



STANDARD III: Resources

keeping in line with the College's mission, value, and purpose [\[III.A-8\]](#). The College's commitment to strengthen ties with constituents and commitment to its mission is also evidenced in the Education

position is approved that is not covered by an existing job classification, the requesting party must draft a new position description and have it evaluated by the corresponding District classification committee—either classified, administrator, or supervisory. District classification

Evidence of Meeting the Standard

The state establishes minimum qualifications for every faculty discipline area; these minimum qualifications are augmented by Foothill College hiring committees to include preferred qualifications reflective of the specific needs of the department and can include distance education. Following AP 4130: District Hiring Procedures, the College ensures it is hiring faculty who have outstanding knowledge of their subject area [_____]

The BSDH degree program currently has 2.5 full-time faculty members:

Program director/instructor/first-year clinic coordinator,

Radiology instructor/coordinator (shared with dental assisting and program), and

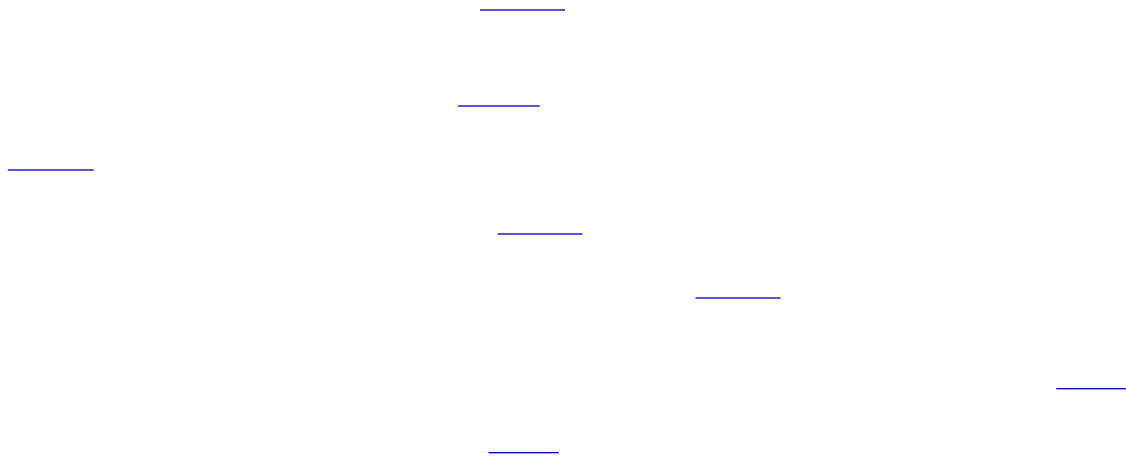
Second-year clinic coordinator.

The full-time faculty hold master's degrees and qualify to teach at the baccalaureate level and have experience with research, curriculum development, educational methodology, and program evaluation. Three part-time faculty have doctoral degrees in dentistry. An additional seven part-time faculty have master's degrees and are qualified to teach baccalaureate students. Two part-time faculty have bachelor's degrees, RDH licensure and experience in the field and only teach in a clinical setting. All dental hygiene faculty have licensure as a dental hygienist or dentist in the State of California. Copies of faculty qualifications and licenses are available in the program director's office.

Foothill College meets the Standard. A rigorous process exists for defining and publishing the

Foothill College administrators and classified staff involved in the educational programs of the College meet rigorous standards in the hiring process that guarantee those hired can perform their duties and meet the mission of the College. Administrative positions go through the same process as faculty and classified positions in terms of their review and classification, which includes a review of the minimum qualifications and academic degrees. Instructional administrators must possess a master's degree and at least one year of administrative experience to meet the minimum qualifications, and preferred qualifications can include additional years of experience and/or additional expertise in areas such as enrollment management, student equity, and assessment of student learning. Administrative hiring committees for instructional areas include faculty representatives from the areas supervised, and interview questions are developed and approved by the committee to ensure that candidates demonstrate the skills necessary to perform the duties of the position [[III.A-20](#), [III.A-21](#)].

It is important to note that in order to sustain institutional e



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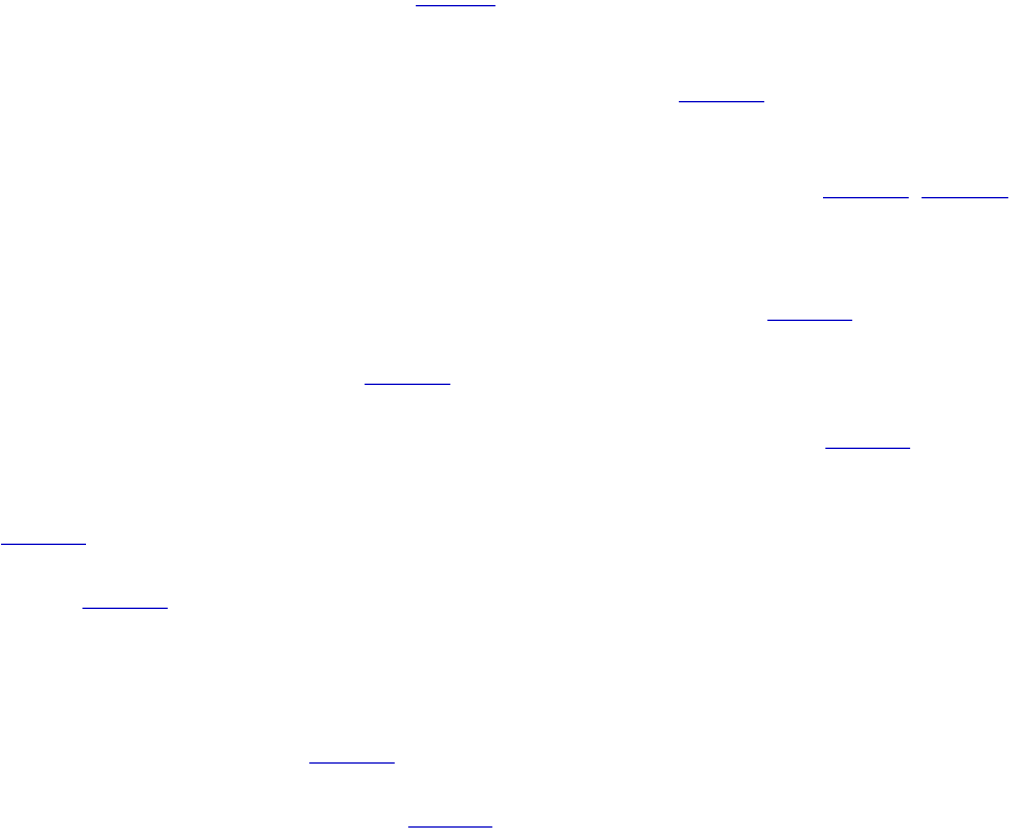
The agreement also explains in detail the procedures for evaluating regular and contract faculty and stipulates that every regular faculty employee is to be evaluated at least once every three academic years.

Part-time faculty at Foothill College are evaluated on a nine-quarter cycle, using the same evaluation instruments as for full-time faculty. Responsibility for conducting the evaluation lies with the division dean, although the dean may appoint one or more designees (often department coordinators) to conduct the evaluations. Part-time faculty must be evaluated at least once during their first three quarters of employment [\[III.A-40\]](#).

