3.8% from the previous year.**
- The number of course sections increased by 8.2% from the previous year.
- Enrollment increased by 1.7% from the previous year.



- WSCH and FTES decreased 7.2% from the previous year.
- For fully online courses in 2012-13, the success rate was 69% and drop rate was 17%. In face-to-face and hybrid courses in 2012-13, the success rate was 80% and drop rate was 9%.
- In 2012-13, **FTEF** teaching fully online courses was 93.1 which is an **increase of 5.8% from the previous year.**
 - Productivity dropped from the previous year from 638 in 2011-2012 to 560 in 2012-13.
 - In 2012-13, 27% was carried by fulltime load and 73% of faculty load in fully online courses was carried by part-time load/overload.



- Enrollment in fully online classes in the BHS Division increased by 27.4% compared with the previous year with 1,274 enrollments in 2012-13 and 1,000 enrollments in 2011-12. The 2012-13 success rate of 80% for BHS Division DL courses in 2012-13 was higher than all other divisions.

Trends for 2011-12 and 2012-2013 based on Program Review Data

Fully Online Classes	Enrollment	No. of Sections	WSCH	FTES	Success Rate
2012/13	33,569	963	156,296	3,474	69%
2011/12	33,001	890	168,443	3,744	69%

- FGA serves faculty and students involved with hybrid and on-campus courses in addition to fully online courses. According to data generated from Banner ARGOS Report, **student enrollment in all courses that used Etudes** (fully online, hybrid, and on-campus) **increased 20%** from 11,209 in 2011 Fall Quarter to 13,463 in 2013 Fall Quarter.

PD: Attendance by faculty and staff at PD events and conferences appears to be increasing from previous years.

1) Attendance at PD events is increasing steadily.

2011-2012: total 265 attendance for 35 events, average = 8

2012-2013: total 297 attendance for 24 events; average = 8

2) Requests for Travel and Conference Funding -

Faculty

2010-2011: 66 faculty, encumbered \$56,097.64, actually reimbursed \$55,097.64.

2011-2012: 55 faculty, encumbered \$49,076.26, actually reimbursed \$34,235.94.

2012-2013: 67 faculty, encumbered \$51,700.99, actually reimbursed \$41,167.55.

Classified

2010-2011: 13 employees: not broken down by ACE/Classified. Total spent was \$8,386.

2011-2012: 14 employees: ACE contributed \$10,745.60. Classified contributed \$2,962.07.

2012-2013: 19 employees: ACE contributed \$ 3,477.83. Classified contributed \$1,479.86.

3) Reimbursement of faculty for fees associated with completion of online Etudes training course -

2011/12 = 20 people x 75 = \$1500

2012/13 = 22 people x 75 = \$1650

e. How have you adjusted your course offerings, programs or services to align with the Core Missions of Basic Skills, Transfer and Workforce?

DML:

- **Basic Skills.** Very few Basic Skills courses were delivered as fully online courses in 2012-13. These include MATH 105 and ESLL 248.
 - **MATH 105**
 - Faculty do not use Etudes to deliver fully online sections of MATH 105. Instead, they use Beoga.net. This limits the level and type of services that FGA staff can provide to MATH 105 faculty and students.
 - Enrollment in MATH 105 decreased 19% from 2011-12 to 2012-13. Enrollment in MATH 105 was 275 in 2011-12 and 224 in 2012-13. Success rates among the 7 fully online MATH 105 sections ranged from 17% to 39%.
 - FGA staff worked with MATH faculty extensively to assist with understanding and addressing accessibility compliance issues.
 - **ESLL 248**
 - Enrollment in ESLL 248 decreased 28% from 2011-12 to 2012-13. Enrollment in ESLL 248 was 69 in 2011-12 and 40 in 2012-13. The success rate in the one fully online ESLL 248 section was 70%.
- **Transfer and Workforce.** 1) In 2012-13, 42 Foothill College faculty members successfully completed Etudes Certification training via the online course conducted by staff at Etudes, Inc. 2) In an effort to improve online course quality, "Guidelines for Administrator and Peer Review of Online Courses" and "Examples of Effective Practices for Online and Hybrid Courses" were developed by the Distance Education Advisory Committee (DEAC) and Committee on Online Learning (COOL) and presented to the Academic Senate. "Guidelines for Administrator and Peer Review of Online Courses" was presented to the Academic Senate on February 11, 2013 by Kate Jordahl as a recommendation from members of the Committee on Online Learning (COOL) and Distance Education Advisory Committee (DEAC). These guidelines were disseminated to all online faculty.
- **Workforce.** FGA staff met with faculty and staff in the Apprenticeship Program several times to explore the feasibility of hybrid delivery of Apprenticeship courses and provided them with face-to-face Etudes certification training on campus at their request and convenience. Enrollment in Workforce department classes was the largest for Music, Accounting, and Computer Science. Increases in enrollment in Workforce department classes were the highest for Child Development, Graphic & Interactive Design, and Business. Average Success Rates were highest for Dental Assisting and Dental Hygiene and lowest for Computer Science and Child Development. These data do not indicate any pattern for Workforce classes by which to determine the need for specific adjustments to FGA operations and services.

