

Certification of the Substantial Change Proposal

DATE: April 9, 2013
TO: Accrediting Commission for Community Colleges and Junior Colleges
Western Association of Schools and Colleges
FROM: Foothill College

This Substantive Change Proposal is submitted in accordance with guidelines set by the Accrediting Commission for Community Colleges and Junior Colleges, Western Association of Schools and Colleges. We certify that campus community participated in preparation of this Substantive Change Proposal. This Substantive Change Proposal provides accurate information about the status of distance education at Foothill College.

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SUBSTANTIVE CHANGE PROPOSAL:
DISTANCE EDUCATION PROGRAMS

Foothill College
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January 31, 2013

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Proposal to the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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Institutional Summary

2011-2012

Institution: Foothill College (Foothill-De Anza Community College District)

President: Judy Miner

9. Library

A. Number of Volumes: 92,000

B. Number of Periodical Subscriptions: 238 periodical print titles

Institutional Overview

Foothill College stands out as a top choice for students in California's Bay Area. Foothill's reputation for excellence has been earned by its success in preparing students to transfer, in preparing them to enter a variety of top careers and in offering professional training and lifelong learning opportunities to its community. Students choose Foothill because of the outstanding opportunities available to them, the dynamic faculty and staff and the many support services designed to help them succeed. Foothill College's uniqueness is exemplified by the college's award winning architecture and its picturesque hillside location.

Since its founding when Time Magazine referred to the campus as "a mountaintop among U.S. junior colleges," Foothill has set a high standard in community college education by defining excellence in terms of quality,

Foothill College values the incredible diversity of students on our campus and continually works to meet the needs of this entire population. Foothill College faculty, staff and administrators believe that teaching a multicultural perspective is just as important as teaching reading, writing and technology in today's world.

Our Mission

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Our Values

Honesty, Integrity, Trust, Openness, Transparency, Forgiveness, Sustainability

Our Purpose

To provide access to educational opportunity for all with innovation and distinction.

Our Vision

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

Foothill College offers:

(Adopted by the College Roundtable, February. 24, 1999; Revised by the College Roundtable, June 24, 2009)

Proposal Participants

The following Foothill College campus community members participated in the research, discussion, and

A. Description of Proposed Change and Justification

Description

This Substantive Change Proposal is for approval to offer the following 12 Associate Degrees and three Certificates of Achievement through the distance education mode (see Appendix A for the percentage of total degree and certificate units that are available from courses via distance education delivery):

Degrees

- x AA Art Studio Emphasis
- x AA Art Survey
- x AA Business International Studies
- x AA Communication Stu

The following DE Certificate of Achievement programs that were listed in 2010 Substantive Change Proposal are still active:

- x Accounting
- x Music Technology

Elimination of DE Programs since 2010 Substantive Change Proposal Submitted

- x Video Arts Production
- x Web Programming
- x Word Processing/Desktop Publishing

Relationship to Institutional Mission

its institutional evaluation, planning, and improvement process, Foothill College conducted a review of course and program offerings including courses approved for distance education delivery. This review revealed that the

- x Methods of regular, timely, and effective student/faculty contact that will be employed in the course (as described below).
- x A contingency plan for when the instructor is unavoidably unavailable for a specific period. Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential.

Depending on class design and instructor preference, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact in all online, hybrid, and web-enhanced courses: (It is recognized that instructors of web-enhanced and hybrid courses have more in-person contact with their students and would as such rely less on these methods.)

These effective contact guidelines are the same requirements for all teachers and are in accordance with J1.II.A.7: “Maintains student-fac0t7.47 0 -2(a)-6(w)2(o w)itrell10(w)-2()-10(cuuht(10(w)-2e)4(nt)run)12(ude)4(n6(

Force is responsible for updating the three-year Technology Plan, providing technology infrastructure for the college in support of instruction and student services, and coordinating technology training efforts. Primarily, this committee has been involved in planning Foothill College's distance education technology, equipment, and infrastructure needs, including development and improvements to Foothill's website and online district faculty and student resources.

The Distance Education Advisory Committee is the shared governance body with primary oversight of the delivery of Foothill's distance education programs. The Distance Education Advisory Committee has been primarily involved in developing a Distance Education Plan which includes establishing processes to ensure high quality standards in online courses and instructional and student support service.

FGA is responsible for the assessment, planning, development, and implementation of the distance education program. The Dean of FGA co-chairs the Distance Education Advisory Committee and the Technology Task Force and is a member of the District's Educational Technology Advisory Committee as well as the campus Curriculum Committee. The active involvement of the FGA dean in these Foothill College governance groups is instrumental in coordinating institutional efforts to meet the needs of Foothill College's distance education

The same standards and process in hiring and evaluation are used for all faculty whether they teach distance education courses or on campus courses. Those who teach distance education courses are subject to the minimum standards for hiring that are specified by C

in the development of the form for Separate Approval of Distance Education Courses; and conducted several presentations at district and college “Opening Day” professional development activities.