Foothill College classified staff evaluations are monitored through the District Office of Human Resources. Forms are sent to supervisors in a systematic and timely manner. Classified staff

The District and the Faculty Association (FA), the union representing all faculty in the District, negotiated an evaluation requirement that all faculty, full and part-time, participate in the SLO/PLO process in their respective areas of discipline expertise as noted on the 2014 Midterm Report [[III.A-42](#)].

Foothill College maintains a sufficient number of qualified faculty to serve its students and has processes in place to ensure that faculty standing levels are evaluated both on a College wide basis and at a department level. The College is constantly assessing the appropriate standing levels for its many academic and student services departments, and each year every academic area goes through a program review evaluation where the standing level is reviewed and a resource request can be put forward for additional full-time faculty. The resource request is based on factors such as program enrollment and full-time to part-time faculty ratio. Adjunct hiring is ongoing at the College and fluctuates based on student demand and availability of full-time instructors. The program review and annual resource request process identifies full-time position requests from the academic departments and a priority ranking process involving division input and college shared governance input places the requests in order for funding. The number of full-time faculty positions to be hired each year is determined by several factors, including the number of faculty retirements and



Foothill College uses a variety of methods to determine the appropriate staffing levels for its departments and programs. In addition, it works in conjunction with District HR to draft job descriptions and job announcements that have the appropriate qualifications, including experience and education, for support personnel. The program review process is the mechanism for areas to discuss and identify the need for additional staffing, and to make resource requests [III.A-58, III.A-59]. A district classification committee, including members from both Colleges, the ACE employee union and District HR, reviews all new job descriptions proposed and reclassification requests from staff members [III.A-60]. Because it had been approximately 20 years since a comprehensive classification study was completed at Foothill-De Anza, a classification study was commissioned in the 2016-17 academic year with Kohn and Associates for all job classifications in the ACE bargaining unit. The goal of the study is to develop a clear, equitable, consistent and competitive classification and compensation structure for staff positions and to foster retention of qualified professionals [III.A-61].

Foothill College meets the Standard. Appropriate policies, processes, and procedures exist to ensure that the College has the appropriate staffing levels to support instruction and student services and that staff have the appropriate qualifications and job descriptions. Staff hiring is appropriate for the size and diversity of the College. Foothill College meets Eligibility Requirement 14.

Foothill College supports its organization by hiring a talented and highly trained core of administrators in sufficient numbers to address the needs of the campus. The campus leadership team meets regularly as part of the President's Cabinet and is strategic in addressing the various functions and roles in order to advance student learning and the effectiveness of the institution [III.A-62]. Over the years, the administrators have demonstrated vision and leadership in developing several College wide initiatives to address the learning needs of students and institutional advancement, including preparing of this self-evaluation [III.A-63, III.A-64, III.A-65, III.A-66, III.A-67].

The college established a process to determine the appropriate number and qualifications for administrators. The program review process is used to identify and explain ongoing and new administrator position needs. For example, the student services division requested a new full-time associate vice president explaining in the program review the need for administrative oversight in order to "successfully implement the 3SP and maximize the state funding allocation. Campus level discussions about this proposed position occurred at a Planning and Resource Council (PaRC) meeting where the Vice President of Student Services reviewed this request and

how to intervene when issues arise. Committee members also receive training on fair employment practices prior to review of applications for the position.

The College's program review is one such example by which the various College constituents use the program review process to not only conduct annual and comprehensive program reviews but to also address the accomplishments and needs of their programs, courses, and service area and to request additional resources and/or funding [III.A-11, III.A-76, III.A-77]. The program review process clearly outlines the purpose, timeline, and resources available to fully address them.

Foothill College has an established written policy in the Tenure Review Handbook that is crucial for making recommendations to the Board of Trustees to grant tenure to faculty to become permanent members of the College [III.A-78]. The Tenure Review Handbook articulates equitable and fair evaluation and recommendation procedures in a timely manner.

The Integrated Planning and Budgeting Governance Handbook outlines the participatory governance process that all constituent groups rely on to effectively collaborate on College planning [III.A-8]. The handbook also addresses board policies supporting Title 5 regulations. The Academic and Classified Senates, the Associated Students of Foothill College (ASFC), and the collective bargaining units are part of the participatory governance council, Planning and Resource Council (PaRC), and the handbook outlines the structure for participation and responsibility for two-way communication between the individual members of PaRC and their constituent groups which is critical for optimal functioning of the planning structure.

The Student Handbook provides information about student rights, protections, responsibilities, and the due process system provided by the institution to help students during their term of study. The College considers the Student handbook an important document of information sharing with students and regularly updates the handbook which lists College policies, procedures, and resources available for students to have a successful college experience [III.A-79].

The Program and Course Approval Handbook assists Foothill College administrators, faculty, and staff in the development of courses and programs and the submission of these proposals for review by the California Community College Chancellor's Office [III.A-80].

For online learning, Foothill College uses explicit, written guidelines for evaluation of online courses. The use of student evaluation surveys is part of this evaluative process and faculty association agreement articles are identified for probationary full-time faculty, part-time faculty, and tenured full-time faculty [III.A-81]. Similarly, the institutional effectiveness indicators are published on the College website and help determine the student success goals and outcomes [III.A-82].

Foothill College meets the Standard. The College systematically develops personnel policies and procedures that are available for all to review and provide input on through the shared governance system campus wide and district wide. Policies are equitably and consistently administered to the best of institutional abilities. Foothill College and the FHDA Community College District have established policies and adhere to these written policies to ensure fairness in all employment procedures.

One of Foothill College's core values is to foster ethical behavior in its students and employees, in its practices, and throughout College operations. Foothill's publicly stated values—honesty, integrity, trust, openness, transparency, forgiveness and sustainability—set the expectations and standards for institutional behavior. The Foothill-De Anza Community College District has a written code of professional ethics for all its personnel. Board Policy 3121 specifically addresses and details the ethical standards expected of all district employees [[III.A-93](#)]. In addition, many individual areas have separate ethics documents including the Academic Senate's Statement of Academic Freedom, the Classified Senate's Code of Ethics and the provision for addressing ethics and the expectations of ethical behavior in the Administrator Handbook [[III.A-94](#), [III.A-95](#), [III.A-96](#)]. Additionally, the Foothill-De Anza Community College District has developed Board policies that apply to equal employment opportunities, anti-discrimination, mutual respect, sexual harassment, academic freedom, and more [[III.A-97](#)]. These policies are available to the public through the District website.

Foothill College meets this Standard. A comprehensive ethics policy exists for all personnel including faculty, classified sta , administrators, and students.

Foothill College is committed to offering its employees a comprehensive professional development program and is proud of the numerous ways employees are able to further develop their skills and training. The District funds faculty and staff attendance at conferences and workshops through contractually negotiated funds in the FA and ACE contracts. In addition, the Professional Development Committee plans a comprehensive array of workshops throughout the year that are available to faculty and staff. The professional development website provides information on upcoming workshops which include topics such as: "Canvas Migration Workshop;" "Practical Uses for Disaggregated Student Learning Outcomes Data;" and "EO Training."

