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.

Judy Miner   *President, Foothill College*

Dolores Davison   *President, Academic Senate*

Erin Ortiz   *President, Classified Senate*

Joseline Diaz   *President, Associated Students*

Denise Swett   *Vice President, Student Services*

Kurt Hueg   *Accreditation Liaison Officer*

Kimberlee Messina   *Vice President, Instruction and Institutional Research*

Judy Miner, President

SUBSTANTIVE CHANGE PROPOSAL:
DISTANCE EDUCATION PROGRAMS

Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022
January 31, 2013

Submitted by:

Kimberlee Messina, Vice President of Instruction and Institutional Research

Kurt Hueg, Accreditation Liaison Officer

Authored by:
Judy Baker, Dean

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

1. Year Founded: 1957

2. Calendar Plan: Quarter

3. Degrees and Certificates Offered:
Associate in Arts: 45
Associate in Science: 35
Certificate of Achievement: 58

4. Enrollment:
2011-2012 Fiscal Year
Enrollment (headcount) = 133,081
Full time Equivalent Students (FTES) = 13,372 (residents and nonresidents)
Total sections = 4952

5. 2011-2012 Academic Year Faculty:
Full-time = 193
Part-time = 316

6. Finances:
A. Operating expenditures: 2011-2012 = $81,346,991
B. Percent of operating expenditures from tuition and fees: 100%
C. Operating deficit(s) for past three years: $0
D. Current accumulated deficit: $0
E. Operating Expenditures: $0

7. Governing Board:
A. Size: 7 (Five elected district residents, two student trustees)
B. Meetings per year: 12

8. Asynchronous Internet-Based Offerings:
2011-2012 Fiscal Year
DE Enrollment = 33,004 (24.8% of total enrollments)
DE FTES: 3,519 (26.3% of total FTES)
DE Sections = 890 (18% of total sections)

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, integrity and the success of its students. Today, Foothill continues that tradition of excellence by offering students a high quality general education curriculum, high-demand career programs, support services and state-of-the-art facilities. Foothill career program graduates score in the top 90th percentile on nation-wide skill examinations and students who gain our associates degrees increase their earning power by 40 percent just three years after graduation. Foothill students transfer to UC campuses like Berkeley and UCLA, to CSU campuses such as San Jose State, San Francisco State and San Luis Obispo and to a variety of private universities including Stanford, Santa Clara University, USC, Cornell, the University of San Francisco, and many others.

Foothill strives for distinctiveness and innovation through its leadership in academic programs. Foothill was the first California community college to offer instruction via the Internet and now offers more online classes than any other Bay Area community college.

With the Passage of Measure E in 1999, a $248-million general obligation bond for facilities renovation and construction in the Foothill-De Anza Community College District and Measure C in 2006, Foothill is poised to meet the needs of the Silicon Valley far into the future. The campus is undergoing a comprehensive renovation to update and preserve its original facilities and create new buildings to serve the needs of coming generations. Classrooms are being renovated, educational technology updated and dilapidated furnishings replaced. Measure C also designates funding for the acquisition of a permanent site for the Foothill College Middlefield Campus, located at the Cubberley Community Center in Palo Alto.

Students attending Foothill College achieve their goals because relevant instruction occurs in an engaging, stimulating, inclusive manner, and any support service they need is provided. Students feel accepted as part of the Foothill family and realize they made the right choice in choosing Foothill to further their education and personal development.

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:
- An associate in arts or associate in science degree, or specialty certificate
- Preparation for transfer to another college, university or post-secondary institution
- Career education, training, and services
- Basic skills, English as a Second Language (ESL), leadership skills and student development;
- Student support services to promote student success

Foothill's success is measured by the following quality indicators:
- Access: Educational Opportunity for All
- Student Success: Completion of Student Goals
- Pedagogy, Scholarship, and Support of Learning
- Climate for Learning
- Fiscal and Enrollment Stability
- Reputation: Innovation and Distinctiveness

(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 preparation of this proposal. This proposal was presented to a variety of shared governance committees and campus constituency groups in October 2012, including the Distance Education Advisory Committee with representatives of faculty, staff, and student groups. In October 2012, a full initial draft of the proposal was posted to the Foothill College website for comment. Comments were accepted and final revisions were made in [insert date]. This proposal was approved by the President's Cabinet on [insert date].

Individuals who actively participated in the development of this Proposal include:
- Mark Anderson, Dean, Fine Arts and Communication Division
- Judy Baker, Dean, Foothill Global Access
- Laureen Balducci, Dean, Counseling Division
- Jerry Cellilo, Instructor, Counseling Division
- Dolores Davison, President, Academic Senate and Instructor, Business and Social Sciences Division
- Bernie Day, Articulation Officer
- Kevin Harral, Director, Financial Aid
- Carolyn Holcroft, Instructor, Biological and Health Sciences Division
- Kurt Hueg, Associate Vice President, External Relations
- Akemi Ishikawa, Administrative Assistant, Foothill Global Access
- Gay Krause, Director, Krause Center for Innovation
- Elaine Kuo, College Researcher
- Judi Mcalpin, Campus Supervisor, Middlefield Campus
- Kimberlee Messina, Vice President, Instruction and Institutional Research
- Joe Moreau, Vice Chancellor, Technology
- Cori Nunez, Curriculum Coordinator, Office of Instruction
- Teresa Ong, Director, Disability Resources Center and Veterans Resource Center
- Eloise Orrell, Interim Dean, Biological and Health Sciences Division
- Erin Ortiz, President, Classified Senate
- Linda Robinson, Instructional Associate, Tutorial Center
- Paul Starer, Dean, Language Arts Division and Learning Resource Center
- Denise Swett, Vice President of Student Services
- Mary Thomas, Librarian, Learning Resource Center
- Shirley Treanor, Vice President, Institutional Resources and Instruction
- Kathleen Turner, Assessment Specialist
- Glenn Violett, Interim Dean, Business and Social Sciences Division

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
- AA Art Studio Emphasis
- AA Art Survey
- AA Business International Studies
- AA Communication Studies
- AA English
- AA Graphic & Interactive Design
- AA Humanities
- AA Law and Society (Pre-Law)
- AA Music: General
- AS Physical Education
- AA Psychology for Transfer
- AA Sociology for Transfer

Certificates of Achievement
- Art Survey
- Economics
- Pro Tools

The following DE degrees that were listed in 2010 Substantive Change Proposal are still active:
- AA Accounting
- AA American Studies
- AA Anthropology
- AA Art History
- AA Business Administration
- AA Economics
- AA General Studies-Humanities
- AA General Studies-Social Science
- AA Geography
- AA History
- AA Music Technology
- AA Philosophy
- AA Psychology
- AA Sociology
- AA Women's Studies

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

- Accounting
- Music Technology

Elimination of DE Programs since 2010 Substantive Change Proposal Submitted

The following Degree Programs have been eliminated since the 2010 Substantive Change Proposal was submitted.