Technical and instructional design assistance by FGA staff is available to faculty for eight hours a day, five days a week. In addition, the FGA website includes many online resources for faculty (see <http://www.foothill.edu/fga/faculty.php>). FGA provides faculty with educational technology tools, software, and equipment including the Etudes course management system, Edustream video streaming technology, CCC Confer webconferencing, appropriate software for creating interactivity (e.g., Camtasia), and adaptive learning technological accommodations.

Management

Management support for distance education is provided by the Dean of FGA who reports to the vice president of instruction and institutional research. Management support for instructional and student services programs offered via distance education is comparable to that provided for the on-campus version of these programs. As detailed above, FGA services include: technical infrastructure of the distance education program; help desk for students and faculty; and training, support to faculty in meeting accessibility requirements, and one-on-one assistance to faculty developing online courses. In addition, the dean of FGA manages professional development for the college.

Support Staffing

Primary support for the technology infrastructure and training of the distance education program is provided by FGA, staffed by one fulltime dean of FGA, one .75 FTE technology training specialist, one fulltime administrative assistant. An alternative media specialist is also available to faculty for assistance with captioning and transcription of video and audio learning materials. Currently, this position is funded by the Disability Resource Center budget but reports to the Dean of FGA.

FGA Organizational Chart

Computer Access Center

The Foothill College Computer Access Center provides support in the use of adaptive computer technology for students with disabilities. The goal is to mainstream students with the support of assistive technology. Hours of operation are Monday through Thursday 8 a.m. through 4:45 p.m. and Friday 8 a.m.

through 4:15 p.m. Access Center staff includes one lab coordinator/deaf services coordinator.

D2. Evidence of Appropriate Equipment and Facilities, including Adequate Control over any Off-campus Site

FGA is actively pursuing ways to be more efficient in the delivery of services including a recent website redesign that has the potential to decrease student and faculty help desk needs. FGA staff provide personal help desk services to online students via the Internet, phone, and walk-in. Internet support is available five days per week from 8:00 a.m. through 4:30 p.m. Phone and walk-in support is available Monday through Friday from 7:00 a.m. through 5:00 p.m. Usage of FGA services by students and faculty peaks for three weeks each quarter,

education institutions and other organizations that are interested in the Etudes CMS system and are looking for affordable, quality centralized support services. Benefits of Etudes include: course management system hosting and backup services; site and account management; student information system integration for roster importation and site creation; course conversion assistance provided; faculty support; learning communities of practice; staff development training and workshops in tools, instructional design, and pedagogy; and job board for Etudes members. In addition to the above centralized hosting and support services, Etudes leads open source software development of learning tools that are adopted internationally by higher education. Foothill College faculty and FGA staff participate regularly in the Etudes Users Group discussion forum and annual Etudes Summit conferences.

Student Computer Labs

Distance education students have access to the Media Center student computer lab as well as additional computers available in the Krause Center for Innovation, Middlefield Campus Hub, and the library.

The services in the Media Center are available to students Monday through Thursdays: 8 a.m. through 7 p.m., Friday: 8 a.m. through 4:30 p.m. The Media Center provides 20 PC computers, 33 iMac computers, and two scanners for general student use in addition to one Dell PC and scanner for students requiring accommodation, and two PCs purchased for students enrolled in respiratory therapy courses. Each of the computers is equipped with the full Microsoft Office suite, in addition to other software as needed for specific course applications. This lab is open to all registered Foothill College students to use for both class and personal work. The Media Center provides students with access to over 2,500 videotapes, DVDs, audio tapes, CD-ROMs, and computer software related to the classes given at Foothill. In addition, access to reserve materials assigned by faculty is provided. In the Media Center there are video viewing stations, cassette players, and PC and Macintosh computers on which students can view or listen to these materials. The Media Center provides access to the Internet and other electronic resources via computer workstations and wireless connections. Word processing, email and participation in online classes are available in the Media Center. Group study rooms for students are equipped with multimedia hardware.

In 2011, Foothill College joined the Online Community Colleges organization's effort to engage in national marketing of online community colleges (see <http://onlinecommunitycolleges.org/index.php/members/45-foothill-college>).

related to his/her disability, provided that accommodation does not impose an undue hardship on the district or alter essential elements of the curriculum. Foothill College disability access information and procedures for requesting accommodations are available from the Foothill College Disability Resource Center 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

and the Foothill-De Anza Community College District remain on solid fiscal ground even during the current California fiscal crisis and several years of budget reductions to community colleges. In 2012-13, as the state budget recovers through Prop 30 and avoids another round of large budget reductions for community colleges, Foothill-De Anza and Foothill College have several reserve funds set aside to buffer the impact of reduced resources in past fiscal years, and to provide the district with time to make necessary fiscal reductions that are possible for 13-14. Online Distance Education, which has been a part of the Foothill College's education offerings since 1995, is fully integrated into the college's fiscal planning and budgeting process, and is in no danger of losing fiscal support or being reduced. Student demand for online classes continues to grow at a steady pace, and the college's fiscal model is designed to fully fund the needs of distance education into the future.

College Planning and Decision Making for Distance Education

Campus decision-making about course delivery methods is generally made at the academic division level and based primarily on the needs of Foothill's student population, the pedagogical issues associated with delivering high-quality online instruction, and the availability of quality online faculty.