Each year the Professional Development Committee conducts a survey of all faculty and staff to gather input on needs and areas of interest. The Professional Development Committee uses that input to plan the upcoming year's activities. The College president and District chancellor also organize professional development days, such as the April 28, 2017 convocation with speaker Tim Wise and the annual Opening Day activities. The College's professional development webpage provides useful resources about workshops, trainings, opportunities, and events for College stakeholders to participate in [\[III.A-91\]](#).

The Professional Development Committee regularly meets to discuss the needs and challenges of the College and plan for events to engage all stakeholders to continually learn and develop professionally [\[III.A-98\]](#). Recognizing the importance of professional development for all employees, the Foothill College Academic Senate passed a resolution in March 2016 that called for the support of part-time faculty to attend professional development events [\[III.A-99, III.A-100\]](#). Foothill College's online learning platform provides a variety of resources for professional development of online faculty [\[III.A-101, III.A-102\]](#).

Foothill College meets the Standard. The College has a comprehensive program of professional development supporting all employee groups and it is evaluated annually for relevance, quality, and effectiveness. Foothill College is proud of its commitment to professional development and its success in offering numerous methods of enhancing employees' skills, enabling them to share their expertise with others.

The Foothill-De Anza Community College District has Board Policy 4150, which provides for keeping personnel records secure and confidential [\[III.A-103\]](#).

Foothill College provides security and confidentiality for personnel records by adhering to best practices, legal requirements, local policy and contractual regulations. The Foothill-De Anza Community College District provides institutional direction for these practices, requirements and regulations. Administrative Procedure 3260, adopted by the Board of Trustees, cites relevant laws and delineates the College's responsibilities [III.A-104](#).

Foothill College meets the Standard. The College places a high priority on the security and confidentiality of its personnel records.

[III.A-1](#) Foothill College Mission

[III.A-2](#) Administrative Procedures 4130

[III.A-3](#) Minimum Qualifications for Faculty and Administrators in California Community Colleges

[III.A-4](#) Classified Staff Employment Policy and Hiring Procedures

[III.A-5](#) Administrative Employment Policy and Hiring Procedures

[III.A-6](#) Full-Time Faculty Employment Policy and Hiring Procedures

[III.A-7](#) Foothill College Goals 2015-2020

[III.A-8](#) Integrated Planning and Budgeting Governance Handbook

[III.A-9](#) Education Master Plan Goals

[III.A-10](#) FHDA District Human Resources: Employment/Careers

[III.A-11](#) Program Review Process

[III.A-12](#) BSS Job Announcement

[III.A-13](#) Faculty Prioritization Process

[III.A-14](#) OPC Resource Request Spreadsheet from Program Review Process 2017

[III.A-15](#) Administrative Employment Policy and Hiring Procedures

[III.A-16](#) Graphic Design/Art 2016 Job Announcement

[III.A-17](#) Online Learning Faculty Support

[III.A-18](#) Philosophy, Mission, Roles, and Responsibilities of the Board of Trustees

[III.A-19](#) FHDA Full-time Faculty Employment Policy and Hiring Procedures

[III.A-20](#) Dean Hiring Announcement (PSME or FA/PE)

[III.A-21](#) VP Instruction Hiring Announcement

[III.A-22](#) Faculty Handbook

[III.A-23](#) Part-Time Faculty Resource Booklet

[III.A-24](#) Online Course Quality Criteria

[III.A-25](#) Foothill Online Learning Program Review

[III.A-26](#) Travel and Conference Form

[III.A-27](#) Board Policy 4140 Equivalency

[III.A-28](#) Minimum Qualifications FAQs

[III.A-29](#) Education Records Evaluation Service (ERES)

[III.A-30](#) Academic & Credential Records Evaluation & Verification Service (ACREVS)

[III.A-31](#) Board Policy 4135: Faculty Hiring Qualifications

[III.A-32](#) FHDA Human Resources: Hiring Manual – Process and Policies

[III.A-33](#) Board Policy 4145: Evaluations

[III.A-34](#) Board Policy 3225: Institutional Effectiveness

[III.A-35](#) FHDA Faculty Agreement

[III.A-36](#) Appendix J1 Administrative and Peer Evaluation Form for Faculty

[III.A-37](#) File: Administrative Evaluation Form

[III.A-38](#) Appendix J2 Student Evaluation Form for Classroom Instruction

[III.A-39](#) Tenure Review Handbook

[III.A-40](#) Part-Time Faculty Evaluation

[III.A-41](#) Classified Performance (ACE) Evaluation Form

[III.A-42](#) Foothill College Midterm Accreditation Report Addendum

[III.A-43](#) SLO/SOA Processes for Administrative and Faculty Peer Evaluation

[III.A-44](#) Part-Time Faculty SLOs

[III.A-45](#) Annual Program Review Template for 2016-2017

[III.A-46](#) Comprehensive Instructional Program Review Template for 2016-2017

[III.A-47](#) Discipline-Specific Online Course Standards

[III.A-48](#) Program Review Resource Allocation Chart

[III.A-49](#) Child Development Program Review 2015-16 (example of resource request funded)

[III.A-50](#) Substantive Change for BA Degree in Dental Hygiene

[III.A-51](#) Faculty Agreement, Articles 7.10 “Administrative Evaluation”; 7.25.1 “Orientation”; 7.25.2 “Professional Development”

[III.A-52](#) Professional Development Committee Website

[III.A-53](#) New Faculty Orientation Agenda

[III.A-54](#) Adjunct Faculty Orientation Agenda

[III.A-55](#) Human Resources: New Hire Information

[III.A-56](#) Faculty Association Agreements, Articles, MOUs

[III.A-57](#) Human Resources Advisory Committee

[III.A-58](#) OPC Resource Prioritization & Funding (October 05, 2016)

Foothill College was founded in 1957. A \$10.4 million bond was passed in 1958 and the construction for the new community college was completed in 1961. The College's geographic location gives a strong sense of the place and displays an aesthetic sensitivity to the foothills surrounding it. Foothill has always reflected its community beginnings and continues to do so today. The College conveys an atmosphere of being inclusive, personalized, and informal. The existing overall design is an integral part of the natural element that fosters an environment conducive to academic study. Building structures in the Pacific Rim style are linked by a system of outdoor spaces ranging from intimate patios to large assembly areas. The final touch of unity is brought about by a landscape plan that includes retaining the basic foothill nature of the site and repeating it with rolling lawns and meandering paths.

Foothill College's architectural elegance emerged under the founding Superintendent Calvin C. Flint, and architects Ernest J. Kump of Palo Alto, and Masten & Hurd of San Francisco. The campus earned several architectural and planning awards upon completion, including an American Institute of Architects Honor Award, 1962; Award of Merit, 1963; and special commendation, 1980, as well as a Progressive Architecture Magazine Design Award. The College continues to earn awards to this day.

Foothill De-Anza Community College District has been the beneficiary of two local bond measures, Measure E (\$248 million, 1999) and Measure C (\$490.8 million, 2006) [\[III.B-1\]](#). In 2016, Foothill finds itself at the end of all major construction projects. The bonds have allowed the College to focus on removing physical barriers, improving functionality within the classrooms, and creating alternative spaces that encourage student activities and interaction, as well as organizing disciplines to promote student success, all of which is supported by up-to-date technology.