- Business Tech: Office Admin
- Computer Science
- Computer Software Development
- Database Management
- Enterprise Networking
- Informatics
- Interactive & Multimedia Technologies
- Internet Technology Web Programming
- Political Science
- Video Arts - Media Studies
- Video Arts Production

The following Certificates of Achievement have been eliminated since the 2010 Substantive Change Proposal was submitted:

- Accounting/Spreadsheets
- Art History
- Informatics
- Interactive & Multimedia Technologies
- Internet/Electronic Commerce
- Internet Technology - Electronic Business Major
- Internet Technology - Web Programming Major
- Internet Technology - Web Admin Major
- Level II (A+)
- LINX/UNIX System Operation & Admin
- MCITP Server Administrator
- Media Studies
- Object-Oriented Software Using C++
- Office Mgr - General Office
- Office Mgr - Office Computing
- Oracle Database Administration
- Oracle Database Developer
- Video Arts - Media Studies

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

Relationship to Institutional Mission

The mission of Foothill College states: "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." One of six quality indicators of success in achieving the mission is "Access: Educational Opportunity for All" which is addressed by providing distance education delivery (Foothill Roundtable, June 24, 2009). In particular, distance education scheduling provides working adults, single parents, and students with physical disabilities with greater access to education.

As a means to increase access to education, Foothill College has offered internet-based distance education courses for over 12 years. In addition, it has built and maintained comprehensive instructional and student support services available for distance education students. Faculty and staff engage in iterative processes to monitor, evaluate, and improve the quality of distance education instruction and services. Foothill College's distance learning program is called Foothill Global Access (FGA). It offers a wide complement of services in support of faculty and students engaged with distance education courses.

The mission of FGA is to increase educational access for students by supporting technology-mediated delivery of high quality instruction and providing students with a flexible, convenient, and cost-effective system for achieving their educational goals. The FGA mission aligns with the College Mission by emphasizing educational access and providing students with the scheduling and logistical flexibility they need to overcome barriers to success in their educational pursuits.

Foothill College on-campus facilities reach capacity at peak hours such as 10 a.m. and 11 a.m. To increase our capacity to serve students, construction and renovation projects are underway and will continue for several years, including the construction of a new Physical Sciences and Engineering complex which will house the Science Learning Institute, focusing on STEM careers and transfer programs, due to be completed in Winter of 2013. Distance learning delivery of instruction provides Foothill College with a means to expand enrollment without impacting facilities on campus. The college's well-developed and successful FGA distance learning program, which has continued to expand, offers courses via the Internet using Etudes online course delivery software.

Rationale for Change

By providing approved degrees and certificates via distance education, Foothill College can address its strategic goal for "providing access to outstanding educational opportunities for all of our students." As part of

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 number of courses approved as distance education courses decreased by 19 percent from 612 in 2010 to 497 in 2012. This decrease is due to the elimination of several degree programs.

The number of enrollments in fully online courses has grown to 30,962 and the number of FTES was 3,519 in 2011-2012 (including the 2011 summer session). In 2011-2012, enrollment in fully online distance education courses was 25.9 percent of total enrollment and 26.3 percent of total FTES at Foothill College. In 2011-2012, Foothill offered 705 individual course sections fully online as distance education courses. This represents approximately 13.2 percent of the total number of course sections offered.

A total of 253 different fully online distance education courses were scheduled at least once at Foothill College during 2009-2010, 2010-2011, and 2011-2012 academic years and fall quarter of 2012 (see Appendix B for the complete list).

An analysis of these distance education course offerings determined that 12 degree programs and three certificates of achievement can be completed by taking 50 percent or more courses via distance education (fully online). Of these, it was determined that 100 percent of 4 degree programs can be completed by taking online courses:
- AA Music: General
- AA Psychology for Transfer (exception: COMM , oral communications courses may not be used on GE/Breadth or IGETC Area 1C for CSU admission and transfer)
- AS Sociology for Transfer (exception: COMM, oral communications courses may not be used on GE/Breadth or IGETC Area 1C for CSU admission and transfer)

Distance Ed (fully online)	2009-2010 Fiscal Year	2010-2011 Fiscal Year	2011-2012 Fiscal Year
DE credit FTES Count % of all	3,324 20%	3,306 22%	3,519 26%

Source: California DataMart, Retrieved October 10, 2012

Submission of this Substantive Change Proposal is warranted given the addition of new online degrees and elimination of others at Foothill College.

Foothill College conducted an analysis of its courses, sections, and programs with respect to distance education offerings using three different sources of data:
1. The Foothill Catalog, which details all curricular requirements for Foothill's certificate and degree programs (based on 2012-2013 Curriculum Sheets)
2. The Foothill College C3MS database, which lists all active Foothill courses approved to be offered through the distance education mode

3. The historical record of on-campus and distance education course section offerings

Using this information, each Foothill College degree and certificate program was analyzed to determine if 50% or more of the program could have been completed by enrolling in fully online courses offered over a three year time period during the 2009-2010, 2010-2011 and 2011-2012 academic years and fall quarter of 2012.

First, it was confirmed that 100 percent of Foothill College 2012 general education requirements could be met by successfully completing only online courses (see Appendix C). Then, it was determined what percentage of a degree or certificate program could be completed by taking online courses. Also, 100 percent of GE/Breadth and IGETC General Education requirements can be met by successfully completing only online courses with one exception: COMM, oral communications courses may not be used on either the GE/Breadth or IGETC Area 1C for CSU admission and transfer.

This estimated percentage of a program represents how much of the degree requirements could be completed via distance education if a student only selected courses approved to be offered fully online via distance education from among all restricted elective options and required courses during the 2009-2010, 2010-2011 and 2011-2012 academic years and fall quarter of 2012.

The analysis results (see Appendix A) confirmed that 12 degree programs and three certificates of achievement could be completed 50 percent or more via distance education.

These results were presented to Foothill College's administrative leadership and the Distance Education Advisory Committee. Subsequently, the college's leadership approved submission of this substantive change proposal.

B. Description of Educational Programs to be offered

The programs proposed to be offered via distance education are already offered with traditional on-campus delivery of instruction. Major, general education, and graduation requirements are identical for both distance education and on-campus programs.

The requirements for the associate in arts degree or associate in science degree include completion of (1) a minimum of 90 units in prescribed courses; (2) a minimum of 24 units taken at Foothill College; (3) a grade point average of 2.0 or better in all college courses including Foothill courses; (4) a major of at least 27 units in a curriculum approved by the Foothill Curriculum Committee; and (5) the seven general education requirements listed below. Many associate degree programs require English proficiency: ENGL 1A, 1AH, 1S & 1T, ESLL 26 or equivalent and mathematics proficiency: MATH 57, 105, 108 or equivalent.

Completion of the Foothill College general education pattern requires that students successfully earn a minimum of 30-35 units from the courses listed in the 2012-2013 catalog with at least one course in humanities, English, natural sciences (with lab), social and behavioral sciences, communication and analytical thinking, United States cultures and communities, and two courses in lifelong learning from two different academic departments. Courses may only be used in one area.