Ongoing analysis and future planning for distance education programs and services is provided via Foothill's college-wide master planning process. Technological support and coordination are addressed through the Foothill College Technology Task Force. 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). The Planning and Resource Council (PaRC) oversees and drives institutional planning agendas for each academic year. Foothill College has implemented a change to the program planning rotational cycle to four years, by division, with annual progress reports completed by all departments. The goal is to achieve ongoing deep reflection of programs and link program planning to program goals, institutional goals, strategic initiatives, student learning outcomes, resource allocation, accreditation, and the educational master plan.

According to the Educational Effectiveness Framework produced by WASC, highly-developed program reviews are systematic and institution-wide, with learning assessment findings a major component. Findings are used to improve student learning, program effectiveness, and supporting processes, and close linkages exist between program planning and institution-level planning and budgeting. A highly effective program review is sustainable, continuous quality improvement, with ongoing and systematic processes used to assess and improve student learning and achievement. Program review processes are disseminated, reviewed, and discussed to undergo ongoing institutional review and refinement to improve institutional effectiveness and program practices, resulting in improvements in student achievement and learning. Based on recommendations from the Integrated Planning and Budget Process Taskforce and the Educational Master and Strategic Planning

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Evaluation of Online Faculty and Courses

FGA provides division deans and faculty with guidelines, checklists, and consultation regarding evaluation of online faculty and courses. During the Spring of 2012, the Distance Education Advisory

Spring 2012 Courses	Success Rate	Retention Rate
Foothill College - DE Courses	64%	79%
All CA Community Colleges - DE Courses	59%	78%
Foothill College - non-DE courses	77%	89%

	Fall 2011				Fall 2012			
	Foothill		Statewide		Foothill		Statewide	
	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate
OVERALL	74%	87%	69%	85%	75%	89%	70%	86%
Online Distance Education (Internet Based) Total	60%	77%	58%	78%	66%	81%	61%	80%
Art-100200	53%	74%	69%	81%	68%	88%	71%	85%
Fine Arts, General-100100	64%	83%	63%	82%	62%	78%	67%	84%
International Business and Trade-050800	61%	87%	55%	76%	61%	88%	60%	81%
Communications Studies-150600	76%	85%	65%	80%	81%	88%	68%	84%
Economics-220400	42%	65%	57%	76%	46%	67%	59%	79%
English-150100	54%	71%	55%	75%	64%	77%	57%	77%
Graphic Art and Design-103000	57%	68%	61%	78%	63%	76%	61%	80%
Humanities-490300	66%	78%	45%	66%	71%	83%	55%	71%
Law & Society (Pre-Law)-140100	61%	80%	63%	77%	61%	78%	61%	79%
Music: General-100400	72%	85%	61%	81%	75%	92%	65%	85%
Physical Education-083500	59%	88%	64%	83%	67%	85%	65%	84%
Psychology, General-200100	65%	81%	59%	79%	68%	83%	62%	83%
Sociology-220800	48%	67%	58%	79%	61%	76%	60%	81%
Non Distance Education Methods Total	78%	90%	70%	86%	79%	91%	71%	87%
Art-100200	81%	92%	75%	87%	87%	97%	76%	89%
Fine Arts, General-100100	76%	93%	68%	86%	78%	93%	70%	88%
International Business and Trade-050800	56%	75%	69%	87%	79%	90%	74%	90%
Communications Studies-150600	76%	87%	77%	88%	84%	92%	78%	89%
Economics-220400	67%	88%	66%	84%	69%	87%	69%	86%
English-150100	71%	86%	68%	85%	77%	89%	70%	87%
Graphic Art and Design-103000	74%	87%	74%	87%	68%	77%	75%	89%
Humanities-490300	70%	85%	69%	85%	77%	89%	71%	87%
Law & Society (Pre-Law)-140100	70%	87%	75%	89%	72%	88%	73%	87%
Music: General-100400	73%	85%	72%	86%	80%	92%	73%	88%
Physical Education-083500	85%	92%	76%	86%	86%	92%	79%	88%
Psychology, General-200100	71%	92%	68%	87%	64%	90%	70%	89%
Sociology-220800	62%	89%	68%	87%	64%	83%	68%	88%

Data Source: CCCC Data Mart

Note: Foothill's success and retention rates for Law & Society and International Business were calculated using institutional data.

Administrative and Peer Evaluation Form (Article 6 and 6A - Evaluation) in the 2010-2013 Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association (<http://fa.fhda.edu/Agreement-2010-2013/appendix/APPENDIX-J1-2012-FINAL.pdf>) under Section 1 Professional Qualities.

SLOs are published on the course Syllabi and beginning with the 2012-

- x Pass the Torch
- x PSME Center
- x Tutorial Center

Mentoring & Peer Support

- x CalWORKs
- x EOPS
- x Honors Institute
- x Puente

New Student Assistance

- x Outreach and Retention Office

Ride Sharing Transportation

- x Zimride, the industry-leading rideshare service sharing.