Planning, design and construction efforts are guided by multiple resources. The 2007 Facilities Master Plan was completely revised in 2015-16 [\[III.B-2\]](#). The planning process was a participatory one, during which shared governance input was a key theme. Students, faculty, staff, and administration all had an opportunity to contribute to the Plan. The planning process (2014-2016) [to be finalized] TJ ET BT 10 O O 1054

District Measure E (\$108.4 million allocated to Foothill College) presented the first opportunity for major renovation and new construction on the campus in 39 years. New construction included small facilities built to house support programs (Building 4000: Krause Center for Innovation, Building

California Environmental Reporting System (CERS). It contains many components such as the chemical inventories, the HazMat Emergency Response Plan (also housed as hard copies in Building D160), and the Equipment Responses list (such as Spill kits). The HMBP is reviewed and accessible

Foothill College is committed to providing physical facilities and resources that will meet the needs of its students, programs, and mission. The Facilities Master Plan provides a guide for future campus development and describes how facilities will change to meet the educational mission of the College based on Educational Master Plan goals.

The capital outlay process is the procedure that the District uses to identify projects that are eligible for state funding. The primary documents that the District produces as part of the capital outlay process are the Space Inventory [III.B-32] and the Five-Year Construction Plan which is updated each July 1 and communicates the capital outlay needs of the District over the next five years by considering Educational Plan statements, inventory of existing space, enrollments, instructional staff, and projected facility projects [III.B-12].

The Space Inventory is updated each October and provides a room summary for each building in the District with identifying quantitative data for each room and building, including such elements as size, type, use and program (for examples, see Building Summary Report [III.B-11], Report 17 [III.B-33], and Room Detail Report [III.B-34]).

Initial Project Proposals (IPPs) are submitted to the State Chancellor's Office annually. The purpose of the IPP is to introduce the concept and impacts on space intended by each project so that efforts can be made to determine which projects should continue into more detailed planning and development. After evaluating the IPPs, the State Chancellor's Office notifies the District which IPPs to develop into Final Project Proposals (FPPs), which are then due the following February for submission to the Board for project scope approval. The FPP establishes the project justification, final scope, and estimated costs for implementation of all acquisition, infrastructure, facility, and systems projects [III.B-35].

Upon project identification, a contract is awarded to an architectural firm. The firm meets with the end-users, facilities staff, the Bond Director, and the construction management team and produces architectural programming documents to gather design requirements. The College uses a shared governance approach for input in the assessment, planning, and coordination efforts to provide effective utilization of space and equipment, maintenance, upgrades, new construction, and asset management.

The Measure C website [III.B-36] lists the status and schedule of College projects. The Citizen's Bond Oversight Committee reviews the projects for financial accountability [_____]

two-story, 46,882 square-foot building designed for student learning with classrooms, computer labs, student services, tutorial space, a modified bookstore, and administration services, all located in the heart of Silicon Valley. The education center is a state-of-the-art facility and was designed to meet the LEED Gold standard. The facility will accommodate 1,883 full-time equivalent students. The center will stand as an iconic landmark and model for the future of higher education demonstrating the latest technology, building systems and adaptable learning spaces in the region. The building became operational in fall 2016. The development of the center was based on years-long planning as outlined in the substantive change document for Sunnyvale Center.

Physical Sciences and Engineering Center (PSEC): The PSEC was built to the north of the main Foothill College campus on an adjacent hill, separated by the loop road. The challenge when constructing a new building is being mindful of the continuity between the old and the new architectural integrity. Looking only at the exterior, the buildings are a successful blend with the existing architecture, although modern materials have been incorporated into the construction. Entering the “courtyard,” the finishes are very modern, almost with a futuristic feel. This sense of expectation carries into the large state-of-the-art classrooms. The building was designed in compliance with the Leadership Energy & Environmental Design (LEED) “Certified” criteria. Part of the unique experience of the PSEC is a hands-on program, which launched in 2014, where students make use of the College’s 3D printers to fabricate assistive devices they’ve designed, such as tools to securely grasp eating utensils, toothbrushes, pencils, and other similar objects. Just this year, a student designed an exoskeleton that allowed a 4-year old boy to bend his arm to play and perform day-to-day activities, which was featured in a *San Jose Mercury News* article [\[IIIB-38\]](#). Both the young boy and the student encountered life-changing experiences because of the facility and equipment provided by Foothill College.

Building Renovations & Roofing Projects: Projects funded by Measure C range from classroom renovations and upgraded infrastructure for utilities and technology, to roof repairs and installation of photovoltaic arrays for electricity generation.

Library and Teaching and Learning Center (TLC): This was the first major renovation since the inception of the Library (Building 3500) and the adjacent Building 3600. The existing Library was deficient in basic utilities such as heating, ventilation and air conditioning, adequate lighting, and telephone and data line resources. The area was dark, dreary, and uninviting. Today’s Library is open with natural lighting and updated utilities to serve both students and staff—it is a welcoming environment that encourages diversity, provides various study spaces, and promotes exploration and collaboration.

Campus Lighting & Signage Project: This project was identified in the 2011 Self-Evaluation and has been discussed above.

Emergency Telephones & Loud Speakers: This project was identified in the 2011 Self-Evaluation and has been discussed above.

Football Stadium Synthetic Turf: Foothill College is on the forefront with a newly replaced synthetic field with cork-n-fill. There are very few of these fields in Northern California. Many synthetic athletic fields use recycled granulated rubber tire-n-fill that has come under scrutiny for being unhealthy and possibly causing cancer. The new cork filler does not emit any unpleasant odors, stays cool to the touch, and does not cause respiratory issues.

Off-site Locations: For classes located at other off-campus sites, such as the Veterans Administration Center in Palo Alto or at the San Francisco State University. Due to budget constraints, the District uses outside agency that classrooms provided meet specific requirements for instruction success. A full list of off-campus locations is available online [III.B-39].

Maintaining Facilities: Foothill College engages both District employees and outside vendors who are tasked with meeting the needs of employees and students. The District Plant Services Department manages the day-to-day maintenance and operations activities to keep facilities trouble-free. The District Plant Services organization is housed at the Foothill College campus.

An online work order system is used to notify Plant Services of facilities issues that need immediate attention or maintenance. Health and safety issues are always the number one priority for scheduling work and resources. From July 1, 2015 through June 30, 2016, 1,950 work orders were completed by this department. Due to budget constraints, there are a limited number of workers must now also maintain the Sunnyvale Center, an addition of 50,000 square feet. The 16-member custodial crew is responsible for cleaning approximately 40,000 square feet of facilities each. There are three shifts: day, swing, and graveyard. This crew provides clean, safe, and sanitary facilities for students, faculty, staff, and the general public. Due to budget constraints, work areas are prioritized. Instructional, student service areas, and restroom facilities are cleaned daily.