The change in mode of delivery does not involve creation of a new educational program. Each program reflected in this proposal is part of an existing program offered at Foothill College.

All Foothill College general education requirements can be completed with courses that have been approved for distance education delivery (see Appendix A) and were scheduled for online delivery at least once in the 2009-2010, 2010-2011 and 2011-2012 academic years and Fall Quarter of 2012.

The Foothill College Curriculum Committee oversees all college curricula, and ensures that all courses and programs meet the same learning outcomes and are held to the same standards of academic quality whether they are offered via distance education or on campus. The committee's responsibilities include establishing campus wide educational curriculum policy, approval of new programs, degrees, and certificates; approval of local general education requirements, and providing conflict resolution regarding curriculum issues.

Specifically, in accordance with California administrative code and regulation (Title 5), the Foothill College Curriculum Committee separately reviews and approves each course proposed for distance education delivery to ensure that regular effective contact is maintained between instructor and students. When a faculty author wants their course to be considered for Distance Learning delivery, they must complete a Course Approval Application for Online/Distance Learning Delivery. This document was approved by the Foothill Academic Senate (https://www.foothill.edu/staff/irs/Curriculum/CCC documents/FinalDEAddendum.doc) in 2009 and once a faculty receives approval of his or her application, it is added as an addendum to the course outline of record. The addendum states that: "it's imperative that the following are addressed explicitly in the course syllabus and/or introductory email/announcement. These communication guidelines are the same for all teachers and are in accordance with J1 Evaluative Material (Section II.A.12) "Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information." and is the same requirement for all teachers.

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

- Methods of regular, timely, and effective student/faculty contact that will be employed in the course (as described below).
- 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-faculty relationship conducive to learning," as well as the following student evaluation criteria: J2.A. #11 Motivated student interest and intellectual effort, #12. Encouraged students to ask questions and participate in class discussions, #13. Encouraged individual thinking and differences of opinion, and #14. Used full class time effectively."

The following methods of achieving "Regular, Timely, and Effective Methods of Student/Faculty Contact" are recommended by the Foothill College Academic Senate: private messages within the course management system; personal e-mail outside of the course management system; telephone contact; weekly announcements in the course management system; chat room within the course management system; timely feedback and return of student work (tasks, tests, surveys, and discussions) in course management system by methods clarified in the syllabus; discussion forums with appropriate facilitation and/or substantive instructor participation; e-portfolios/blogs/wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts; group or individual meetings; orientation and review sessions; supplemental seminar or study session; field trips; and library workshops. The separate DE Approval addendum for each distance education course offered describes the specific ways that regular effective contact is achieved.

C. Planning Process
The plan to offer distance education courses was initially implemented through the creation of FGA, a department designed to support online instruction. Online course delivery began in 1996-97 and has grown steadily over the past twelve years which is consistent with Foothill's mission to provide "access to outstanding educational opportunities for all of our students." (2008-09 Foothill Catalog). In response to the growth of the college's online course offerings, Foothill's instructional and student support services expanded to provide the same services to distance education students as are provided to on campus students. Now distance education planning is addressed by several shared governance committees at Foothill College: Technology Task Force, Distance Education Advisory Committee, and the Committee on Online Learning. Foothill's Technology Task

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 students and instructors. Most recently, the dean of FGA formed a campus-wide taskforce to address accessibility issues for digital learning materials.

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

FGA completed a program review in fall of 2012 (http://www.foothill.fhda.edu/cms/slo.download.php?act=downapr&rec_id=14). In April 2008, Distance Learning was added to the Foothill Program Review Data Sheet By Department webpage (**see** http://www.foothill.edu/staff/irs/programplans/docs/Prog Rev Combined Distance Ed/FH College Distance.pdf).

D. Evidence of Institutional Support to Demonstrate the Continuance of Quality Standards

D1. Evidence of Sufficient and Qualified Faculty, Management, and Support Staffing
Faculty

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 California state regulation and additional discipline specific minimum standards as designated by the Academic Senate for California Community Colleges. In order to teach courses delivered via the Etudes course management system, faculty are required to successfully complete training which consists of at least 12 hours of instruction. Certification to teach using Etudes is available by a formal training program provided by the FGA technology training specialist on campus and by Etudes, Inc. via the Internet. Faculty members are reimbursed for the cost of any required training.

The 2010-2013 Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association includes "Article 34: Distance Learning" regarding courses that are delivered through electronic media (http://fa.fhda.edu/Agreement-2010-2013/articles/Article-34.pdf). The parties agree that distance learning courses offer faculty and the district new and creative ways in which to deliver approved curriculum through electronically mediated instruction.

Under Article 34, distance learning assignments should be made in accordance with the normal scheduling process for part-time, regular and contract, and summer session faculty. Only faculty employees who possess the appropriate campus training, preparation and skills should be assigned a distance learning course. Distance learning assignments should be made through mutual agreement between the faculty employee and the appropriate administrator with the exception that no faculty employee should be required to teach an online class for a period exceeding six quarters. A distance learning course shall be assigned a load factor and maximum class size on the same basis as a traditional course. In order to facilitate enrollment and/or to offset attrition, a faculty employee teaching online may elect to authorize the district to add students to his or her course during the registration period, i.e., prior to the start of instruction. In such cases, the faculty employee shall consider retention data and use his or her professional judgment in determining the number of students to be added to the established maximum class size. In addition, the faculty employee shall consult with the division dean or appropriate administrator who shall be responsible for reporting the provisional increase to the scheduling office. Any such increase shall not be precedent setting, and the course shall return to the established maximum class size at the conclusion of the assignment.

When a faculty employee is required to complete a college-mandated training course prior to engaging in online instruction, the District shall waive the fees, if any, for such training. Academic unit(s) or workshop hours earned through this mandated training shall be creditable toward advancement on the salary schedule and/or the Professional Achievement Award. A faculty employee may apply for a maximum of three quarter units of professional growth activity when he or she: a) Develops an online course and is subsequently scheduled to teach it; or, b) Converts an existing online course to a new platform or course management system when required to do so as a consequence of a college decision to change its designated platform. The college shall determine the requirements for earning the unit credits.

The District provides technical support for the college-designated course management system(s) only. A faculty employee who chooses to employ an online platform for delivery of instruction other than the one(s) designated

by the college (Etudes) is responsible for all support functions including student orientation and training. This responsibility extends to compliance with copyright, fair use, ADA Section 508 accessibility, FERPA, and HEOA student authentication requirements as well.

A faculty employee teaching exclusively online in one or more academic quarters shall fulfill all of his or her assigned duties. Normally, all contract and regular faculty will teach part of load on campus. Assignment to full annual load online shall be determined on a case-by-case basis. When a request for full annual load online is made, the division dean or appropriate administrator will forward the request, and make a recommendation, to the Vice President of Instruction who, in consultation with the Vice Chancellor of Human Resources, shall approve or deny the request. Except when extenuating circumstances exist and are approved by the college President and the Vice Chancellor of Human Resources, no contract or regular faculty shall teach full annual load online in consecutive academic years.