Veterans & Military

- x Active Duty Students
- x Veterans Resource Center

Support Services Directory

- x Directory of Student Support Services

Student Services and Support Available	Face to Face	Information Available Online	Interactive Services Available Online
Academic Advising and Counseling	x	x	x
Admissions and Registration	x	x	x
Assessment and Placement	x	x	x
Bookstore	x	x	x
Career Services	x	x	x
Disability Resource Center	x	x	x
Extended Opportunity Program	x	x	x
Financial Aid and Scholarships	x	x	x
Health and Psychological Services	x	x	

Student Services and Support Available	Face to Face	Information Available Online	Interactive Services Available Online
Help Desk	x	x	x
Library	x	x	x
Rental Housing System		x	x
Ride Sharing Transportation		x	x
Student Computer Labs	x	x	x
Transfer Center	x	x	x
Tutoring	x	x	x

Academic Advising and Counseling

Face-to-face. The mission of the Counseling Division is to help students make appropriate and successful educational decisions, set achievable and realistic goals, adjust to changing roles in a global society and resolve academic, transfer and career concerns that can interfere with the ability to succeed in their college experience. The Counseling Division provides 30 minute face-to-face and telephone counseling services by appointment on the main campus as well as the Middlefield campus.

Information Available Online. A webpage about academic advising and counseling is available at <http://www.foothill.edu/fga/advisingforums.php>. This webpage contains a link to a Frequently Asked Questions page as well as a link to an online discussion forum.

Interactive Services Available Online. Distance education students have access to individualized academic advising and counseling via an online forum and by telephone, email, and fax. The forum is staffed 11 months per year by three full-time faculty counselors who respond to forum postings within 48 hours. Students can schedule 30 minute face-to-face or telephone appointments with counselors via an online form. A one-unit course (CNSL 90) titled Introduction to Online Learning is taught via the Internet by counselors and introduces students to the various online academic and support services such as counseling and the college library.

Admissions and Registration

Face-to-face. Admissions and registration services are available at the Student Services Building on the main campus and at the Administration Building at the Middlefield Campus. The Admissions office on the main campus is open five days per week for walk-in services. The office hours are Monday through Tuesday, 7:30 a.m.-7 p.m., Wednesday through Thursday, 7:30 a.m.-5 p.m., and Friday, 8 a.m.-3 p.m.

Information Available Online. The Admissions and Registration webpage (<http://www.foothill.edu/admissions.php>) provides online access to the following information and services:

Apply for Admission; Before You Register; Counseling and Advising; Fees and Refunds; Financial Aid; High School Student Enrollment; International Students; Registration Problems; Student Right-to-Know; Testing Services; Transfer Planning; Wait-List Process; Dates & Deadlines; Get Started; Tips for New Students; Adding Classes; Dropping Classes; Parking Permits; Social Security Privacy; Veterans' Assistance; Withdrawing for Military Duty; Add a Class, Forms, Drop a Class; Get My Grades; Order My Transcript; Pay My Fees; Register for Classes; Update My Student Information; Class Schedule; College Catalog; and Degrees and Programs of Study. The webpage for prospective students (<http://www.foothill.fhda.edu/prospective.php>) provides links to the following information: Admission & Registration; Apply Online; Earn Credit in High School; When to Register; Degrees & Programs of Study; Schedule of Classes; Testing Services; Transfer to a 4-Year College; Financial Aid & Scholarships; Tuition & Fees; CalWORKS; Counseling and Advising; College Publications; Disability Resource Center; Veterans & Active Military; About Foothill; Campus Map; Campus Tours; Main Campus Hours; Middlefield Campus Hours. Admissions, Counseling, Financial Aid, and Transfer forms are available for students to download as PDF documents (<http://www.foothill.fhda.edu/reg/forms.php>).

Detailed information about lower division major course preparation for UCs and CSUs may be obtained via the Internet using Assist.org (<http://www.Assist.org>). The California Virtual Campus Course Catalog lists information about 190 online courses available to students. For more information, visit the website at <http://www.cvc.edu>. The California Virtual Campus Course Catalog lists information about 190 online courses available to students. For more information, visit the website at <http://www.cvc.edu>. The California Virtual Campus Course Catalog lists information about 190 online courses available to students. For more information, visit the website at <http://www.cvc.edu>.

Distance education students may take their placement tests for English, English as a Second Language or mathematics at a community college assessment/testing center located near them. The selected center will need the ability to administer an online test. The student has the test center staff email proctor information to the

Career Services

Face-to-face. Foothill College & Career Connections (<http://www.foothill.edu/fccc/>) coordinates community outreach to middle and high school students, regional occupational programs and adult education, in addition to

link between outpatient rehabilitation and full community reintegration to adults recovering from stroke), Adapted Physical Education program, and Accessibility Locations Map.

Interactive Services Available Online. Students can submit their requests for accommodations via an online form each quarter for each course in which they are enrolled.

Extended Opportunity Program & Services

Face-to-face. The Foothill College EOPS Department is located in the lower campus Student Services building. The Front Desk, Peer Advisors, Outreach, and Tutorial Center provide services in-person.