Workforce Departments	Enrollment in 2012-13	Enrollment change from 2011-12 to 2012-13	Average Success Rate
Accounting	3,113	+ 25.5%	76%
Business	816	+ 60.0%	66%
Child Development	562	+ 156.6%	63%
Computer Science	1,071	0	60%
Dental Assisting	29	+ 14.6%	89%
Dental Hygiene	89	- 45.4%	80%
Geography	814	+ 15.0%	71%
Graphic & Interactive Design	852	+ 124.8%	69%
Music	3,679	+ 6.6%	74%
Photography	600	+ 15.2%	65%
Theatre Arts	245	+ 39.2%	66%
Veterinary Technology	90	- 38.4%	79%

PD: During the Spring 2013 quarter, the Professional Development Committee (PDC) was formed to provide oversight and leadership. This committee has a tri-chair structure, which represents faculty, staff, and administration. The dean of FGA serves as the administration representative. The FGA Administrative Assistant and the FGA Tech Training Specialist serve on the PDC as members. The FGA Administrative Assistant records meeting minutes. The dean of FGA maintains the PD website which includes posting PDC meeting agendas and minutes. The FGA Tech Training Specialist coordinates the tech training schedule with the events calendar developed by the PDC each quarter. In planning PD offerings, the PD committee is mindful of the Core Missions. All three (and most recently four, including Student Equity) share the common goal of increasing student success.

f. If the staffing structure of your Administrative Unit does not meet the program or department's needs, please explain.

DML: 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. Additionally, online and hybrid courses are expected to meet high standards for student engagement and interactivity as recommended by the Academic Senate for "Regular and Effective Contact" and "Attendance Documentation." 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 from May 2012 through May 2013, however, his duties only met the needs of the Disability Resource Center rather than FGA. Instead, we made arrangements with the Disability Resource Center to fund a student worker position (2012-13 and 2013-14) that performs transcribing duties to put faculty-created multimedia in compliance with Federal and state accessibility requirements. Unfortunately, because student workers are not as reliable, consistent, flexible or available in terms of attendance for work hours as staff, our transcribing services are fairly limited. Also, our limited staffing means that are not able to provide faculty members with the technical support they have requested for creating video course content.

The addition of the "early" summer session to the schedule in June 2013 created extra service demands by faculty from FGA staff. 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. FGA does not have sufficient staffing to support faculty innovation in delivery of online instruction, particularly their efforts to increase interactivity and multimedia richness to their online course sites. In order to meet this need, FGA requires the addition of a full time Instructional Designer.

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 the addition of an Instructional Designer to the FGA staff, 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.

Several processes, procedures and guidelines differ for courses depending on instructional delivery method: online, hybrid, and on-campus. Support for explaining, monitoring, honoring, and maintaining each of these differences requires considerable time and attention of FGA staff.

PD: The staffing structure in FGA does not meet PD needs due to insufficient staffing. FGA currently has one staff person who works .75 FTE as the Tech Training Specialist. This position needs to be increased from .75 FTE to fulltime. Just meeting the primary needs related to Etudes requires nearly all of her part-time hours, leaving her limited availability to meet any unanticipated needs or requests. Consequently, the Dean has conducted PD events related to accessibility, copyright, MOOCs, pedagogy, and prevention of cheating as well as provided individual tech training for faculty members. Because the Dean conducts a high number of PD workshops personally, she is less available for other projects and responsibilities. The Dean and Administrative Assistant perform PD tasks related to event marketing, scheduling, registration, attendance tracking and certification, surveying, recording and posting PD meeting minutes, maintaining the PD website, and reporting. Members of the PDC assist with conducting surveys and event coordination.

g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

DML: 1) In accordance with state law, Foothill College must receive "state authorization" or an exemption from each state in order to enroll students who reside outside of California. Obtaining, tracking, and managing "state authorization" for Foothill College are extremely time-consuming and detail-oriented tasks that require strong organizational and professional communication skills. These tasks have impacted FGA by adding considerably to the workload of our Administrative Assistant. Additionally, the cost of state fees for the "state authorization" was \$710 in 2012-13. Starting with 2013-14, annual costs for "state authorization" are estimated to be \$150. We decided not to obtain state authorization for the following states due to prohibitively high fees: Arkansas, Maryland, Minnesota, Utah, and Wisconsin. Consequently, students who currently reside in any of these five states may not be able to enroll in courses at Foothill College.

