

Foothill College

2010

Distance Education Plan

December 1, 2010

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**2010 Foothill College Distance Education Plan
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Foothill College: 2010 Distance Education Plan

Introduction

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

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

Values. The core value of Foothill Global Access is to increase educational access for students by supporting technology-mediated delivery of high quality instruction and providing students with a convenient, and cost effective system for achieving their educational goals.

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

Vision. Foothill College can strengthen its distance learning strategic plans by identifying and understanding distance-education trends for student enrollments and faculty support, as well as larger academic, technological, and economic issues. According to George Siemens (2009), a shift is occurring in higher education, and distance learning in particular. This is a “shift from settled and stable information (complicated – like a jigsaw puzzle where every piece has a place in our curriculum) to adaptive and emerging (complex – like a weather system where numerous combinations of factors will produce outcomes that cannot be fully predicted) is the core change. New education models must be built on this change. Any system that is out of synch with the market it intends to serve risks irrelevance.”

If Foothill College continues to monitor trends and support an evolving online learning program, by 2020, Foothill Global Access (FGA) will be recognized as a model distance learning program, providing student-friendly, cost-effective, convenient, flexible, and high-quality educational opportunities. FGA and technology-mediated delivery of instruction will be an integral part of Foothill College. Distance learning provides educational opportunities that are not limited to the time and space constraints of traditional classes. By offering technology-mediated educational opportunities to students, Foothill College will maximize use of limited resources and broaden the population of students that are served. In their 2003 article, Howell, Williams, and Lindsay described 32 trends in higher education that will influence the future of distance learning and should be considered in strategic planning. The trends that have endured and even streng 0.2 (s) -0.2 (e) 0.2 (ghe)8d

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

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

Attendance Definition. The definition of attendance in fully online courses impacts many of our students in various ways but most significantly for students with financial aid. For example, the last day of attendance is used to determine the amount of aid a student is eligible to receive when that student withdraws or leaves a course. No district-wide or college-wide standard definition of "last day of attendance" is currently in place for fully online courses.

Advantages to clearly defining and reporting attendance in on-line courses include:

- Reduce federal and state audit liabilities/exceptions (compliance, enrollment status, benefits receipt) for financial aid recipients
- Reduce amount financial aid recipients must repay to federal agencies
- Reduce amount Foothill College must pay for financial aid recipients to federal agencies

The Western Cooperative for Educational Telecommunications (WCET) reports that the US Department of Education may no longer accept *last login* as sufficient for the definition of "last day of attendance" for the purposes of federal financial aid (See

[http://wcet.wiche.edu/wcet/docs/lastday-april2010/LDAIssuePaper\(4_15_2010\).pdf](http://wcet.wiche.edu/wcet/docs/lastday-april2010/LDAIssuePaper(4_15_2010).pdf), 24 408.820. 1 Tf () Tj E7

Goals, Action Steps, Measures, and Timeframes

The following goals and action steps are proposed in order to increase the likelihood of online

assessment for those who have already completed it.

Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.

- Provide students with open access to a demo online course to view prior to their enrollment.
- Develop a video for students illustrating step-by-step instructions on how to access Etudes and post to the Foothill Global Access website.

3. Implement a quality assurance system for fully and hybrid online courses.

- Work with faculty and division deans to develop a formal process for conducting student course evaluations for fully online courses.
- Work with faculty and division deans to develop a formal process for observing faculty performance in their online courses.
- Develop and implement a Quality Assurance System for online course delivery.
- Provide faculty with a formal process for their students enrolled in fully online courses to complete the Student Evaluation survey.
- In collaboration with division deans and faculty, support the development