Information Available Online. The Extended Opportunity Program & Services webpage contains information about Book Services, Financial Assistance, Counseling, Peer-Advising, Tutoring, Readiness Program, CARE (Cooperative Agencies Resources for Education), and Additional Services, Fees, Counseling, Educational Plan, EOPS Peer-Advising, and CARE Program, and EOPS Tutorial Center. The webpage has links to EOPS Eligibility, How to Apply, EOPS Services, EOPS Tutorial Info, Student Responsibilities, Calendar (pdf), October Events (pdf), contacts, CNSL 175, Newsletter (pdf), Forms, and Book Exchange.

Interactive Services Available Online. Student Services Book Exchange is provided as a service to the community, by the Foothill College Student Services organization for soliciting book exchanges only. This interactive online service (<http://www.foothill.edu/books>) allows student to view listings and create listings of books for exchange. Foothill College EOPS Department is on Facebook (<http://www.facebook.com/EOPSonthehill>) where students can share photos, links, and event information with each other.

Financial Aid and Scholarships

Face-to-face. The Financial Aid Office is located on the main campus and has staff to serve student financial aid and scholarship needs in-person.

Information Available Online. The Financial Aid Office website (<http://www.foothill.edu/financialaid>) provides information on financial aid and scholarship opportunities. The website also includes information on the application process, deadlines, and contact information for the Financial Aid Office.

Student awards and account balances are also easily viewable through the MyPortal system.

Health Services

Face-to-face. Clinical health and medical services are available to students at the on-campus Health Center. Services include clinic services, transfer physical exams, allied health physical exams, diagnosis and treatment for cough, cold and rash, sexually transmitted infection screening, pregnancy testing, birth control methods, free nutrition counseling, treatment of urinary tract infections, prevention educational materials, HIV testing, immunization vaccines, and acupressure massage.

Information Available Online. Health Services offers Foothill Students FREE access to Student Health 101, an online magazine that promotes better health throughout college campuses. In addition, the Health Services webpage provides links to health information relevant to college students and information about Clinic Location, Clinic Hours, and phone num(H)2(oP(a)4(1)-2(t)22(on,, 0 Tz.004 7)-2(i)-2(nks)-1(t)-2(o he)4(a)4(1)-3(n)-10

and Friday from 8 a.m. to 4:30 p.m., and in the summer session, Monday through Thursday from 8 a.m. to 4:30 p.m. Reference librarians are available by telephone, by email, and in person to answer questions and provide research assistance, using traditional print and state-of-the-art electronic resources and offering suggestions on research strategies and online searching tips. The library provides access to the Internet and other electronic resources via computer workstations and wireless connections. Librarians also offer instruction through library tours, workshops tailored to particular classes, and a library science course titled Research Paper Search Strategies.

Information Available Online. The library webpage (<http://www.foothill.edu/library>) lists services, hours of operation, and telephone numbers as well as links to book resources, research assistance, and databases. The library's ongoing transition from print to online sources is a boon to distance-learning students, who have access to 12,000 e-books, 26,000 e-journals, 40 databases, and 3500 streaming videos. In addition, the library home page offers a variety of instructional materials: a guide to off-campus library services that introduces students to research strategies, subject guides designed especially for Foothill students, and library tutorials.

Interactive Services Available Online. Students may submit a question via email at any time using the "Ask a Librarian" link available on the library home page and typically receive a response within 24 hours although response times are longer over weekends and when classes are not in session. Upon registering for classes, distance education students are assigned an ID number that can be used to access Library resources via the Internet 24/7: 12,000 e-books, 26,000 e-journals, 40 databases, and 3500 streaming videos; they may place holds on books and renew materials through the online catalog. Online self-help tutorials provide information on the library's resources and instruction on how to use them, and a tool called NoodleBib guides them through the steps of creating a Works C

students to easily coordinate with other students for sharing rides to campus.

Student Computer Labs

Face-to-face. Distance education students have access to the Media Center student computer lab as well as additional computers available in the Krause Center for Innovation, Middlefield Campus Hub, and the Library. The services in the Media Center are available to students Monday through Thursdays: 8 a.m. through 7 p.m., Friday: 8 a.m. through 4:30 p.m. The Media Center provides 20 PC computers, 33 iMac computers, and two scanners for general student use in addition to one Dell PC and scanner for students requiring accommodation (Adaptive Learning) and two PCs purchased for students enrolled in respiratory therapy courses. Each of the computers is equipped with the full Microsoft Office suite, in addition to other software as needed for specific course applications. This lab is open to all registered Foothill College students to use for both class and personal work. The Media Center provides students with access to over 2,500 videotapes, DVDs, audio tapes, CD-ROMs, and computer software related to the classes given at Foothill. In addition, access to reserve materials assigned by faculty is provided. In the Media Center there are slide and video viewing stations, cassette players, and PC and Macintosh computers on which students can view or listen to these materials. The Media Center provides access to the Internet and other electronic resources via computer workstations and wireless connections. Word processing, email and participation in online classes are available in the Media Center.

The Krause Center for Innovation (KCI) operates an open access multimedia lab Monday through Friday, 7:30 a.m. through 8:30 p.m. and Saturday 9 a.m. through 5 p.m. The entire KCI building is wireless (inside and out). It has 37 PCs and 21 large monitor Macs in the KCI open lab. One computer station provides priority use by students needing disabled student access. The Middlefield Campus Hub provides computer lab services to students Monday through Thursday from 9 a.m. to 9 p.m.