PD: During the Spring 2013 quarter, the process for PD was modified as the Professional Development Committee was created to provide oversight and leadership. The Professional Development Committee (PDC) is a shared governance group that provides college-wide direction and leadership for faculty, staff and administrator professional development. Faculty, staff, and administration representatives serve on the PDC. The PDC makes recommendations to the Planning and Resource Council (PaRC) for vision, policies, and implementations related to professional development. The tri-chairs of the Professional Development Committee are: Maureen Chenoweth (staff representative), Ben Stefanik (faculty representative), and Judy Baker (administration representative). The PDC has increased faculty and staff involvement and interest in PD planning and events. The PDC has increased workload for the FGA dean and administrative assistant due to the need to schedule meetings, record minutes, post agendas and minutes to the PD website as well as coordinate the PD schedule with a greater number of people.

h. What strategies has your AU used to improve support services within the program or department?

DML: 1) The FGA Dean coordinated with the Disability Resource Center Director to develop and implement streamlined and online processes for students to obtain alt media services. 2) In 2012-13, the FGA Dean hired, trained, and supervised a student worker to transcribe audio and video course content in order to expedite the process for faculty to comply with accessibility requirements. This student worker position is funded by the Disability Resource Center. 3) The FGA Administrative Assistant has developed and maintained a detailed Procedures Manual that thoroughly explains how to perform most FGA processes. 3) In February 2013, Judy Baker presented to the Foothill College Academic Senate about use of social media and cloud services in academic settings at the request of the Academic Senate President. During spring 2013, FGA staff developed and administered a survey of faculty at Foothill College and De Anza College with the assistance of ETAC, DEAC and COOL to determine use of social media and cloud services for instruction. The results were reported to various committees.

PD: 1) During spring 2013, the PDC conducted two needs assessment surveys to determine faculty and staff preferences about professional development programming. We had a total of 169 survey responses from faculty and 38 responses from classified staff. FGA added a webpage to the PD website for Professional Development Committee for posting

meeting agendas and minutes. 2) Also to support campus PD needs, FGA hired a new Tech Training Specialist in November 2012 after a position vacancy of ten months. The new Tech Training Specialist was provided with extensive training by the FGA Dean in accessibility, Etudes, multimedia, and Constant Contact.

i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

DML: The FGA dean consults with the Committee on Online Learning (COOL) and Distance Education Advisory Committee (DEAC) on a monthly basis at meetings to discuss priorities and determine effectiveness.

PD: 1) The PDC met twice in Spring 2013 to discuss resource allocation for PD. The PDC met once during Summer 2013 and three times in Fall 2013. Committee input provided invaluable recommendations for prioritizing. As a result, the PDC was instrumental in planning successful Opening Day PD events by organizing high-quality speakers and workshops. 2) For the 2013-2014 year, the Travel & Conference Committee (TCC) implemented a strategy to cope with budget challenges for professional development. The TCC has taken last years' statistics in faculty conference spending, and have applied them to our forecast for the coming year. In doing so, they have divided up quarterly funds available according to the percentage of total funds used last year. This allows them to budget for all 4 quarters according to past demand and necessity. The limit for each instructor is \$1,000 a year. The TCC has adopted quarterly submission deadlines for faculty professional development travel and conference funds. The TCC meets following each deadline to review the applications. Every effort will be made to fully fund requests. Depending on the number of requests received, requests may be partially funded. Applicants are notified via district email once the committee has met.

j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

DML: Sufficient training and professional development opportunities are available to FGA staff. The Dean attends many in-person conferences and online webinars related to online learning and Etudes. In addition, the Dean received training in campus technology coordination about the process for computer refresh. The Administrative Assistant attended training in use of the new Call Center request process rolled out by District ETS in June 2013.

PD: The new Tech Training Specialist was provided with extensive training in accessibility, Etudes, multimedia, and Constant Contact via the High Tech Training Center Unit, @ONE, Etudes, Inc., and personal training by the FGA Dean. Her training has been in-person as well as online. The PD opportunities for her have been sufficient enough for her to be able to conduct her own training events and to provide staff support for the PD Event/Registration Calendar via Constant Contact.

For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.

Curriculum:

k. Does your division curriculum committee meet regularly? Yes No

If yes, how often do you meet? Please check all that apply:

Once a quarter

Twice a quarter

Once per month

Other, please explain:

l. Does your division curriculum committee meet? Please check all that apply:

Face to face

Email/online

Hybrid

m. Do you post the agenda and minutes for your division committee meetings?

Yes

No

n. If yes, where? Please check all that apply:

Division website

Google docs/file sharing

Other, please explain:

o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?

Yes

No

p. What is functioning well with the division curriculum committee?

q. What resources and/or other support would make this division curriculum committee more effective?

r. How do you ensure that faculty are teaching to the COR? Check all that apply:

Refer all faculty to the website

Provide new faculty with copy of COR

Review COR with faculty during evaluation

Other, please describe:

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.