Foothill Global Access
The FGA online learning program provides distance education faculty support with a variety of training opportunities. This includes formal training programs, workshops, conferences, and technical support. Training sessions focus upon effective online teaching practices using the Sakai-based Etudes course management system called Etudes. Faculty are taught how to utilize various course management tools such as the discussion board, the email system, chat rooms, and the assignments tool to design online courses that foster interaction between faculty and students. FGA staff developed captioned videos and made them available to faculty via the Internet. Additional faculty development opportunities provided by FGA include skill-building in use of: open educational resources and open textbooks; multimedia for teaching; anti-plagiarism software, Web 2.0 tools, and student e-portfolios.

In 2007, FGA upgraded its online technical help desk support services for students to provide greater student identity security and follow-up. FGA received a President's Innovation grant award in 2008 to implement a Pilot Student ePortfolio Project. During fall 2012, FGA staff administered a survey to the faculty in the Fine Arts and Communication Division about their e-portfolio support needs. Beginning Winter 2007, FGA has conducted optional face-to-face orientation sessions for students on campus each quarter. In 2012, FGA developed a captioned video version of the Orientation to Etudes for students and posted it online.

FGA coordinates with the counseling division to ensure that distance education students have access to counseling services via a robust informative website with interactive forums (advising center), Q&A links (ASK Foothill), and counseling appointments via telephone and Skype for international students.

In addition to tech training, FGA conducts information sessions about distance education issues with academic divisions and program faculty upon request. FGA provided leadership across campus, via a President's Innovation Grant, in the use of student ePortfolios as an assessment tools. FGA staff have served on search committees for other programs. Additionally, FGA staff have: volunteered assistance to support new student and parent night and other campus activities; assisted the Disability Resource Center with various projects; provided division deans with assistance on evaluation of online instructors; assisted the Curriculum Committee

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
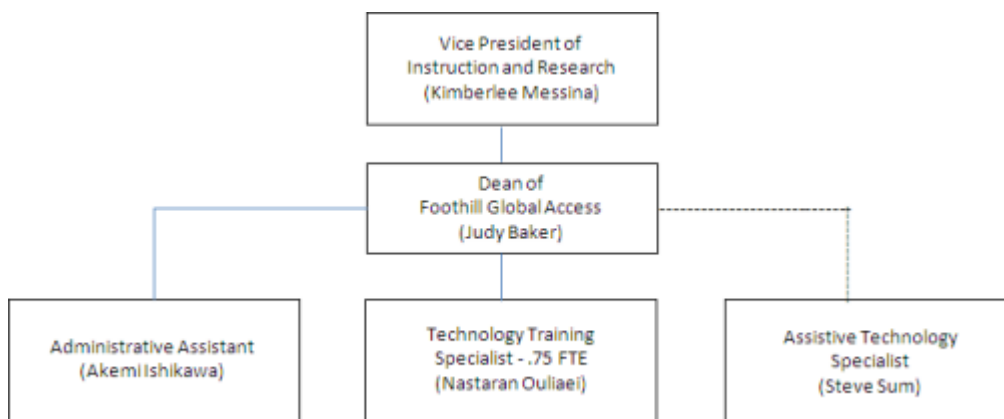
Computer Access Center
The Foothill College Computer Access Center provides support in the use of adaptive computer technology for students with disabilities. The goal is to mainstream students with the support of assistive technology. Hours of operation are Monday through Thursday 8 a.m. through 4:45 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, from the week before the quarter starts through the end of the second week. Usage also peaks on Mondays. Evening and weekend usage is light.

All Foothill faculty members also have access to the faculty multimedia center, which is a computer lab for faculty use. There is 1 PC computer, 1 iMac, 1 scanner and 1 printer. Each computer is equipped with full Microsoft Office Suite, Dreamweaver, Camtasia, and other software needed to develop and administer course materials for online instruction. Technical support from FGA staff is available onsite to assist instructors.

FGA manages streaming video using services from EduStream at no cost to faculty or students. Santa Barbara Community College District manages "EduStream.org" through a grant the CCC Systems Office. Features of EduStream include a digital repository, video file storage (up to 200 gigabytes), and over 3,000 closed captioned videos including content from Dallas TeleLearning for use in online courses.

Course Management System

ETUDES Classic (Easy to Use Distance Education Software) was a course management system, based on C and C++ and developed in 1999 by Michael Loceff, a computer science instructor at Foothill College. Etudes Classic was used by California community colleges until June of 2007 when it was retired. During 2006-2007, FGA assisted faculty with conversion of course sites from one course management system to another, Etudes Classic to Etudes NG. Etudes Classic was successfully retired in June 2008.

Foothill initiated an ETUDES Consortium in 2002 with the support of the State Chancellor's Office. In 2003, Foothill entered a partnership in the Sakai Project with Stanford, University of Michigan, Indiana, MIT, and the Hewlett Foundation in an open course management project which increased the capability of ETUDES. The Etudes team adopted the Sakai platform in 2004, and has been building tools upon the Sakai framework and core tools since then, with a goal of meeting the unique needs of its members. Based on Sakai, Etudes-NG (next generation) was launched in January of 2005 and was adopted by all Etudes member institutions. As of May 21, 2008, Etudes, Inc. is a non-profit 501(c)(3), public charity organization that leads open source development and offers e-learning services to higher education institutions. The corporation now serves over 104,000 students at 23 colleges.

Membership in the Etudes Consortium and access to hosting/support services are available to higher

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.

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. 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. This facility is located approximately miles from the main campus.

Library

The Hubert H. Semans Library has a comprehensive website which supports student use of resources and services on site and at remote locations. The website provides access to the online library catalog and resources in digital format, including e-books, e-journals accessible through multiple general and subject-specific databases, and online streaming videos. The Library also provides a unified web-based discovery service

through the link "Search multiple databases" on the home page to maximize access to online resources. Upon registering for classes, distance education students are assigned an ID number that can be used to access Library resources via the Internet.

The library's current print collection includes 92,000 books and 238 journals. Non-print/online resources include 3,597 videos (DVD and VHS), 337 audiobooks, 3,597 online videos, 12,000 e-books, 26,000 e-journals and 40 databases.

Reference and circulation assistance is available to students online as well as in person at the library. Distance education students can call the library for assistance in the fall, winter, and spring quarters during hours of operation: Monday through Thursday from 8 a.m. to 7 p.m. 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. The "Ask a Librarian" e-mail service allows students to submit an information inquiry to library faculty and receive a reply within 24 hours (weekends, holidays, and vacations have longer response times). Circulation functions available to students through the online Library Catalog include renewing materials and placing holds on materials borrowed by other students.