The District's executive director of operations, maintenance and construction manages the overall construction and maintenance of the physical facilities through the Plant Services Department, which includes carpenters, plumbers, mechanics, electricians, fire device technicians, and pool service personnel. Plant Services has a staff of 80 people. Two associate directors, one manager, and the remaining classified staff members are responsible for scheduling and recurring maintenance of 85 buildings on the Foothill campus, 71 buildings on the De Anza campus, and one building at the Sunnyvale Center, with specialized equipment including compressors, pumps, air handlers, chillers, thousands of feet of utility lines, hundreds of doors, switches, windows, filters, and photovoltaic panels. The overall acreage for the three sites maintained is 243,147 and the overall gross square footage is 2,163,509.

Furniture & Equipment: The furniture, fixtures and equipment (FFE) coordinator manages all requisitions, delivery, and installation with the exception of computer equipment. A new fixed-asset management tool has been incorporated with the District's financing software (Banner), which tracks all purchases bought with Measure C funds and the final location of the asset.

Sustainability & Conservation: Per Board Policy 3214, "Environmental sustainability is critically important to the Foothill-De Anza Community College District, the State of California, and the nation. Efficient use of resources is central to this objective. The District is committed to

The scheduling o

Plant Services is highly involved in the programming and design of facilities. Several of the key crew members (electrician, plumber, HVAC technicians) reviewed drawings and provided comments. Approximately four years ago, Plant Services took a “hands-off” approach with the anticipation of having the design professionals handle all of the design and being responsible for the commissioning (facilities operating as designed and intended). This was necessitated due to budget constraints.

The Citizen’s Bond Oversight Committee (CBOC) provides oversight for bond spending. The committee meets four times a year and receives regular reports on all bond-related projects; ensures that the bond projects reflect the community’s input and needs; advises on and helps implement public engagement strategies; and acts as a key communicator to constituencies, communities, businesses, and civic organizations. The committee’s annual report states “financial and performance audits found that the district is in full compliance.”

The final major bond construction project, the new District office building, will be built in 2017-18 in parking lot 7. The process and procedures followed in previous projects continue to be followed to meet regulatory compliance and to ensure design integrity and fiduciary responsibility.

Foothill College meets the Standard. The CBOC’s report is just one of the measurements demonstrating that the College supports and has implemented its institutional goals and plans for the total cost of ownership of its new facilities and equipment.

Foothill College evaluates the e

With ongoing input from faculty, staff, administrators, and students, the Technology Committee is the major entity responsible for educational technology planning at Foothill College. The Technology

As one of the eight colleges participating in the full launch of the OEI Course Exchange pilot,

District ETS

- Instructional Technology Solutions Systems Engineer
- Technology Resource Coordinator
- Director of Networks & Client Services
- Computer Network Supervisor
- Computer & Network Data Center Supervisor
- District Technology Services Supervisor

Technology issues were also discussed at several all-day Sunnyvale Center organizational meetings throughout the year.

IT Project Request and Tracking Tool

Beginning in 2016, all Foothill College employees who hold the role of supervisor or above have access to a new process for submitting IT project requests using the Automated IT Project Request Workflow Process via MyPortal [III.C-14]. Feedback collected via email in 2016 from five administrators who have used the process indicates that they want and need more guidance in use of the tool than is currently available.

Supervisors and above can submit and track the status of project requests. Project status can be viewed in detail and as charts and graphs by clicking on links in the project request channel in the MyPortal Employees tab. Project request requires two levels of approval: assigned to the department approver and to the final approver for the College. The department approver is typically the division dean. The final approver is typically the VP of Finance & Administrative Services. Once approved by the final approver, the project request is routed to the ETS vice chancellor of technology (ETS-VC). Then, the ETS-VC either revises the project request, sends it back to the final approver for any additional information that is needed, or approves the project request. Once approved, ETS-VC assigns the project request to the appropriate ETS director.

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The Foothill College community takes great pride in showcasing the dental hygiene pilot program and visitors have come from all over the world to see the program's facilities.



Processes for requesting technology purchases and new technology projects are defined and linked

Colleges commonly review their course management systems (CMS) on a regular basis, especially if the CMS has been in use for over five years. Because Foothill College has used Etudes since 2006,

The dean of Foothill Online Learning serves as one of the tri-chairs of the Professional Development Committee, which organizes and implements training opportunities for faculty and staff. She also supervises the technology training specialist.

The following services are used to manage, coordinate, market, and provide professional development in the use of technology:

- ✓ [Blackboard](#) an online service for scheduling and registration of professional development events
- ✓ [SurveyMonkey](#) an online survey service used to collect participant feedback about professional development events
- ✓ [Zoom](#) a videoconferencing tool
- ✓ [Kaltura](#) a service that provides online tutorials for professional development

ETS provides instructions on accessing the new Sunnyvale Virtualized Desktop Infrastructure (VDI) system. The dean is working on a classroom instructor manual and students receive information on the first day of school regarding navigating the Center. In addition, the dean held an open house for students registered at the Center the week before classes started and held faculty trainings the week of Opening Day [[III.C-30](#)].

Students are provided with in-person and online orientation sessions in the use of Etudes and Canvas each quarter. These sessions are designed and conducted by the Technology Training Specialist in the Foothill Online Learning office [[III.C-31](#)].

Faculty are provided with ample technology support, hands-on training sessions, and step-by-step instructions from Foothill Online Learning staff. Faculty who have Canvas certification are provided with in-person and online self-paced training in the Canvas Content Migrations tool, which facilitates copying content from Etudes course sites into Canvas course sites.

Faculty are required to complete Canvas training or provide evidence of skills in use of Canvas before they can request a live Canvas site for a scheduled class. As of April 11, 2017, 341 Foothill employees have either completed Canvas training or provided evidence of expertise in use of Canvas. Canvas certification training sessions are designed to help faculty master and demonstrate the basic skills needed to use the Canvas course management system. The Canvas certification training also covers how to make online learning materials meet accessibility requirements. Upon successful completion, participants receive certification and become eligible to request Canvas sites. Staff in the Foothill Online Learning program provide faculty with technology support and training in the use of Canvas for teaching; how to migrate course sites from Etudes to Canvas; and accessibility compliance for online learning materials.

All faculty at Foothill College who teach online using the Etudes course management system must successfully complete either 12 hours of face-to-face formal Etudes training by a certified trainer or an online, three-week training course conducted by Etudes, Inc. Students are provided with in-person and online orientation sessions in the use of Etudes as a student each quarter.

Foothill College identifies the need for information technology training for students and personnel in several ways: training events, Help Desk tickets and surveys.

Attendance at each Foothill College professional development event is taken for record-keeping and for the purpose of sending certificates as verification of attendance to participants. Following the event, each attendee is invited to submit feedback and suggestions via an online survey.

Records of employee participation in Lynda.com tutorials are used to identify information technology training needs. From July 1, 2015 through June 30, 2016, a total of 487 employees viewed 24,179 training videos in Lynda.com for a total of 1,675 hours with an average of 414 active users each month. The top 10 course topics with the most unique users were:

- Up and Running with Canvas 2015
- Up and Running with Office 365
- Camtasia Studio 8 Essential Training
- InDesign CC Essential Training (2015)
- Illustrator CC Essential Training (2015)
- Communication Tips
- Windows 10 Essential Training
- Premiere Pro CC Essential Training (2014)
- iPad Classroom Fundamentals
- The Neuroscience of Learning
- Excel 2013 Essential Training

Requests for technology information and support submitted to the Foothill College Help Desk are indicators of technology training needs [[III.C-32](#)].