If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.

If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards and student equity. (For a complete description of the institutional standard, please see the administrative unit cover sheet)

DML: FGA staff assisted with 2012 Foothill College Opening Day presentations about accessibility issues. The FGA dean supervised the Alt Media Specialist from May 2012 – May 2013 and trained him in making online course content accessible. The FGA Dean developed and conducted several accessibility compliance workshops for faculty. An analysis of success and withdraw rates in fully online courses among students of various races and ethnicities reveals that as a group, African American students have disproportionately low success rates and high withdraw rates. Members of the DEAC/COOL discussed equity issues and how to improve success rates among impacted groups in online courses at several committee meetings. Unfortunately, some surveys of students conducted by the Research Office (e.g., Community College Survey of Student Engagement - CCSSE) were administered in-person on campus and therefore

did not include students who are enrolled in fully online courses.

PD: 1) During 2012-13, the PD program supported several events that helped faculty and staff better understand and address the needs of students with disabilities and undocumented students: Accessibility Bootcamp (8 participants); How to Support Undocumented Students: Info, Resources & Best Practices (35 participants); Make Your Course Accessible (4 participants). 2) During Spring 2013, the PDC coordinated with the President's Office to sponsor the 2013 College Opening Day keynote speaker who spoke about equity issues and host PD workshops on equity topics.

Section 3: Core Mission and Support

The College's core missions are reflected below. Please respond to each mission using the prompts below.

Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

a. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

PD: By providing instructional workshops about course design and "flipped" classrooms, faculty have the opportunity to learn about instructional approaches that help engage all students in active learning, including basic skills students.

Basic Skills and Transfer:

b. How is your administrative unit supporting students' transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

PD: By assisting with the marketing registration, and attendance certification for Student Success Brown Bag events, the PD program provided faculty and staff with opportunities to learn about strategies to better serve transfer students.

Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

c. How is your administrative unit supporting students' workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

DML & PD: By assisting with coordination of the Leveraging Tech Conference, the PD program provided faculty and staff with an unprecedented and convenient opportunity to learn about cutting-edge workforce technologies from leading experts and vendors.

Section 4: Learning Outcomes Assessment Summary

Attach 2012-2013 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 for AU-SLO Assessment for DML.

No AU-SLOs were established for PD in 2012-2013.

Section 5: SLO Assessment and Reflection

a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

1) The FGA website is a useful tool for disseminating information about online learning to our students.

2) No AU-SLOs existed for PD in 2012-2013. The PDC has added two AU-SLOs for PD beginning 2013-2014 -

After participating in professional development offerings at Foothill College, participants will:

Administrative Unit:

1. Articulate ideas for implementing new strategies in their teaching or job to increase Foothill College student success
2. Feel that they have increased their own professional skills and knowledge

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

Assessment of AU-SLOs verified the importance of updating and maintaining the FGA website in order to disseminate information and support the needs of faculty and students via the Internet.

c. 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?

- 1) A designated space on campus is needed for conducting professional development events.
- 2) The addition of an instructional designer position to FGA would help faculty meet accessibility and course quality requirements.

d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

The assessment identified faculty needs for assistance with accessibility compliance. It also identified which FGA webpages are visited most and least often by faculty and students. Many FGA webpages of importance to faculty are not visited often enough which indicates that information needs to be “pushed” to faculty via email and perhaps an Etudes site devoted to faculty.

Section 6: Administrative Goals and Rationale

Administrative unit 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. Goals are not resource requests.

List Previous Program Goals from last academic year; check the appropriate status box & provide explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
Meet all legal requirements for distance education delivery.	N	Y	Several courses improved their compliance with accessibility requirements as a result of audits and assistance from FGA; State Authorization requested and obtained from a majority of states
Ensure adequate student preparation for success in online courses.	Y	Y	Strong attendance by students at orientation sessions held on campus
Implement a quality assurance system for fully and hybrid online courses.	N	Y	COOL/DEAC working on this issue
Ensure parity for support of online students, faculty, and courses with on-campus students, faculty, and courses.	N	Y	
Support college initiatives to expand into new markets for delivery of instruction.	Y		Apprenticeship faculty completed training in Etudes: in process of gaining distance education approval for their

Annual Administrative Unit Program Review Template for 2013-2014 (updated 9/26/13)

			core courses
Integrate emerging technologies with distance education delivery.	Y	Y	
Support inclusion of best practices for online student success, course completion, and retention.	Y	Y	Updated information on the webpage about best practices
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.	Y	Y	Conducted PD workshops on these topics