Foothill College library faculty members teach a one-unit Research Paper Search Strategies (LIBR 10) course, which will be offered in a distance education format as staffing permits. This course offers an overview of information resources and guides students through every phase of the research process, from defining a topic to finding quality information to writing a "works cited" page. Students also have access to library instruction via the library web page through a series of self-paced tutorials on topics including: how to do research, how to use the library online catalog to find books, and what are peer reviewed articles? In addition, there are links to Foothill handouts on citation formatting and access to NoodleBib, a bibliography/citation software product as well as subject guides designed especially for Foothill students.

Educational Technology Advisory Committee
The FGA dean is a member of the Educational Technology Advisory Committee (ETAC). The Foothill-De Anza Educational Technology Advisory Committee (ETAC) has primary responsibility for developing an overall strategic plan for technology in the district and maintaining an ongoing implementation effort aimed at achieving the goals of this plan. ETAC is a participatory governance committee at the district level designed to be as inclusive as possible of all constituency groups (administration, faculty, staff, and students) from both college campuses and central services.

Advertising, Recruiting, Admissions and Registration
Foothill College publicizes clear and accurate information about its courses, programs, and services in a variety of media, including the college catalog, course schedule, The Heights Newsletter, and college website. The college publicizes information about programs in the California Virtual Campus catalog of online courses. The California Virtual Campus Course Catalog lists information about 254 online courses offered by Foothill College (see http://www.cvc.edu/students/courses/). This information is regularly maintained by FGA staff.

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).

FGA assists faculty in posting a promotional webpage for each fully online course each quarter (see http://www.foothill.edu/fga/courseinfo.php).

The entire admissions process is available online via an online application and registration portal. Upon completion of the application, students automatically receive an email message containing their student ID, registration information, and course enrollment instructions. After the application process is complete, students receive an appointment to register online. By using the online schedule of classes and online registration, a student can enroll in any available course offered at Foothill College. The online registration process also provides online access to the following information and services: add and drop classes; fee payment; financial aid status; grades; parking permit; placement test results; register for classes; registration date and time; transcripts; update student information; view your schedule; course availability; new and former student application; high school student application; international application for F-1 Visa students; application status; and financial aid award. Students are able to request an add code from online course instructors via the My Portal/Banner student information system.

In addition, the Foothill College website provides online access to the following information and services: transfer information and guides; information about general education for transfer to California State Universities and UC/CSU; information about CSU GE/breadth and the Intersegmental General Education Transfer Curriculum (IGETC) pattern. 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).

Articulation Agreements
Managing and maintaining Foothill course equivalency information within ASSIST and with individual independent and out-of-state institutions is one of the core functions of the Articulation Office. This involves submitting new and modified Foothill College course outlines to the California public universities for online evaluation through the OSCAR, monitoring the ASSIST database, and troubleshooting course transferability problems and requests. The articulation information and agreements webpage has links to information and guidelines regarding transfer agreements with CSU, UC, other colleges, and high schools. The articulation resources webpages (http://www.foothill.edu/staff/irs/Articulation) provide a valuable link to available transfer information for faculty, frequently asked questions, current policies and legislation, and statewide articulation initiatives and State Academic Senate Curriculum Resources.

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

related to his/her disability, provided that accommodation does not impose an undue hardship on the district 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). Each term that a faculty member requests use of Etudes to deliver instruction, they are reminded of Section 508 compliance requirements for their online courses as well as the availability of training and services available to them with compliance. The FGA technology training specialist provides training to faculty about online accessibility, accessibility features in Etudes and other instructional software, and developing accessible and usable online course content. The Foothill College and FGA websites are also ADA and Section 508 compliant. Foothill College currently offers services to all its disabled students, including distance education students, using a combination of email, U.S. mail, and telephone advising appointments. The Disability Resource Center has the following full time staff to serve distance education students with disabilities: director, disability access and compliance supervisor, computer laboratory instructional coordinator, learning disability specialist/instructor, alternative media specialist, and two counselors. The disability access and compliance supervisor is responsible for ensuring the accessibility and usability of all technology at Foothill, including distance education courses. The alternative media specialist is responsible for meeting the needs of qualified students for alternative media as a reasonable and appropriate accommodation.

D3. Evidence of Fiscal Resources including the Initial and Long Term Amount and Source of Funding for the

Proposed Change
Funding for distance education at Foothill College is provided for distance education course management system hosting services, infrastructure, and support. Distance education infrastructure and support are provided by the FGA department. Both the initial and long term funding of this department are already fully integrated as a continuing expense through the Foothill College operating budget. This funding is sufficient to provide ongoing investment in technology and staffing to support online education. For example, existing FGA funding has supported licensing of Etudes course management system hosting annually; personnel costs for a dean, technology training specialist, and administrative assistant as well as equipping the faculty multimedia lab.

Funding for faculty to teach distance education course offerings is provided by Foothill College within each academic division, just as funding for faculty to teach on-campus. The amount and sources of funding for distance education course offerings are identical to those for on-campus course offerings. Student apportionment revenue, instructor salary, and other major operating expenses are essentially the same for courses delivered via the Internet and on-campus.

Sustainability of Distance Education Funding
Through strong fiscal management and sound enrollment management practices, Foothill College

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 as 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 Taskforce, the Resource Alignment Process is designed to align resource allocation or elimination with the College strategic initiatives and program planning and review.

The Office of Instruction and Institutional Research produced the 2010-2020 Educational and Strategic Master Plan. The purpose of this Educational and Strategic Master Plan (EMSP) is to provide long and short-

term direction to reach the vision of Foothill College, in support of student learning and institutional effectiveness.

D4. A Plan for Monitoring Achievement of the Desired Outcomes of the Proposed Change

Foothill College monitors achievement of the desired outcomes of distance education degrees and certifications in several ways. First, online faculty and courses undergo regular evaluation with input from administrators, peer-faculty, and students. Second, FGA monitors student use of their distance education services. Third, each course and program has developed student learning outcomes and follows the college-wide annual schedule for outcomes assessment, reflection, and redevelopment.

Over the past few years, the Academic Senate has approved the following three resolutions in support of maintaining high quality of instruction in online courses:
 1) Regular and Effective Contact;
2) Accessibility Compliance; and
3) Attendance Documentation.