In spring of 2013, the Professional Development Committee conducted surveys of faculty and classified staff to identify professional development needs and preferences. Professional development planning in terms of training in the effective use of technology was based on an analysis of the results [[III.C-33](#), [III.C-34](#)].

In spring of 2016, the College research office conducted the Employee Accreditation Survey. Of the survey respondents, 62 percent agreed with this statement on Question 28: "Sufficient training in the use of technology (hardware and software) is provided to effectively carry out work responsibilities, including supporting student learning." Employee groups with more than 62 percent agreement include administrators (71 percent) and part-time faculty (69 percent) compared to full-time faculty (60 percent) and classified professionals (53) percent.

The need for information technology training for College personnel is identified and discussed at meetings of the Distance Education Advisory Committee, Committee on Online Learning, Professional Development Committee, and Technology Committee.

Foothill College meets the Standard. Records of employee use of Lynda.com and attendance at

[III.C-29](#) Statement of Work by Etudes 2016-2017

[III.C-30](#) Sunnyvale Center Technical FAQ

[III.C-31](#) Canvas Student Orientation Course Site

[III.C-32](#) Foothill College Online Learning Help Desk

[III.C-33](#) Report Survey PD Needs of Faculty

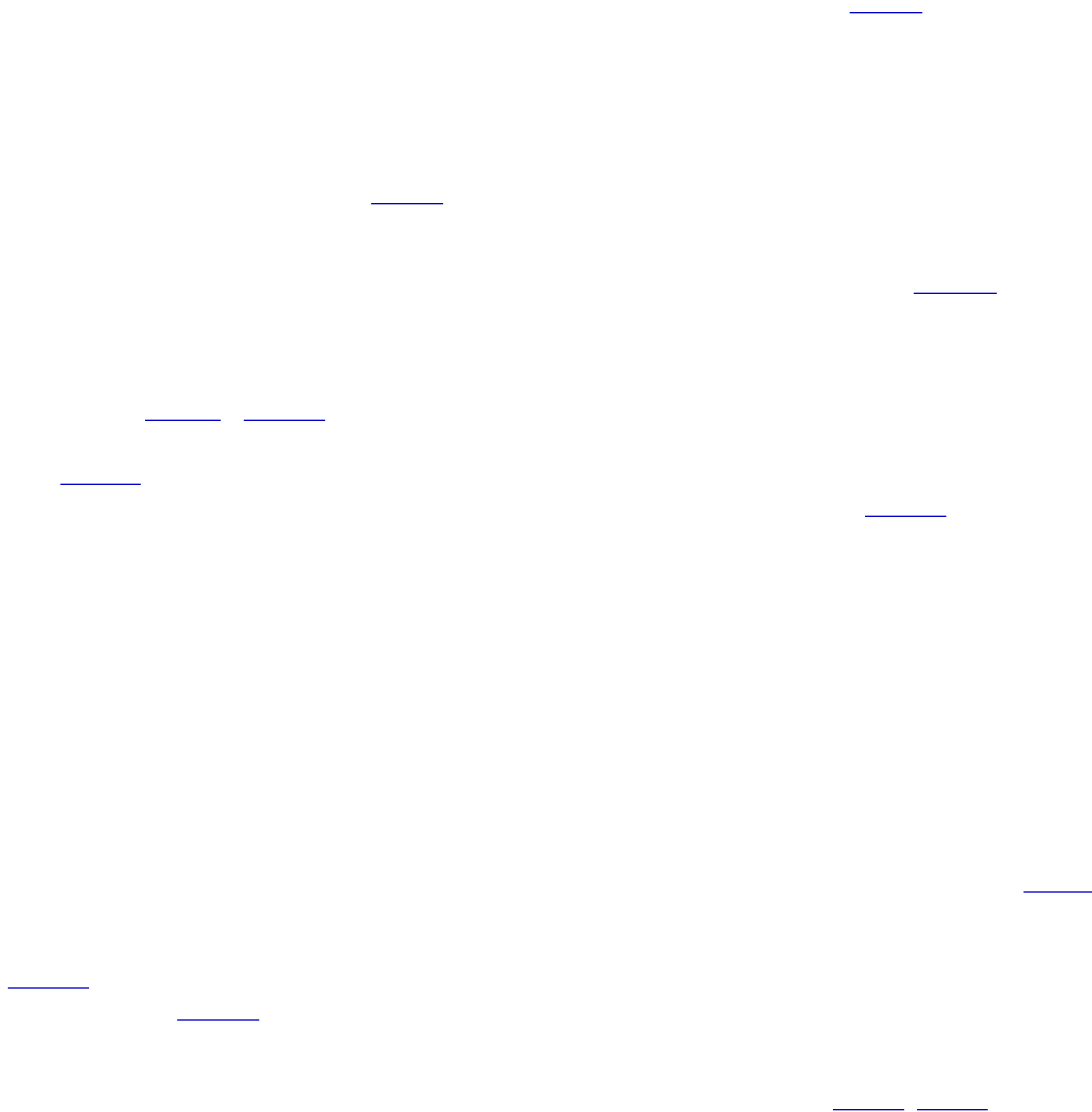
[III.C-34](#) Report Survey PD Needs of Sta

[III.C-35](#) 2016 2019 Foothill College Technology Master Plan

mission, goals, and the Educational Master Plan, the College is responsible for allocating its portion of unrestricted general fund dollars, restricted grants funds managed by the College, bond measure funds and other monies generated by various activities on campus [III.D-1].

To manage the challenges posed by state funding to the District in the last decade, including mandatory workload reductions and categorical budget cuts, the various shared governance groups on campus have worked cooperatively to allocate funds in order to best meet the needs of student learning and instructional programs. Funding requests from the four main divisions, including Instruction & Institutional Research, Student Services, Finance & Administrative Services, and Workforce Development & Institutional Advancement, are developed using a rubric that is evaluated by the shared governance groups [III.D-6]. As part of this planning process, a conscious decision has been made to use ongoing discretionary budgets and one-time reserves to pay for these funding requests [III.D-7].

Foothill College's finances are managed with integrity in a manner that ensures financial stability.



shared process to identify and implement cost reduction strategies [III.D-6]. The planning and budget teams of each division have program review processes established to ensure that funds are being used, and continue to be used, in the most effective and efficient manner.

Foothill College's budget provides sufficient resources for the effective planning, maintenance, implementation, and enhancement of distance education courses, programs, services, and personnel development. The majority of Foothill's enrollment comes from on-campus students who take courses at the main Los Altos campus and the Sunnyvale Center site; however, with improved technology and a strategic objective to address changing student demand, distance education has become increasingly important to the College. More than 30 percent of Foothill College's enrollment is attributed to distance education. In one convenient location, online students can access courses and student services, degree programs, registration, counseling, resources, and tutoring [III.D-4].