Information Available Online. A webpage lists links to information about student computer labs on campus (http://www.foothill.edu/fga/campus_computer_labs.php). Most (but not all) students enrolled in computer science courses have UNIX accounts created for them automatically at the start of each quarter. Many instructors require their students to interact or upload completed course work to our UNIX systems. It is the responsibility of the student to learn how to access their account and learn to use appropriate tools when interacting with the system by following instructions provided on the UNIX Lab webpage.

Interactive Services Available Online.

in a distance education mode have been reviewed for quality standards and approved by the Foothill College Curriculum Committee in accordance with California administrative code and regulation using a Separate Distance Education Approval process. Documentation of approval for each course, program, and distance education delivery method is available upon request.

F. Evidence that Each Eligibility Requirement Will Still be Fulfilled

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. Authority

Foothill College is authorized to operate as a public educational institution and to award degrees by the State of California. Title 5 of the Administrative Code prescribes the structure for offering Associate degrees, Certificates of Achievement, and Certificates of Completion.

Foothill College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Foothill-De Anza Community College District. Foothill is accredited by the Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges. This organization is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. The college is also accredited by the Council of Dental Education of the American Dental Association, Council of Medical Education, American Medical Association and Federal Aviation Administration.

2. Mission

Foothill College's mission statement is clearly defined, adopted by the board of trustees, and published. The board of trustees publicly affirms the college's educational mission statement, and r. T aA |•"-*Yâ' 3æ *C"

). Foothill College's mission supports its commitment to ach a.NÁÀ Ã
The five-member board of trustees of the Foothill-De Anza Comm
policymaking board, which ensures that the district's educational mis
being implemented. The board also ensures the quality, integrity,
De Anza colleges. Members are elected for four-

4. Chief Executive Officer

Foothill College's chief executive officer is Dr. Judy Miner, who began her position in July 2007. The chief executive officer is appointed to her role as president by the board and her primary responsibility is to the institution. The board delegates to the president the authority to administer board policies for the college. Neither the college president nor the district chancellor serves as chair of the board.

5. Administrative Capacity

The number of administrative staff members at Foothill College supports the services necessary to carry out the institution's mission and purpose. Their preparation and experience are scrutinized through an open and competitive employment process.

6. Operational Status

Foothill College is fully operational, with most students actively pursuing the college's degree programs.

7. Degrees

Of all educational offerings, 68 percent lead to associate degrees or certificates of achievement.

8. Educational Programs

The college's Course Catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Degree programs are in line with the college's mission, based on recognized fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. Every course outline contains course objectives that are achieved through class content, assignments, and activities.

9. Academic Credit

Foothill College awards academic credits in accordance with Division 6, Chapter 6 (California Community Colleges: Curriculum and Instruction), of Title 5 of the California Code of regulations. The quarter unit is based on 12 hours of student contact for lecture and 36 hours of student contact in laboratory. The college awards academic credit based on this standard of instructional activity. The award of academic credit for each course is clearly delineated in the Course Catalog.

10. Student Learning and Achievement

Foothill College has established Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs) processes that identify the unique contributions and efforts that student and administrative services utilize to support student retention, success and learning. Our new planning and budgeting processes have placed student learning and program review at its core, which has further solidified our culture of both curiosity and evidence. In Fall 2010, the program review process expanded to place emphasis on specific program learning outcomes and our Four Core Competencies while re-centering our focus from budgetary issues towards student equity, retention and success.

responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

14. Student Services

Student services are comprehensive and accessible to all students. The array of services is provided based on the college mission and on the assessment of student needs.

15. Admissions

Foothill College maintains an “open door” admissions policy. This policy is consistent with the college mission statement, the Education Code, Title 5 regulations, and the statewide mission for California Community Colleges. These policies are printed in the college catalog and made available via the Foothill College website.

16. Information and Learning Resources

and cyclical planning and budgeting model that enables our college to more effectively use existing resources to drive our Strategic Plan and to support student learning. The charge was to begin using these new decision-making processes during the 2009-10 academic year. Foothill College has implemented a change to the program planning rotational cycle to 4 years, by division, with annual yearly progress reports completed by all departments.

20. Public Information

Foothill College publishes its catalog and schedule of classes in both print and electronic formats available through its website. Beginning in 2011, the schedule of classes is primarily online. Foothill College publishes in its catalog and schedule, and posts on its website, precise and up-to-date information on the following: general information: (including educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of board of trustees members); requirements: (including admissions; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements); and major policies affecting students.

21. Relations with the Accrediting Commission

Foothill College submitted a Self Study report to ACCJC in 2011 and a Follow Up Report in October of 2012. On February 1, 2012, the ACCJC reaffirmed accreditation with the requirement that the college complete a Follow Up Report. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the college are complete, accurate, and honest.

Foothill College views accreditation as an ongoing process and invites community members, students, faculty and staff to be informed and participate. Essential elements of the 2012-2013 cycle include a Follow Up Report and visit by an ACCJC Evaluation Team, further implementation of program review and the college integrated planning and budgeting structure, and update to our educational master plan.