4. Ensure parity for support of online students, faculty, and courses with on-campus students, faculty, and courses.
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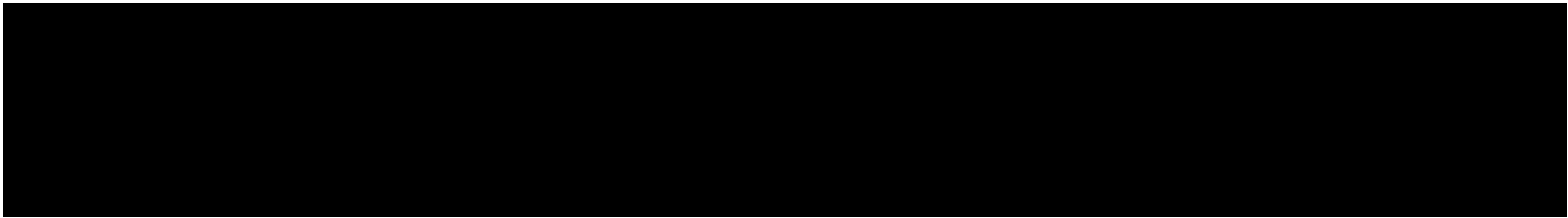
| | | |
|---|--|--|
| <p>6. Integrate emerging technologies with distance education</p> | <ul style="list-style-type: none">• Identify at least one grant opportunity in partnership with other institutions by winter 2011. | <ul style="list-style-type: none">• Open Educational Resources Center for California managed by Foothill Global Access through fall 2012.• Distance Learning Marketing plan developed and implemented by fall 2012. |
|---|--|--|

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

The DEAC is the shared governance body with primary oversight of the delivery of Foothill’s distance education programs. It meets at least twice each quarter and has representatives from faculty, staff, administrator, and student groups. The DEAC has been primarily involved in review of the Substantive Change Request Proposal and developing the table of contents, goals, and action steps for the ~~Dis Panch Qvlsr P002 (Re)we Dis (Dis) the Sub) ce E12 Q1 00. (E) E1 Q1 00 (2) E1 Q4 722~~

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

| FGA Staff Responsibilities | Dean | Instructional Designer | Admin Assistant | Tech Trainer |
|-----------------------------------|-------------|-------------------------------|------------------------|---------------------|
| ACCJC Substantive Change Policy | x | | | |



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FGA

Step Four

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

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

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

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

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

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

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

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

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

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

The FGA Technology Training Specialist provides training to faculty about online accessibility, accessibility features in Etudes and other instructional software, and developing accessible and usable online course content. The Foothill College and FGA websites are also ADA and Section 508 compliant. Foothill College currently offers services to all its disabled students, including distance education

typically purchased by students individually. This does not cover materials an instructor may want students to study, read, listen to or watch on their own time outside of class

certificates; approves the recommended general education requirements; provides college-wide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues.

Specifically, in accordance with California administrative code and regulation (Title 5), the Foothill College Curriculum Committee separately reviews and approves each course proposed for distance education delivery to ensure that regular effective contact is maintained between instructor and students.

Guidelines for Course Quality and Best Practices

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

Foothill College monitors achievement of the desired outcomes of distance education degrees and certifications in several ways. First, online faculty and courses undergo regular evaluation with input from administrators, peer-faculty, and students. Second, Foothill Global Access monitors student use of their distance education services. Third, each course and program has developed student learning outcomes and follows the college-wide annual schedule for outcomes assessment, reflection, and redevelopment. Periodically, FGA conducts a survey of Foothill College students who drop online courses. Results of these surveys have been fairly consistent with the most common reason for dropping indicated as “I could not handle the combined study plus work responsibilities.” In spring 2009, 145 students responded to the survey and 33.1% indicated the reason for dropping the online course was “I had personal problems (family, health, job, childcare, etc).” During spring 2009, Foothill College participated in a statewide survey administered by the State Chancellor’s Office conducted of students who dropped distance education courses. In response to the question “How likely are you to register for another online course?” 63% of respondents from Foothill College (from a total of 138 respondents) indicated “Very likely” and 13% indicated “Somewhat likely.” Only 13% indicated either “Not likely” or “Not a chance.” The most common reasons selected for dropping the online course was “I could not handle the combined study plus work responsibilities” and “I had personal problems (family, health, job, childcare, etc.).” Over three-