Regular and Effective Contact

Foothill College Academic Senate has formulated the following best practices and guidelines for regular, timely and effective student/faculty contact in online/distance education courses: "Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus. Faculty/Student Communication Process including the timeframe for faculty response to student communications. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays." (http://www.foothill.edu/fga/rec)

Accessibility Compliance

A 2011 resolution by Foothill College Academic Senate "strongly encourages faculty to familiarize themselves with the requirements specified in the "Distance Education Accessibility Guidelines for Students with Disabilities" and to take immediate steps to ensure that their online courses and materials are in compliance with these guidelines." (http://www.foothill.edu/senate/resolutions/2010-11/Spring_11/Foothill Senate Resolution Distance Education Accessibility.doc)

Attendance Documentation

The 2010 attendance documentation resolution by the Foothill College Academic Senate states: "In compliance with federal requirements to document student attendance in online classes, faculty must record a weekly academically related activity such as discussion forum posting, online quiz, reflection, assignment, exam, email, field trip, telephone call or electronic communication at least through week 7 or the drop with "W" deadline for each student in an online class. This is in line with our commitment to best practices of "Regular, Timely and Effective Student/Faculty Contact" as approved by the Faculty Senate and submitted by faculty on the "Course Approval Application for Online/Distance Learning Delivery" and vital to students receiving financial aid." (http://www.foothill.edu/senate/documents/2010-

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 Committee (DEAC) and the Committee on Online Learning (COOL) members reviewed several sets of criteria for assessing the quality of online courses including:

- Quality Matters Rubric from the University of Maryland
- Best Practices for Online Teaching from University of Maryland University College
- Instructional Best Practices Using Technology from University of Southern Florida
- Assuring that the Online Course is Ready for Prime Time from San Diego Community College District
- Teaching Online Pedagogical Practice from University of Central Florida
- Online Course Quality Criteria from Foothill College
- Recommended Components of an Online Course in Etudes from Foothill College

During the 2012-2013 academic year, this group plans to use these reviews to develop a single set of criteria for online course quality and then recommend its use by faculty to guide online course development and management. Also during the Spring of 2012, the DEAC and COOL group developed Guidelines for Administrator and Peer Review of Online Courses with assistance from the Faculty Association, which will be presented to the Academic Senate in 2012-2013. This document provides guidelines meant to be used in parallel with the evidence typically used for review of on-campus courses. These guidelines describe parameters for conducting administrator and peer reviews of online courses, such as amount of time for site visits or observations.

In the 2008-09 academic year, an ad hoc committee was formed to develop a district-wide process for administration of student evaluation of online courses. This process was piloted during the Spring 2009, Fall 2009, Winter 2010, Spring 2010, Fall 2010, Winter 2011, Spring 2011, Fall 2011, Winter 2012, Spring 2012, and Summer 2012 Quarters. In October 2012, the Foothill-De Anza Community College District Faculty Association agreed to formalize this process. Faculty evaluation criteria are the same for distance education courses as for courses delivered on campus. Currently, a formally approved survey instrument, titled J2W: Student Evaluation Form Online Instruction, is available for students to evaluate fully online courses (**see** Appendix D, http://fa.fhda.edu/documents07_2010/Appendices2010/Appendix J2W.pdf). In the past, FGA has administered the survey instrument for faculty who requested informal student evaluations. Starting with the Fall 2012 Quarter, FGA administers the online survey instrument for formal student evaluations of fully online courses.

Periodically, FGA conducts a survey of Foothill College students who drop online courses. Results of these surveys have been fairly consistent with the most common reason for dropping indicated as "I could not handle the combined study plus work responsibilities." In spring 2009, 145 students responded to the survey and 33.1 percent indicated the reason for dropping the online course was "I had personal problems (family, health, job,

childcare, etc).”

During spring 2009, Foothill College participated in a statewide survey administered by the State Chancellor's Office conducted of students who dropped distance education courses. In response to the question "How likely are you to register for another online course?" 63 percent of respondents from Foothill College (from a total of 138 respondents) indicated "Very likely" and 13 percent indicated "Somewhat likely." Only 13 percent indicated either "Not likely" or "Not a chance." The most common reasons selected for dropping the online course was "I could not handle the combined study plus work responsibilities" and "I had personal problems (family, health, job, childcare, etc.)." Over three-quarters of respondents chose "Not important at all" for "I didn't know where to go for help," (78.5 percent), "I experienced too many technical difficulties," (82.8 percent) and "I didn't realize when I registered that it was a distance education course" (94.6 percent). This suggests that student life issues play a larger role in drop rates than weaknesses in the delivery system.

Monitoring Use of DE Services

The Office of Instruction and Institutional Research at Foothill College provides relevant and timely information on articulation, college skills (Basic Skills Initiative), curriculum, institutional research, program planning and review, professional development, and student learning outcomes and assessment. It generates Foothill College Program Review Distance Education reports on student enrollment, FTEF, WSCH, productivity plus success and retention by ethnicity, sex, and age at the department, division or college-wide level. These reports are made available to the public via the Foothill College website and are used to monitor, plan, and improve the college's course and program offerings for both traditional and distance education courses, grouped together or viewed separately. These reports are monitored carefully by the dean of FGA. In addition, the dean of FGA routinely runs reports on DE enrollment, success rates, and retentions rates from the California Datamart.

Student use of the FGA Help Desk is monitored by type of help requested, timing of requests during the quarter, and frequency of requests each quarter. Since June 2007, 2,686 requests for assistance have been submitted to the FGA Help Desk by students. Requests to the FGA Help Desk peak during the first two weeks of each quarter and mid-way through each quarter with approximately 200 requests each quarter. The vast majority of requests pertain to logging into course sites and registration issues.

Success and Retention of Distance Education Students and Programs

According to the California Datamart, the success rates and retention rates for students enrolled in fully online credit courses for Foothill College for spring 2012 were lower than those for students enrolled in non-distance education courses.

According to the California Datamart, the success rate for students enrolled in DE credit courses for Foothill College for spring 2012 were higher than those of all California community colleges as a group.

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%

Retention is based on enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW

Success is based on enrollments with grade of A,B,C,P,IA,IB,IC,IPP

Instruction Method: Delayed Interaction (Internet Based)

Success and Retention of DE Students Continued

When a longitudinal perspective is applied, Foothill College's overall DE success and retention rates continue to be higher when compared to the California community college system (see chart below). A comparison of Fall 2011, Spring 2012 and Fall 2012 data show an increasing trend line in success and retention rates at the college level. For example, there has been at least a two-percentage point increase in the success rates of DE courses between these three points in time (60% to 64% to 66%). An examination of the fall-to-fall data for the programs being proposed for DE degree or certificate shows that in Fall 2012 over three-fourths of the students are retained in their course, with the exception of economics. These figures, including those for economics, show improvement compared with the previous fall term. DE success rates also increased from fall-to-fall, and these figures exceed or more closely match statewide DE rates for these specific programs. While Art and Fine Arts rates are lower when compared to the overall California community colleges' rate, note that the increase in success rates for Art is at a higher rate (+4%) from fall-to-fall compared to the statewide rate (+2%), and the slight decrease in success rates for Fine Arts is mediated by the 40% increase in enrollment (from 219 to 369 students) between the two fall terms.

| | 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: CCCCO Data Mart

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

Student Learning Outcomes and Administrative Unit Outcomes

Foothill College has always maintained that student learning is our central work. While we have historically conceptualized learning outcomes broadly, including student grades, degree/certificate completion, successful course and pathway completion, basic skills improvement, and job attainment, in response to accreditation changes, we have added a concentrated focus on identifying and measuring particular knowledge, skills and abilities we expect our students to have when completing our courses, programs and degrees. In order to accomplish this, the college faculty embraced the Student Learning Outcome Assessment Cycle (SLOAC) process to identify, assess and reflect on student learning at the course level. Individual course SLOs have progressed to a continuous cycle of assessment, reflection and revision. Every course scheduled must be assessed at least once per academic year and faculty are required to complete their reflections no later than the third week of the quarter following the assessment. This progress has been steady and consistent. The assessment process is the same for both distance education classes, hybrid classes and traditional face to face classes.