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
DML: Collaborate with other campus groups such as Student Equity Committee and COOL to address disparity in student success rates for targeted groups	Short and long-term	Explicitly seeks to raise student success, student equity	Development of an action plan (maybe part of Student Equity Plan); Evidence of implementation of the plan such as tracking PD offerings; Monitoring student success rates
PD: Offer and schedule professional development events in a manner that encourages attendance and generates enthusiasm on campus for professional development events	Short and long-term	Faculty and staff will benefit from learning about developments in education and instruction	Attendance at professional development events, survey of attendees
PD: Cultivate new and innovative professional development opportunities on an on-going basis. For example, offering staff and faculty who have taken PDL the opportunity to present their work at PD events, developing writing across the curriculum professional development programs, offering teaching partnership professional development opportunities, and offering reflective writing PD opportunities.	Short and long-term	Faculty and staff will benefit from learning about developments in education and instruction	Number and type of professional development events will be recorded, survey of attendees
PD: Attract speakers with expertise in education and professional development from off-site colleges, universities and	Short and long-term	Faculty and staff will benefit from learning about developments in	Number and type of professional development events

professional organizations.		education and instruction	will be recorded
PD: Collaborate with organizations that provide professional development, such as 3CSN and @ONE to bring PD events to the Foothill Campus.	Short and long-term	Faculty and staff will benefit from learning about developments in education and instruction	Number and type of professional development events will be recorded
PD: Provide input to the president's office for the theme, program and professional development offerings on opening day	Short and long-term	Faculty and staff will benefit from learning about developments in education and instruction	Feedback surveys will be administered to assess the quality of the opening day program and PD events

Section 7: Resources and Support

Using the tables below, summarize your administrative unit's unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. 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 Section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Tech Training Specialist	\$11,651	PD Goal and Support: Offer and schedule professional development events in a manner that encourages attendance and generates enthusiasm on campus for professional development events. This position can promote PD events by making announcements and presentations at campus meetings and division meetings.	No, request to increase the existing position from .75 to 1.0 FTE
Instructional Designer	\$69,103	FGA Goal and Support: Support faculty development of high-quality online course sites with engaging and rich multimedia content that are in compliance with requirements for accessibility, regular and effective contact, student authentication, documentation of attendance, FERPA, and fair use.	1.0 FTE - No

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

Has the program received college funding for reassign time in the last three years? (y/n) No	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) No	No

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Section 6 and how this resource request supports this goal.	Est hours per month	% Time
Development and quarterly delivery of Online Teaching Certification Program as professional development for faculty	\$15,934	Support inclusion of best practices for online student success, course completion, and retention.	25% of FT for 9 months	

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Video equipment for recording PD training events (camera, tripod, microphone, software, lighting)	\$2,000	Offer and schedule professional development events in a manner that encourages attendance and generates enthusiasm on campus for professional development events; This will provide an opportunity for faculty and staff to attend PD events asynchronously at times/locations that are most convenient to their work schedules.	No

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Etudes hosting and services (\$129,000 annual fee for 2014-2015)	\$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.	Yes

Ongoing B Budget Augmentation (Funding Already Identified – No Augmentation Needed)

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Workshop and keynote speaker stipends for college opening day and Professional Development Days	\$5,000	PD Goal: Attract speakers with expertise in education and professional development from off-site colleges, universities and professional organizations. PD Support: This resource will allow the PDC to invite expert speakers and workshops from outside the Foothill College campus community.	Yes. Current and past funding provided by “Faculty and Staff” budget account that is managed by Pat Hyland
Refreshments for PD Day events	\$500	PD Goal: Offer and schedule professional development events in a manner that encourages attendance and generates enthusiasm on campus for professional development events. PD Support: This resource increases attendance and participant satisfaction.	Yes. Current and past funding provided by a budget account managed by Denise Swett
Constant Contact Event Calendar and Registration online service	\$780	PD Goal: Offer and schedule professional development events in a manner that encourages attendance and generates enthusiasm on campus for professional	Yes. Past funding provided by the Middlefield budget account. Starting

		development events PD Support: This resource provides an efficient way for participants to learn about and register for PD events and for us to keep attendance records.	Dec. 2013, funding is provided by "Faculty and Staff" budget account that is managed by Pat Hyland
Fees for faculty registration for online training course: Etudes 101 (\$75 per faculty member; 22 faculty members were reimburse for the training in 2012-2013)	\$1,650	PD Goal: Offer and schedule professional development events in a manner that encourages attendance and generates enthusiasm on campus for professional development events. PD Support: This training is required for any faculty who want to use Etudes for teaching a course.	Yes. Current and past funding provided by "Faculty and Staff" budget account that is managed by Pat Hyland
Printing for PD event flyers	\$150	PD Goal: Offer and schedule professional development events in a manner that encourages attendance and generates enthusiasm on campus for professional development events. PD Support: This resource is an important part of marketing PD Day events.	Yes. Current and past funding provided by "Faculty and Staff" budget account that is managed by Pat Hyland

Facilities and Equipment (**Funding identified; No Augmentation Needed**)

Facilities/Equipment Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
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	Yes, past and future funding available from one-time allocation to FGA made several years ago

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
Change supervision of Alt Media Specialist from FGA to DRC	This change was made in July 2013 at the request of the FGA Dean.

a. After reviewing the data, what would you like to highlight about your administrative unit?