G. Evidence that Each Accreditation Standard Will Still be Fulfilled in (b)(3)(B)(d)(pl)-2(a)(4)(nmi)-fv1(e)(4)(a)

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs: Foothill College's strategic plan was developed by a taskforce comprised of representatives from the Academic Senate, Classified Senate, Associated Students of Foothill College, and Office of Instruction and Institutional Research Task Force. The purpose of the Educational and Strategic Master Plan (ESMP) is to provide long and short-term direction to reach the vision of Foothill College, in support of student learning and institutional effectiveness. Version 2 of the 2010-2020 Educational and Strategic Master Plan was approved in June 2011 by the Planning and Resource Council (PaRC). The ESMP team and PaRC are constantly updating this plan and post updates to the College website. Foothill College goals reflect its institutional values, purpose and mission, which is reflected in the four core mission workgroups: Basic Skills, Transfer, Workforce and Stewardship of Resources.

B. Student Support Services: Foothill College provides distance education students with student support services that are comparable in quality with services for on-campus students. A concerted effort has been made to raise awareness among staff and administrators of the need for continued support of quality student services for distance education students. Distance education students have ready access to the following Student Support Services via the Internet, email, and telephone: Financial Aid, Academic Advising and Counseling, Foothill College Bookstore, Technical Help Desk, and Assessment and Placement. Starting summer 2010, students can obtain many Admissions and Registration services such as enrollment, class schedule, checking the status of their financial aid application and awards via a password-protected and secure student portal on the Internet (<http://myportal.fhda.edu>).

Financial Aid

Students can check their financial aid application and awards status via the Internet at an online portal called myportal.fhda.edu. Students are able to track the completion of their financial aid file and loan requirements on their own on-line account. Upon request, students can receive a financial aid newsletter delivered via email. Most information and forms for financial applications are available via the Internet from the financial aid webpages (<https://www.foothill.edu/aid/>) such as Financial Aid TV, Board of Governors Enrollment Fee Waiver, and the FAFSA application. After Foothill College receives a student's FAFSA application, the following will occur: Foothill College Financial Aid Office will e-mail the student with instructions to view their application status at the Financial Aid webpages. The student can then use a PIN number to access the site and check their application status and print an

Distance education students have access to individualized academic advising and counseling via an online forum and telephone, email, and fax (<http://www.foothill.edu/fga/advisingforums.php>). The forum is staffed 11 months per year by three fulltime faculty counselors who respond to forum postings within 48 hours. Students can schedule 30 minutes face-to-face or telephone (and Skype) appointments with counselors via an online appointment system. In addition, a Q&A service is available for all student service areas called Ask Foothill (<https://foothill.intelliresponse.com/students>).

Foothill recently adopted a Banner application named DegreeWorks, which provide automated degree planning. All students, including distance learners, can benefit by building scenarios of their academic plans.

A webpage with frequently asked questions about academic advising and counseling is also available (<http://www.foothill.edu/fga/advisingforums.php>). A one unit course titled Introduction to Online Learning is taught by counselors and presents to students the various online academic and service supports such as the library.

Basic career services are currently available to distance education students via telephone, email, and the Internet (<http://www.foothill.edu/career>). Foothill provides an online job posting board (<http://www.foothill.edu/career/jobsearch.php>). The purpose is to provide internship, part-time and full-time job searches for Foothill College students and program graduates. Online videos on a variety of topics, such as How to Choose a Major, Resume Writing, are available. The videos enhance in-person workshops (<http://www.foothill.edu/career/workshops.php>). The website provides online resources listed by category. 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.

Delivery of Course Material

Books and other required course materials are available for online purchase via the online Foothill College Bookstore. A direct link is available from the student information page of the FGA website. Students may also purchase books and course materials from other sources. Books, articles, and other library resources are

Appendix A: Distance Education Analysis of Foothill Degrees and Certificates – Fully Online Courses with Distance Ed Approval Offered at least once during Summer 2009- Fall 2012

Degree Program 2012	Discipline-specific Units Required	Discipline Units Available as DE	% Total Discipline Units Available as DE 2010	% Total Discipline Units Available as DE
Accounting	47	47	100	90
American Studies	33	33	100	88
Anthropology	32	32	100	100

Art History

Degree Program 2012	Discipline-specific Units Required	Discipline Units Available as DE	% Total Discipline Units Available as DE 2010	% Total Discipline Units Available as DE
Music Technology	31.5	31.5	100	83
Philosophy	33	22	67	67
Physical Education	34	21	62	
Psychology	33	33	100	100
Psychology for Transfer	28	28	100	
Sociology	30	30	100	100
Sociology for Transfer	25	25	100	
Women's Studies	33	25	76	88

**Certificate of
Achievement
Program**

Total Units

Appendix C: Foothill Courses Offered via Distance Education that Fulfill General Education Requirements

General Ed Requirements 2012-2013

Completion of the Foothill College general education pattern requires that students successfully earn a minimum of 30-35 units from the courses listed at Gen Ed Degree with at least:

- x One course in each Area
 - x Area I: Humanities
 - x Area II: English
 - x

ANTH 8	Introduction To Archaeology	4
BUSI 22	Principles Of Business	4
CHLD 1	Child Development: Prenatal To Early Childhood	4
CHLD 2	Child Development: Middle Childhood To Adolescence	4
ONLINE COURSE	TITLE	UNITS
ECON 1A	Principles Of Economics (Macro)	5
ECON 1B	Principles Of Economics (Micro)	5
ECON 9	Political Economy	4
ECON 25	Intro To Global Economy	4
GEOG 2	Human Geography	4
GEOG 5	Introduction To Economic Geography	4
GEOG 10	World Regional Geography	4
HIST 4A	Western Civilization To 800 Ad	4
HIST 4B	Western Civilization 700 - 1800 Ad	4
HIST 4C	Western Civilization 1789 - Present	4
HIST 10	History Of California	4
HIST 17A	Hist Of Us - To 1816	4
HIST 17B	Hist Of Us 1812 To 1914	4
HIST 17C	History Of Us From 1900 To Present	4
HIST 18	Intro To Middle Eastern Civ	4
HIST 20	History Of Russia & The Soviet Union	4
PHED 2	Sport In Society	4
POLI 1	Introduction To American Government	5
POLI 3	Intro To Political Phil/Political Theory	5
POLI 9	Political Economy	4
PSYC 1	General Psychology	5
PSYC 4	Introduction To Psychobiology	4
PSYC 10	Research Methods & Designs	5
PSYC 14	Childhood And Adolescence	4
PSYC 21	Psychology Of Women	4
PSYC 25	Introduction To Abnormal Psychology	4
PSYC 30	Social Psychology	4
PSYC 33	Introduction To Personality Psychology	4
SOC 1	Introduction To Sociology	5
SOC 10	Research Methods & Design	5
SOC 11	Introduction To Social Welfare	5
SOC 15	Law & Society	4
SOC 19	Alcohol & Drug Abuse	5
SOC 20	Major Social Problems	4
SOC 21	Psychology Of Women: Sex & Gender Differences	4
SOC 23	Race & Ethnic Relations	4

SOC 30	Social Psychology	4
SOC 40	Aspects Of Marriage And Family	4
SPED 62	Psychological Aspects Of Disability	4
WMN 5	Introduction To Women's Studies	4
WMN 21	Psychology Of Women: Sex & Gender Differences	4

Area V - COMMUNICATION AND ANALYTICAL THINKING

ONLINE COURSE	TITLE	UNITS
COMM 55	Career & Leadership Communication In The Global Workplace	5
ENGL 1B	Composition, Critical Reading & Thinking	5
MATH 10	Elementary Statistics	5
PHIL 1	Critical Thinking & Writing	5

Area VI - U.S. CULTURES AND COMMUNITIES

ONLINE COURSE	TITLE	UNITS
COMM 10	Gender, Communication & Culture	5
COMM 12	Intercultural Communication	5
ENGL 7	Native American Literature	4
ENGL 40	Asian American Literature	4
FA 2	Popular Culture & United States History	4
or MDIA 12	Popular Culture & United States History	4
HIST 10	History Of California: The Multicultural State	4
SOC 8	Popular Culture	4
WMN 5	Introduction To Women's Studies	4

Area VII - LIFELONG UNDERSTANDING

ONLINE COURSE	TITLE	UNITS
CNSL 90	Introduction To Online Learning	1
COMM 10	Gender, Communication & Culture	5
COMM 12	Intercultural Communication	5
COMM 55	Career & Leadership Comm In Global Workplace	5
CRLP 70	Self-Assessment	3
HLTH 21	Contemporary Health Concerns	4
LIBR 10	Research Paper Search Strategies	1
PHED 4	Concepts Of Physical Fitness & Wellness	4
SPED 61	Introduction To Disabilities	4

MINIMUM PROFICIENCY - ENGLISH/MATH

ONLINE COURSE	TITLE	UNITS
ENGL 1A	Composition And Reading	5
or ESLL 26	Advanced Composition & Reading	5

**Appendix D: 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 following questions:

a = Strongly Agree

b = Agree

c = Disagree

d = Strongly Disagree

e = No Opinion/Not Applicable

About the Course:

1. The course contributed to my general knowledge and education.
2. Text/s and other instructional materials were appropriate and useful.
3. Course objectives and grading policies were specifically stated in writing and clearly explained.
4. Amount and types of assigned course work were appropriate.
5. Course content was well organized.
6. Course activities were appropriate.
7. Tests were clearly written and related to subject matter.
8. Grading was fair and impartial.

19. Provided course materials online regularly and on time.

20. I would recommend this instructor.

APPENDIX J2W (ONLINE)

STUDENT EVALUATION FORM: FOR INSTRUCTIONAL FACULTY - PART B

Foothill-De Anza Community College District

Your Written Responses Will Be Forwarded To Your Instructor After The End Of The Quarter
Instructor _____

Course (department, number) _____

Quarter/Year _____

PART B

Written Evaluation (please respond to the following):

1. What did you like about this course?
2. What did you dislike about this course?
3. What specific changes could improve this course?
4. Please make any additional comments or suggestions about this course and/or this instructor.