The dental hygiene program has stable financial resources sufficient to support the mission and goals of the BSDH degree program. The dental hygiene program is a core College program with recurrent funding from the state, as well as the BS degree differential fees of \$56 per unit in the quarter system, which remains with the College to support the BSDH pilot program. The pilot program was awarded \$350,000 through the legislature and the State Chancellor's Office to implement the BSDH program. In September 2016 an additional \$15,000 was given for marketing and promotion of the BSDH program. The dental hygiene director identifies program needs and submits requests for equipment, faculty, staff and services to the division dean through the program review document. The division dean and vice president prioritize requests for the department and make recommendations to the Planning & Resource Council (PaRC). Foothill College is dedicated to providing and maintaining high-quality educational opportunities to students in the dental hygiene program. In one convenient location, online students can access courses and student services, degree programs, registration, counseling, resources, and tutoring [III.D-4].

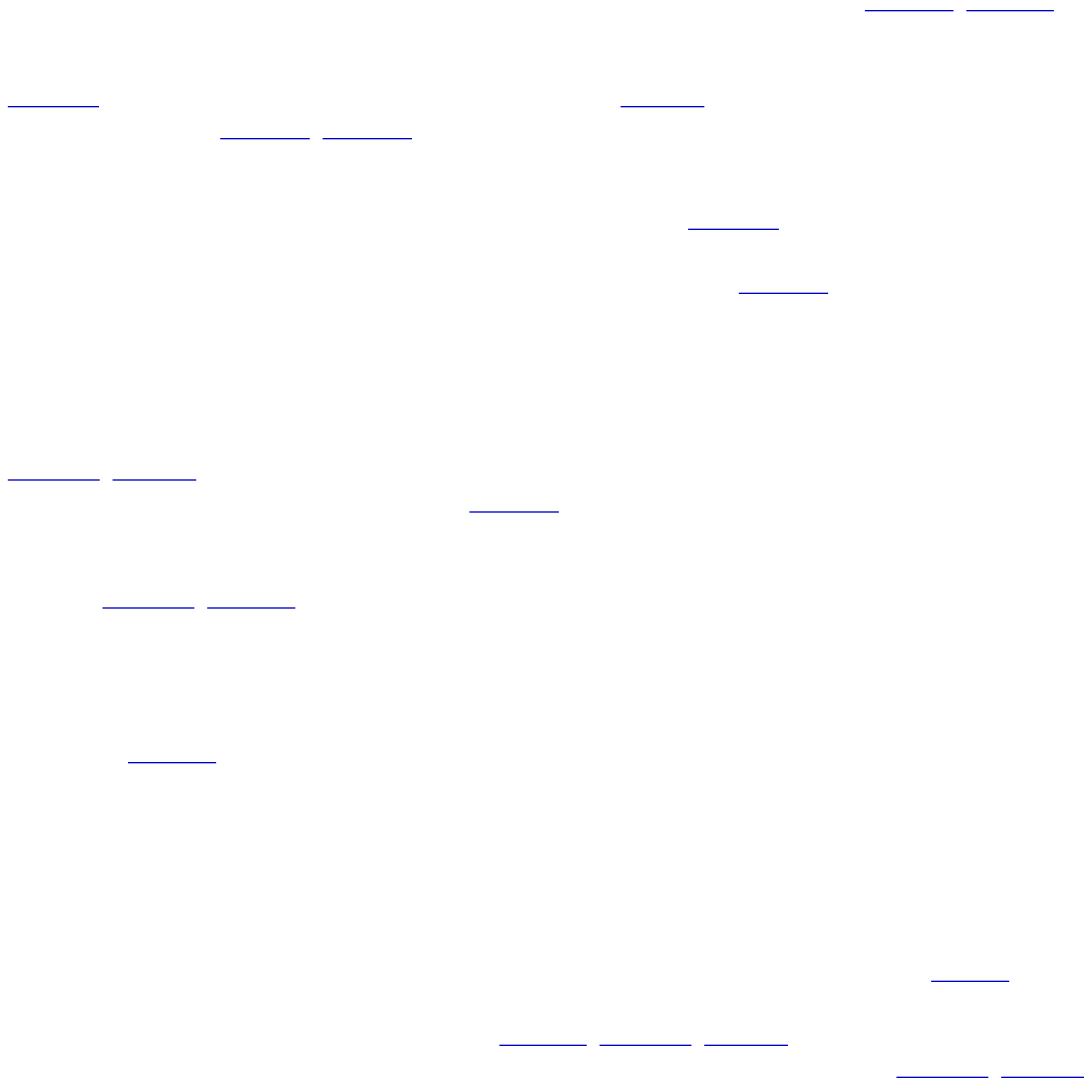
over the past five years and has not borrowed funds through a TRANS (tax and revenue anticipation notes) since fiscal year 1996-97 [\[III.D-23\]](#).

The Foothill-De Anza Community College District has sufficient insurance to cover its needs in the categories of liability, property, and workers' compensation. It is not self-funded in any insurance categories and has sufficient reserves to handle financial emergencies.

Foothill College meets the Standard. Its mission, goals, and planning documents are used as key guides in future planning and budget allocation. In addition, the College has created a Planning and Resource Council (PaRC) Planning Calendar to ensure that it stays on cycle in meeting its goals and priorities. The policies and procedures the College has in place ensure that not only are sound fiscal practices followed, but also transparency is included in the dissemination of information throughout the campus constituency groups.

The processes for financial planning and budget for the District are documented in the Board of Trustees' Board Policy (BP). These policies include BP 3000: Principals of Sound Management. This policy establishes responsible stewardship of available resources and fiscal planning that involves constituency input [\[III.D-28\]](#); BP 3100: Budget Preparation states that "in accordance with Title 5 regulations, the tentative budget shall include estimated income and proposed expenditures in sufficient detail to permit comparisons between the proposed budget and the actual revenues and expenses in the current year" [\[III.D-29\]](#); and BP 3110: Final Budget, which reflects that "on or before September 15 each year the Board of Trustees shall adopt a final budget for the fiscal year [\[III.D-27, III.D-30\]](#). The final budget shall reflect all relevant provisions in the state budget act, closing balances from the prior year and changes identified following approval of the tentative budget." Budget documents including the Tentative Budget [\[III.D-31\]](#) and the Adopted (Final) Budget

Individuals involved in institutional planning at Foothill College receive accurate information about



A number of documents are used in institutional planning. The College's program review process establishes the areas for growth and improvement of programs and services. The budget reports provide the data for the ongoing refining and adjustment of resources needed by the College. College plans for Student Equity, Student Success & Services, and Basic Skills are monitored for resources needed [[III.D-46](#), [III.D-44](#), [III.D-48](#)].

Foothill College meets the Standard. Numerous planning processes, involving a variety of shared governance committees, are in place to ensure that financial resources are allocated and used effectively.