- 1) Obtained "state authorization" or exemptions from 39 states, which will allow students who reside in those states to enroll in Foothill College online courses.
- 2) Received approval without provisions or clarification requests for the Foothill College Substantive Change Proposal on May 9, 2013 that was submitted to our Accrediting Commission for Community and Junior Colleges (ACCJC). Whenever significant changes are made to our online degree program, Foothill College must submit a Substantive

Change Proposal. The document is very thorough and must include updates from all academic and service areas of the college that may impact our online degree programs, such as changes in student services, website changes, etc.

- 3) Presented recommendations to the Academic Senate for improving the quality of online courses. "Guidelines for Administrator and Peer Review of Online Courses" and "Examples of Effective Practices for Online and Hybrid Courses" were developed by the Distance Education Advisory Committee (DEAC) and Committee on Online Learning (COOL) and presented to the Academic Senate.
- 4) With the formation and efforts of the Professional Development Committee during spring 2013, we made great strides toward increased shared governance and broader involvement of the campus community regarding PD efforts. The PDC was successful in coordinating with the President's Office to plan for additional professional development opportunities at the 2013 College Opening Day.
- 5) Filled the Tech Training Specialist vacancy in November 2012 and trained the new person hired for that position which shifted some PD program coordination responsibilities from the dean and administrative assistant by the end of spring 2013.
- 6) Coordinated with Disability and Resource Center to improve and streamline the process by which students can obtain Alt Media services.
- 7) Assisted Disability Resource Center staff with planning and conducting presentations about student accessibility issues for 2012 Foothill College Opening Day.
- 8) Assisted with planning, organizing and hosting the "Leveraging Technology to Support Students, Faculty & Staff Conference" events held in 2012 and 2013 which were very successful and helped to maintain the public perception of Foothill College as an ed tech innovator.
- 9) Conducted workshops and presentations
 - Breakout session on "Save Trees: Alternatives to Printed Handouts and Quizzes" for 2013 District Opening Day at the request of the Chancellor
 - Presentation about "Appropriate Use of Social Media and Cloud Services" at a 2013 District All Administrators' Meeting at the request of the Chancellor
 - Webinar presentation on "Beyond the MOOC Hype: Definitions, Tips, Benefits & Challenges" hosted by Innovative Educators, April 2013
 - Panel presentation on "Student Success Using Open Source Textbook and Learning Materials" at the AACC Annual Conference, San Francisco, April 2013

What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

- 1) Starting in June 2013, the President's Cabinet asked the FGA Dean, Judy Baker, to take over as the new campus tech coordinator. In his former position as Associate Vice President, Kurt Hueg handled this responsibility for the past few years. The new and increased duties/meetings involved with the FGA Dean in assuming the role of campus tech coordinator means that she now has less time for coverage of her existing duties. Associated duties that have been assumed by the FGA Dean include:
 - Chair Tech Task Force committee, create agendas, take minutes, post them on website;
 - Serve as college representative to ETS district-wide technology prioritization committee;
 - Represent Foothill on the ETAC committee;
 - Manage college prioritization process for requests to ETS of new software implementation, classroom technology implementations, and other technology projects that require ETS time and resources;
 - Serve as college coordinator and liaison with ETS regarding computer refresh (both labs and individual computer for faculty and staff) and multimedia equipment refresh;
 - Manage college requests for new computer equipment and multimedia equipment and interface with Vice President of Business to create process for approving new requests;
 - Coordination with FFE Coordinator and ETS regarding approval or denial of special (non-district standard) requests for computer equipment from Deans, faculty and staff; and
 - Attendance and input at monthly ETS prioritization process meetings led by Sharon Luciw and attended by Jose Nunez, Bill Matsumoto and Asha Harris.