Faculty participation in SLO/SAO processes is listed as one of the evaluation criteria on the Appendix J1:

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 2012-2013 college catalog, the Program-Level SLOs are on Curriculum Sheets). Students and interested individuals can view the Course-Level SLOs via the Internet (http://www.foothill.edu/schedule/learning_outcomes.php). Our SLOs are central to the recursive process of research, review, and re-thinking to insure a campus culture of sustainable continuous quality improvement.

Administrative Unit Outcomes (AOUs) for FGA are:
- Students will be able to identify their readiness to learn via technology-mediated delivery such as the Internet and develop the skills necessary for success in distance learning courses.
- Faculty will be able demonstrate the skills necessary for effective technology-mediated delivery of instruction.
- Students are provided with the resources and support necessary for their success in distance learning courses.
- Faculty are provided with the resources and support necessary for their effective delivery of online courses.
- Faculty are informed of new and emerging educational technologies and provided with professional development opportunities to develop the skills and expertise necessary for effective technology-mediated instruction.

These AUOs are subject to a continuous cycle of assessment, reflection, and revision.

Availability of Student Services
Foothill College provides student services and support via face-to-face and the Internet. Each of these services has an informational webpage that is readily available to online students. Some services are available exclusively face-to-face and others are available in online and interactive formats as well. Foothill College provides an interactive FAQ service called ASK Foothill (https://foothill.intelliresponse.com/students/) where students can submit questions24/7 and an answer will appear immediately on the webpage. AskFoothill receives 13,000 inquiries per month and is available to assist students, potential students and community members by providing information about Foothill College, and is now offered in Spanish. This tool eliminates the need for students to wait in line to get answers to many general information questions. It is particularly helpful for online and evening students.

Additionally, Foothill College has a presence on the following social networking sites to provide online students with ways to participate as members of the Foothill College community using the Internet: Facebook, Twitter, and YouTube.

The Student Services and Support webpage (http://www.foothill.fhda.edu/services.php) provides links to information about Academic Services, Career Resources, Disability Support Services, Financial Assistance, Health & Well-Being, Housing, Learning Resources & Labs, Mentoring & Peer Support, New Student Assistance, Outreach & Retention Office, Ride Sharing Transportation, Veterans & Military, and Support Services Directory.

Academic Services
- Bookstore
- Counseling and Advising
- Student Affairs Office
- Testing Services
- Transfer Center

Career Resources
- Career Services
- Cooperative Work Experience

Disability Support Services
- Adaptive Learning
- Disability Resource Center
- Transition to Work Program

Financial Assistance
- Financial Aid & Scholarships
- Student Jobs

Health & Well-Being
- Dental Hygiene Clinic
- Health Services
- Legal Counseling
- Police
- Psychological & Personal Counseling

Housing
- Rental Housing Board

Learning Resources & Labs
- Krause Center for Innovation
- Library
- Media Center
- Hub at Middlefield Campus

- Pass the Torch
- PSME Center
- Tutorial Center

Mentoring & Peer Support
- CalWORKs
- EOPS
- Honors Institute
- Puente

New Student Assistance
- Outreach and Retention Office

Ride Sharing Transportation
- Zimride, the industry-leading rideshare service sharing.

Veterans & Military
- Active Duty Students
- Veterans Resource Center

Support Services Directory
- 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 25 programs offered by Foothill College (see http://www.cvc.edu/students/courses/). This information is regularly maintained by Foothill Global Access (FGA) staff.

Interactive Services Available Online. The entire admissions process is available online via an application and registration portal (Banner). Upon completion of the application, students automatically receive an email message containing their student ID, registration information, and course enrollment instructions. After the application process is complete, students receive an appointment to register online. By using the online schedule of classes and online registration, a student can enroll in any available course offered at Foothill College. The online registration process also provides online access to the following information and services: Add and Drop Classes; Fee Payment; Grades; Parking Permit; Student MyPortal Information; Register for Classes; Registration Date and Time; Transcripts; Update Student Information; View Your Schedule; Course Availability; New and Former Student Application; High School Student Application; International Application for F-1 Visa Students; and Application Status. Students can email staff in the Admissions Office for assistance with registration issues (webregfh@mercury.fhda.edu).

A link to the Fee Calculator (http://www.foothill.edu/reg/feecalc.php) is available on the Student Fees & Refund Policies webpage (http://www.foothill.edu/reg/fees.php). Students can use this interactive tool to estimate their own educational costs.

Assessment and Placement
Face-to-face. The Testing Center is located on the main campus in the Student Services Building. Appointment hours are Monday, Tuesday, 8 a.m. to 7 p.m.; Wednesday and Thursday, 8 a.m. to 5 p.m.; Friday, 8 a.m. to 3 p.m.

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 Foothill College Testing Center to set up the access for test administration if Accuplacer is not used for placement at that college.   Test preparation information is also forwarded to the student (http://www.foothill.edu/placement/math.samples.php).

For distance education students who are able to take placement tests at any Foothill College campus location, the placement tests results are received at the end of the test session and are also available through each student's portal at the next day. Foothill College belongs to the Consortium of College Testing Centers (CCTC) which is "a free referral service provided by the National College Testing Association (NCTA) to meet distance learning proctoring needs. The CCTC site may be used to locate a testing center by clicking on a U.S. map to find the center nearest to the student. These services are provided in traditional paper-pencil formats as well as by online, web-based servers at some sites. A test administration site does not have to provide web-based examinations in order to participate in the Consortium. All participating institutions must be NCTA members in good standing, and all participating institutions are expected to adhere to the CCTC guidelines" (retrieved from http://www.ncta-testing.org/cctc/).

Information Available Online. The Placement/Testing webpage provides information about service location, office hours, contacts, FAQs, procedures, and links to English and Math test review sites.

Interactive Services Available Online. The online registration process via MyPortal in Banner provides students with online access to their placement test results. Also, students can schedule appointments for assessments for ESL, Chemistry, English for Native Speakers and Math or proctored exam via the Placement/Testing webpage (http://www.foothill.edu/placement/). Students may make an appointment for proctored testing via the appointment system: http://www.registerblast.com/foothill/exam.

Bookstore
Face-to-face. The main campus has a fully-stocked and functioning campus bookstore for textbook shopping and textbook rentals. The Middlefield Campus maintains a bookstore in room C-7 to serve the needs of its programs and students.

Information Available Online. The Online Foothill College Bookstore provides information to students about textbooks, computer equipment and software, ebooks, class materials, textbook rentals, buyback, refund policy, shipping policy, employment, store hours, and contact details.

Interactive Services Available Online. Books and other required course materials are available for online purchase via the Online Foothill College Bookstore shopping cart (http://books.foothill.edu/). A direct link to the Online Foothill College Bookstore site is available from the student information page of the Foothill Global Access website. Books, articles, and other library resources are available to all registered Foothill students online via the library services as described in the section on Library services.