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

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

For the purposes of program review, the Foothill Office of Instruction and Institutional Research issued a report on distance education (DE) enrollments in anthropology courses in the 2008-2009 academic year. In that report, distance education enrollments for White, Hispanic, Black, and Multiple Ethnicity students were lower in anthropology than DE enrollments in the college as a whole. Furthermore, withdraws for Black, Hispanic, and White students were

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

Student use of the FGA Help Desk is monitored by type of help requested, timing of requests during

Partnerships External to Foothill

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

Technical Support for Faculty and Students

FGA staf

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

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

References

ACCJC (August 2008) "Distance Learning Manual" Retrieved from http://www.accjc.org/pdf/Distance_Learning_Manual_August_2008.pdf

California Community Colleges, (1999). Distance Education: *Access Guidelines for Students with Disabilities*.

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

method. These problems include, but are not limited to, accessing the course (inactive or wrong URL), inactive or incorrect password, returned email messages, etc. Also, do not put off contacting your instructor if you are having problems understanding the material. Do not just quit logging on. If you don't attend for any length of time, you may be dropped from the course.

Please remember that your instructor is NOT responsible for:

(Unless, of course, you are taking a course specifically designed to teach you these skills)

- modem problems
- local software problems
- problems with your Internet Service Provider
- email accounts (other than your campus account)
- setting up your email account on your home computer
- problems downloading software.

Please contact your Internet Service Provider for assistance with the above problems. Their technical support can walk you through installation and configuration of software. Locate their technical support phone number on your billing statement or their homepage.

The Foothill Global Access Student Help Center is NOT responsible for the following issues on YOUR end, teaching you how to:

- send attachments
- conduct web searches
- word processing commands
- how to download or upload
- set up your hardware and software
- configure your email

Be sure you have the necessary technical knowledge, equipment, and software to succeed in an online course. Foothill College does not have the resources to help with technical problems that occur on YOUR end. We will ensure connectivity on our servers/software. If you cannot access the your Etudes or other course site, contact your instructor or post a message on our Student Help Center. Be sure it is not a problem with your ISP or computer first.

Login Instructions:

Go to [Etudes Login Instructions](#).

Appendix B: Separate DE Approval

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

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

The Addendum states that:

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

Communication must include but is not limited to:

- Relevant Dates, Course Schedule, and Deadlines.
- Faculty Expectations and Requirements for minimum student participation (quantity and quality) for all sections of the course.
- Evaluation Process including the timeframe for faculty feedback on student works such as discussion posts, and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus.
- Faculty/Student Communication Process including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be

course management system; personal e-mail outside of the course management system; telephone contact; weekly announcements in the course management system; chat room within the course management system; timely feedback and return of student work (tasks, tests, surveys, and discussions) in course management system by methods clarified in the syllabus; discussion forums with appropriate facilitation and/or substantive instructor participation; e-portfolios/blogs/wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts; group or individual meetings; orientation and review sessions; supplemental

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

| Syllabus | Syllabus or Module Resources |
|--|------------------------------|
| Learning objectives (or student learning outcomes) | Syllabus or Module |
| Guidelines and resources for students with disabilities, especially regarding assessment and testing | Syllabus or Module |
| | Syllabus Module |

Criteria and standards for student participation in terms of quality, quantity, and time frame

Appendix D: Faculty Contractual Obligations

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

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

Appendix E: Technology Training Needs Assessment

Overview

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

Data

Information was collected from several sources.