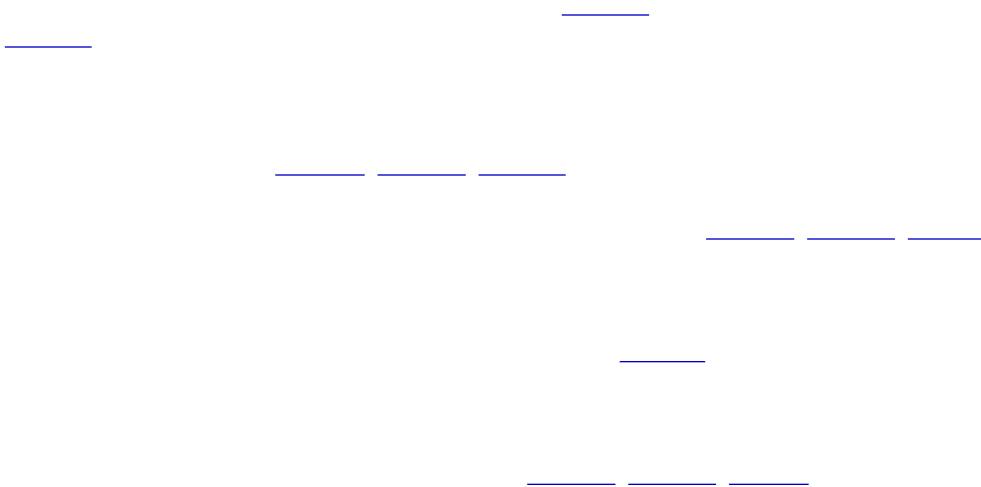
Foothill College meets the Standard. The shared governance process of the College assures that funds are allocated in a manner that aligns with its mission and Educational Master Plan, and that the College budget processes are accountable to the constituent groups on campus and in the District. The annual audit statements show that the financial management of the District is secure. Annual

Financial and internal control systems for Foothill College and the Foothill-De Anza Community College District are regularly assessed for their validity and effectiveness.

The College's special funds are audited regularly per Board Policy 3153: Audit. This policy says that the Board of Trustees will provide for an annual audit of all funds, books, and accounts of the District

Foothill College meets the 5 percent minimum cash reserved as required by the California Community Colleges Chancellor's Office (CCCCO). As of June 30, 2016, the College's unrestricted fiscal reserve balance was \$57,919,372 [[III.D-27](#), [III.D-65](#), [III.D-66](#)]. This reserve balance is more than sufficient to meet the College's ongoing needs and any emergencies.

Foothill College meets the Standard. The District's reserve level provides sufficient cash flow to meet any unforeseen emergency needs and allows for flexibility in meeting any unforeseen circumstances.



The District has contracted an actuarial study of retiree health liabilities in compliance with Governmental Accounts Standard Board (GASB) Statements 43 and 45. The actuarial report is dated April 16, 2016 and is effective for fiscal years 2015-16 and 2016-17 [[III.D-79](#), [III.D-55](#), [III.D-80](#)].

Foothill College meets the Standard. The level of financial resources provides an acceptable level of financial solvency and allows the College to make long-range plans to ensure its financial stability. As shown by its prudent reserves and conservative policies, the College places importance upon planning and allocating resources to cover long-term liabilities and needs.

The Foothill-De Anza Community College District plans for and allocates appropriate resources to pay long-term liabilities and future obligations, including its obligation for Other Post-Employment Benefits (OPEB).

The District pays for post-employee benefits for current retirees recognizing expenditure for these costs, while setting aside additional dollars to pre-fund the District's outstanding accrued liability for post-employment benefits.

A qualified irrevocable OPEB trust, under Governmental Accounting Standards Board (GASB) provisions, with the California Employers Retirement Benefits Trust was created by the Foothill-De Anza Community College District to fund its outstanding accrued liability for post-employment benefits. The OPEB balance as of June 30, 2016 was \$13,989,362. The District contributed \$1.5 million annually over the last three years [\[III.D-63\]](#).

The District funds its annual OPEB obligation. The District's annual OPEB cost is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the requirements of OPEB guidance. ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities over a period not to exceed 30 years [\[III.D-26\]](#). For the past three years, the OPEB percentage of contribution was 89 percent for 2013-14, 89 percent for 2014-15, and 116 percent for 2015-16 [\[III.D-26\]](#).

The District has contracted an Actuarial Study of retiree health liabilities in compliance with Governmental Accounts Standard Board (GASB) Statements 43 and 45. The actuarial report is dated April 16, 2016 and is effective for fiscal years 2015-16 and 2016-17 [\[III.D-81, III.D-67\]](#).

The current OPEB funding plan will be reviewed to consider the new effects of GASB Statements 74 and 75. Any potential proposed adjustments would be recommended to the Board of Trustees to ensure that the District meets the long-term funding objectives.

Foothill College meets the Standard. It has planned for and allocated adequate resources to cover its long-term obligations and liabilities, including OPEB.

The District uses all financial resources, including debt instruments, with integrity. The District

Foothill College monitors and manages student loan default rates, revenue streams, and assets, working with the District office to ensure compliance with federal requirements.

The College default rate for the last three years is outlined in Figure 67.

Student Loan Default Rate (FSLD) (3 year rate)	20%	14%	16%

Please note that each federal fiscal year refers to the calendar year in which it ends (Oct. 1-Sept. 30) [\[III.D-82, III.D-83\]](#).

The default rate for the College is within federal guidelines. There are sanctions for schools with high rates above 30 percent and benefits for schools with low rates below 5 percent [\[III.D-84\]](#). These sanctions can include loss of eligibility in Direct Loan, and/or Pell programs. A high cohort default rate can also limit a school to provisional certification [\[III.D-85\]](#).

As a precautionary measure, the College has voluntarily chosen to contract with a third party vendor, Educational Credit Management Corporation (ECMC), to assist students who are at risk of becoming delinquent in their loan repayment. ECMC contacts borrowers at specific intervals during their repayment period to help delinquent borrowers get their payments on track. In addition to providing a service to help students with their debt management, this should also enable the College to minimize its student loan default rate [\[III.D-84\]](#).

Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with federal regulations. The Financial Aid office receives draft default rates and reports for review. A Loan Record Detail Report (LRDR) contains information on the loans used to calculate a school's draft or official cohort default rate. The LRDR lists a school's Federal Family Education Loan (FFEL) and/or William D. Ford Federal Direct Loan (Direct Loan) activity, including but not limited to [\[III.D-85\]](#):

- The number of borrowers who entered repayment during a given fiscal year, and
- The loan status of those borrowers.

Foothill College meets the Standard. It regularly monitors and manages its federal financial aid issuances and ensures compliance with federal requirements. In addition, the College has taken the preventative step of contracting with an outside service to assist students with the loan management.

There are several types of standard agreements set in place by the District; their use is consistent with the District's mission and goals. These standard agreements are used for supplies, services, construction, maintenance, and repairs. All contractual agreements with external entities for services exist to directly support the College mission and goals, as well as the programs that ensure the effective operations of the institution. All contractual agreements of the College are governed by the institutional policies and contain appropriate provisions to maintain the integrity of the institution. The vice president of finance and administrative services monitors all contracts and agreements.

The standard agreements include:

- Independent Contractor Agreement
- Public Works, Repairs, and Maintenance Agreement
- Agreement for Services
- Design Professional Agreement
- Purchase Order Standard Terms and Conditions

The agreements are reviewed by District's legal counsel and updated periodically to reflect changing state and federal laws. Most contracts include nondiscrimination (state) 24 (D) 9 BT 10 0 0 10 89.99 Tf—(ollege ar) 15.1