- 2) Participation in the Online Education Initiative (OEI) by Foothill College will require online faculty to receive training in online instruction beyond what Foothill College currently provides. Assuming that Foothill College wants to join the OEI Consortium, FGA may need to develop and conduct sufficient training and/or reimburse online faculty for the cost of such training elsewhere (e.g., @ONE). The FGA dean plans to serve on an advisory group for the OEI in order to provide input regarding new online faculty training requirements as well as to stay informed well in advance of any changes. FGA will need to hire and supervise faculty to develop and conduct an Online Teaching Certification Program as professional development for faculty.
- 3) The data strongly suggest that underrepresented student groups are disproportionately impacted in DML. The PDC will seek to coordinate PD planning with the campus Equity Committee. The FGA will collaborate with COOL and SEC to raise faculty and staff awareness of this issue and to develop, recommend, and implement potential solutions.
- 4) The Student Success Act of 2012 (SB 1456) was signed into California law in September 2012 and is considered the legislative cornerstone of a California Community Colleges reform initiative. This legislation includes a section that addresses professional development. The Chancellor's Office (CCCCO) convened several task forces and committees, including the Student Success Task Force, to address how to implement this legislation. The Student Success Task Force issued Recommendation 6, which is to revitalize and re-envision professional development by creating a continuum of mandatory professional development opportunities and direct professional development resources toward improving basic skills instruction and support services. Subsequently, the California Community Colleges Student Success Initiative Professional Development Committee issued a report in March 2013 (see http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Consultation/2013_agendas/March/attach_pdc_recommendations.pdf) with 8 recommendations. All of these recommendations will impact the professional development efforts at Foothill College, so we will continue to track the budgetary and structural changes that may be required of colleges to meet the CCCCCO requirements. We will update PaRC as these develop, most of which will be in place for the 2015/2016 academic year (although funding has already been requested and prioritized by the CCCCCO as a line item for the 2014/2015 academic year).
- 5) In June 2013, Foothill College purchased a full college-wide license for Turnitin anti-plagiarism services. Because these services were not available during 2012-13 and new license was far more robust and improved as well as available to all faculty than the version licensed by Foothill College previously, the FGA dean has taken initiative to organize, promote, and conduct faculty training in the use of various Turnitin tools. This purchase has added to the FGA Dean's workload because she had to take the time to learn how to use the software, develop training workshops, and conduct workshops. We will recruit faculty volunteers to conduct Turnitin training workshops in the future.
- 6) Foothill College will roll out its OmniUpdate license in 2014, which may require FGA staff to learn the software well enough to provide tech support and/or training to faculty and staff. We will seek assistance and guidance from staff at De Anza College who have solid experience using and supporting OmniUpdate at that campus. We will attend whatever training is provided by District ETS.

Section 9: Feedback and Follow Up

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

- a. Strengths and successes of the program as evidenced by the data and analysis:
- b. Areas of concern, if any:
- c. Recommendations for improvement:
- d. Recommended next steps:
 - ___ Proceed as planned on program review schedule
 - ___ Further review/Out of cycle in-depth review

Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

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/Reflections	Action Plan & 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>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>08/12/2013 - Findings:</p> <p>A) We conducted on-campus, hands-on "Orientation to Etudes" sessions with attendance averaging 15 students per session each quarter: * Summer 2012 - 2 sessions of 2 hours * Fall 2012 - 2 sessions of 2 hours each * Winter 2013 - 2 sessions of 2 hours each * Spring 2013 - 2 sessions of 2 hours each</p> <p>An online video version of the "Orientation to Etudes" session is available to students (see http://www.foothill.edu/fga/etudes_orientation.php)</p> <p>.</p> <p>In addition to being viewed often via the Foothill College FGA webpage, this video has received 9,466 views since it was posted to YouTube on January 30, 2012.</p> <p>B) Students continue to use the online readiness assessment, often at the suggestion of academic counselors and online faculty. The webpage for the Readiness Assessment (http://www.foothill.edu/fga/pre_assessment.php) received 10,032 visitors from July 2012 through June 2013.</p> <p>Reflection:</p> <p>A) Location of the sessions seems to be a factor in student attendance at the Etudes Orientation sessions. The closer the location is to the center of campus, the higher the attendance. Unfortunately, we are not able to reserve use of a smart classroom for these session until AFTER all academic courses has been assigned to rooms.</p>	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>smart classrooms most available for the Orientation sessions is in KCI which is far from the center of campus. and, we rely on faculty to send announcements about the availability of the on-campus Etudes Orientation session to enrolled student the quarter starts. Although we provide frequent reminders, not all faculty send out the announcement often enough to inform students who enroll after the initial announcement is sent.</p> <p>B) Students continue to use the online readiness assessment, often at the suggestion of academic counselors and online faculty.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: None GE/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>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>AU-SLO Status: Active</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>08/12/2013 - A) High number of faculty who have completed Etudes training (274)</p> <p>B) Total Attendance at formally scheduled Professional Development Events = 64 Total number of events (excluding LINC/KCI) = 12 Average attendance = 5.3</p> <p>Low attendance at professional development</p>	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>sessions (average attendance was 5.3) Between 7/25/12 and 6/26/13, a total of 64 faculty members attended the 12 professional development training sessions were conducted by FGA staff for faculty, including workshops on the following topics:</p> <ul style="list-style-type: none"> • Google Docs Training • Accessibility Bootcamp • Foothill College: Etudes Meet and Greet! • Copyright and Fair Use • Etudes Certification Training • Honoring Student Privacy and FERPA • Make Your Course Accessible • MOOC Webinar for Curriculum • Online Pedagogy <p>Average attendance was fairly low by faculty at many sessions scheduled through-out the 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. Because the Tech Training Specialist position was vacant from March through October, 2012, we were not able to schedule as many professional development sessions as we did in the previous year.</p> <p>C) Accessibility audits were conducted for five course sites. Most faculty are reluctant to get an accessibility audit by FGA staff out of concerns that it will take too much of their time.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: \$2,000 for stipends for 4 faculty mentors</p> <p>Resource Request:</p>	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>None</p> <p>GE/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>We need to reframe accessibility audits of course sites as less time-consuming and threatening to faculty in order to increase faculty participation.</p> <p>GE/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</p>	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>serve a similar function after receiving training by the FGA Tech Training Specialist.</p> <p>We need to reframe accessibility audits of course sites as less time-consuming and threatening to faculty in order to increase faculty participation.</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>AU-SLO Status: Active</p>	<p>Assessment Method: A) Student use of FGA website as determined by visits to webpages devoted to student support and resources. B) Visits to the FGA Course Information website. C) Student use of online student helpdesk services as determined by visits and communications posted.</p> <p>Assessment Method Type: Observation/Critique</p>	<p>08/12/2013 - A) Between July 1, 2011 and June 30, 2012, we had the following pageviews (visits) to our Foothill Global Access webpages that provide students with support and resources: 237,375 = http://www.foothill.edu/fga/ 109,212 = http://www.foothill.edu/fga/logininstructions.php 20,340 = http://www.foothill.edu/fga/courseinfo.php 18,530 = http://www.foothill.edu/fga/degrees.php 16,944 = http://www.foothill.edu/fga/getstarted.php 14,172 = http://www.foothill.edu/fga/advisingforums.php 10,032 = http://www.foothill.edu/fga/pre_assessment.php 9,363 = http://www.foothill.edu/fga/etudes_orientation.php 7,442 = http://www.foothill.edu/fga/advisingFAQs.php 1,772 = http://www.foothill.edu/fga/studentresources.php 711 = http://www.foothill.edu/fga/students.php</p> <p>B) Between July 1, 2012 and June 30, 2013, we had 457,340 pageviews of the Course Summary webpages that describe our fully online courses - http://globalaccess.wikispaces.com</p> <p>C) Between July 1, 2012 and June 30, 2013, 343 students received assistance via the Foothill Global Access online Help Desk.</p>	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None</p> <p>GE/IL-SLO Reflection: We need to conduct focus groups with students in order to determine effective ways to increase traffic and student visits to the FGA website. In addition, we could collect data about the effectiveness of specific FGA webpages in providing students with the resources they need using an online survey.</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>AU-SLO Status: Active</p>	<p>Assessment Method:</p> <p>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>08/12/2013 - A) High number of visits to FGA webpages for faculty support 1, 069 = http://www.foothill.edu/fga/faculty_support.php</p> <p>High number of visits to FGA webpage for faculty resources 525 = http://www.foothill.edu/fga/faculty_resources.php</p> <p>B) Many online teaching resources are provided by Judy Baker to online faculty via the Discussion Forum in the Etudes Users Group.</p> <p>Low attendance at professional development sessions (average attendance was 5.3)</p> <p>Between 7/25/12 and 6/26/13, a total of 64 faculty members attended the 12 professional development training sessions were conducted by FGA staff for faculty, including workshops on the following topics:</p> <ul style="list-style-type: none"> • Google Docs Training 	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<ul style="list-style-type: none"> • Accessibility Bootcamp • Foothill College: Etudes Meet and Greet! • Copyright and Fair Use • Etudes Certification Training • Honoring Student Privacy and FERPA • Make Your Course Accessible • MOOC Webinar for Curriculum • Online Pedagogy <p>Result: Target Met Year This Assessment Occurred: 2012-2013</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>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. B) Faculty attendance at professional development sessions conducted by FGA staff</p> <p>Assessment Method Type: Observation/Critique</p>	<p>08/12/2013 - A) Between July 2012 - June 2013, we have the following pageviews of webpages that provide support and resources to faculty: 2,782 = about etudes.php 1,424 = faculty_support.php 960 = request_site.php 949 = faculty_training.php 844 = faculty.php 840 = faculty_resources.php 718 = late_add_process_faculty.php</p> <p>B) Average attendance was fairly low by faculty at many sessions scheduled through-out the 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. Because the Tech Training Specialist position was vacant from March through October, 2012, we were not able to schedule as many professional development sessions as we did in the previous year. Total Attendance at formally scheduled</p>	

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Professional Development Events = 64 Total number of events (excluding LINC/KCI) = 12 Average attendance = 5.3</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/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>	