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

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

Bay Area Community Colleges

Web Review of Technology Skills in Job Postings

Most job listing for faculty positions did not me

- e. self-sufficiency on creating web content
 - f. more awareness of the in-house trainings
 - g. all issues related to job functions, if any person has to do something tech-related for work, the training for that should be available
 - h. newer technologies, like web applications, social media tools, online collaboration opportunities, in particular synchronous learning delivery for distance teaching, CCC Confer
 - i. people who are tech-shy or avoid doing tasks online should be supported to get up to baseline
3. What delivery methods have you found work best for your teams?
- a. face-to-face
 - b. online
 - c. job aids online
4. How would you like to be informed of in-house training opportunities?
- a. email
 - b. announcements
 - c. meeting maker
 - d. web site everyone knows about
 - e. paper in people's boxes
 - f. whatever is done it should be consistent and the schedule should be done far in advance
5. How would you like to be informed of the results of on-going training efforts?
- a. quarterly report
 - b. regular report going over the bulleted items
 - c. online report where you can go look at a comprehensive one, but cursory highlights in an email or regular publication
6. Name your top three technology training topic areas that you wish were part of everyone's skill set.
- a. Banner, Banner, Banner
 - b. getting the non-user up to speed
 - c. ADA and accessibility
 - d. pedagogy
 - e. offering early adopters and super users something too
 - f. job aids and an online repository of instructions, tutorials, how-to's, archives of trainings
 - g. emerging technologies
 - h. adaptive technologies and how they can help ALL students
7. As we build a training and professional development program, what are your must-haves?
- a. synchronous delivery for distance students
 - b. in-classroom technologies, like document cameras and projectors
 - c. tablet computers for demonstration and recording learning activities
 - d. whatever is done must be consistent, structurally predictable, sound, good, always findable with clear information and all questions answered, well advertised and well maintained
 - e. how to handle tutoring and student supports at a distance
 - f. Banner and portal trainings

- when something is deployed everyone should be able to use it and practice with it BEFORE it becomes critical to their job
- classroom technology tools, job aids, online places to see how to work the projector, or how to set up a document camera
- get people clear on the outcomes then give them several paths to achieve those outcomes so

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

History of Technology Training at Foothill

From July 11, 2007 to May 25, 2010, Foothill Global Access has provided 225 technology training opportunities covering topics from Etudes Learning Management System through Social Media, Web-based Applications, Multimedia creation and deployment, Accessibility, Copyright, to office productivity software and the use of camera's and sound recording equipment. The Educational Technology Services group has provided trainings on campus wide systems like email, portal access, grade reporting, and the new student information system, Banner. The Technology Training Specialist and Instructional Designer of Foothill Global Access have also been available on a consultation basis for 1:1 support to faculty in developing online learning environments, securing digital resources, accessing and successfully using synchronous learning tools, developing original movies and sound recordings for use in online learning environments, assessment, and many other topics that were not addressed in the offered group trainings calendar.

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

Recommendations

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

Professional Development at Other California Community Colleges

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

- have a consistent structure and quality that everyone can count on and readily use
- provide a set of discret

To give our em

- b. the passport uses the threads like countries, (perhaps even a digital map of the world in the web site can track participants as they “travel”)
- c. low-key events are offered for people in particular threads to expand their knowledge and network with one another

3. Every training:

- a. is based on tasks and problems that workers face in the performance of their jobs
 - i. it is directly related to improving performance, knowledge, and confidence
 - ii. there is a clear way for the participant to determine the effectiveness of training
 - iii. there is a clear way for the participant to give feedback on how to make the training more effective, more relevant, and better.
- b. has an online form that the presenter/planner fills out which populate a web page detailing
 - i. learning objectives

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

Culture

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

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

Appendix G: J2W (ONLINE) STUDENT EVALUATION FORM

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

Foothill-De Anza Community College District

Instructor _____

Course (department, number) _____

Quarter/Year

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

PART A

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

Please mark the answer sheet for each of the fo89or e ast.

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

STUDENT EVALUATION FORM: FOR INSTRUCTIONAL FACULTY - PART B

Foothill-Dti24 0 0 0.24 504.281 640.14 cm BT 50 0 0 0. C 0.24 0 0 /F2.0 1 Tf [(P) 0.2 (A) -0.2 (R) -0.2- ET