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 campus tours both on main campus and at Middlefield Campus. They also participate in college fairs and community events and provide numerous workshops on-request in English and Spanish. They offer Becoming a Foothill College Student workshops each quarter. The FCCC team is coordinated by Alexandra Duran, the project director and grant manager of the SB-70 Career Technical Education and Workforce Investment Partnership grants, which fund the highly successful accelerated summer academies in child development, business and Emergency Medical Technician. FCCC has an office on main campus in the Student Services building, Room 8327 and at Middlefield Campus on the second floor of Building I in the HUB.

FCCC sponsors the career focus speakers series which features industry professionals providing informative discussions, personal experiences, and practical advice. In addition, four 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 071 Exploring Career Fields; CRLP 073 Effective Resume Writing; and CRLP 074 Successful Interviewing Techniques.

Information Available Online. The career webpage lists hours of operation, location information, phone numbers, staff information, handouts, and events. In addition, the Career Center has a blog (http://foothillcareercenter.wordpress.com) and a Facebook page. Students are encouraged to use the EUREKA: The California Career Information System which is available via the Internet (http://www.eureka.org).

Interactive Services Available Online. Basic career services are currently available to distance education students via telephone, and the Career website (http://www.foothill.edu/career). Students can schedule career counseling appointments via an online scheduling system. The Career Center website provides online resources listed by category. The Foothill College Career Center also provides an online job posting board (http://www.foothill.edu/career/jobsearch.php). The Career Center provides online videos on a variety of topics, such as How to Choose a Major, Resume Writing, and Mastering the Interview. The videos enhance in-person workshops (http://www.foothill.edu/career/workshops.php).

Disability Resource Center

Face-to-face. When a learning disability is verified, special ongoing services such as academic and vocational counseling, early registration, note-taking and extended time for examinations are available. Classes offered include study skills, comprehension techniques and writing skills. Foothill College disability access information and procedures for requesting accommodations are available from the Foothill College Disability Resource Center. Adaptive computer technology for students with disabilities is available on campus.

Information Available Online. The webpage has links to Core Programs, Services, and Application Information. Additional information provided includes Disability Resource Center, Staff, Computer Access Center, Transition to Work Program, Community-Based Program, REACH (designed to provide the essential

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 on 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 online registration process via MyPortal in Banner provides online access to the following information about Financial Aid Status and Financial Aid Awards. Information and forms for financial aid 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.

Interactive Services Available Online. Students can check their financial aid application and awards status via the Internet through the MyPortal student information portal. Students are able to track the completion of their financial aid file and loan requirements on their own online account. Upon request, students can receive a financial aid newsletter delivered via email. After Foothill College receives a student's FAFSA application, the following will occur: The Foothill College Financial Aid Office will e-mail the student with instructions to view their application status through MyPortal. The student can then use their student ID and password to access the site and check their application status and print any additional forms needed to complete their application.

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 numbers.

Interactive Services Available Online. None.

Help Desk

Face-to-face. On-campus Student Orientation to Etudes sessions are conducted during the first week of each quarter. Foothill Global Access (FGA) staff are also available to provide in-person and telephone assistance to students with login or other technical problems with the Etudes course management system.

Information Available Online. Students obtain information about the online delivery of courses and how to login in several ways: 1) Course information webpages posted each quarter on the FGA website, 2) Footnotes beneath course listings on the Foothill College schedule, and 3) Help Center website (https://foothill.helpdeskconnect.com).

Interactive Services Available Online. Student use of the FGA Help Desk is monitored by type of help requested, timing of requests during the quarter, and frequency of requests each quarter. Since June 2007, 2,686 requests for assistance have been submitted to the FGA Help Desk. Requests to the FGA Help Desk peak during the first two weeks of each quarter and at the quarter mid-point, for a total of approximately 200 requests each quarter. The vast majority of requests pertain to logging into course sites and registration issues. Students can also use the online self-assessment questionnaire (http://www.foothill.edu/fga/pre_assessment.php) on the FGA website before they register for a fully online class in order to determine whether or not they have the personality traits, learning aptitude, technical knowledge, hardware and software, and study skills for online learning. Additionally, the FGA Online Learning Tour (http://www.foothill.edu/fga/tour.php) offers an overview about how online learning works, how courses are set up, which tools are generally used, what is expected of students, how interaction takes place, and how to succeed in online courses.

Library

Face-to-face. Library resources, services, and learning support are all available to distance learning students in the fall, winter, and spring quarters during hours of operation: Monday through Thursday from 8 a.m. to 7 p.m.

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 Cited page.

Rental Housing System
Face-to-face. None.
Information Available Online. The Rental Housing System webpage explains how the service works (http://www.foothill.edu/services/housing).

Interactive Services Available Online. The Rental Housing System is provided as a service by Foothill College Student Services for the purpose of listing potential housing opportunities for students. Students can Search for Housing, Add a Rental Listing or Edit their own Existing Listing.

Ride Sharing Transportation
Face-to-face. The only face-to-face student transportation services are the two public bus stops on campus. Information online. Foothill College has partnered with Zimride to offer a new rideshare service. The service is offered through a website providing details about who is eligible to use the services and how it works as well as links to the Foothill College Parking Department and Sustainability Committee webpages.

Interactive Services Available Online.
The Foothill Zimride website (http://zimride.foothill.edu) is available online in an interactive format to allows

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. The Physical Sciences, Mathematics, and Engineering Division provides students enrolled in computer science courses with remote access to UNIX servers and the Oracle lab.

Transfer Center

Face-to-face. The Transfer Center staff assist students with selecting a major or preparing to transfer to a four-year college or university, and provides assistance to students in meeting minimum transfer requirements, filling out college applications, writing admission essays, and completing Transfer Admission Guarantees (TAGs). The center also sponsors college representative visits and an annual Transfer Day.

Information Available Online. The Transfer Center webpage provides links to the Transfer Library for a list of available resources located in the center, information about what majors are impacted at which CSU campuses, and the California College Explorer website.

Interactive Services Available Online. A one-unit online course, Transfer Readiness Class (CNSL 85H), provides distance learning students with instruction about choosing a college or university, taking the right courses, filling out a college application, writing an application essay, finding a "transfer buddy" online for inside information on transfer, and using counselors and transfer programs to enhance transfer eligibility.

Tutoring

Face-to-face. The Tutorial Center provides individual learning assistance for Foothill College students. It is located in the Library building on the main campus.

Information Available Online. The webpage provides information about services, location, hours, conduct guidelines, contacts, tutor schedules, and student employment as tutors.

Interactive Services Available Online. Foothill College has partnered with OpenStudy to offer students additional learning support. OpenStudy is an online learning community where students can get help from peers, 24/7, for free. Staff in the Tutorial Center and FGA are currently exploring effective ways to provide tutoring for distance education students. During the 2012 spring quarter, FGA developed a website in Etudes for use by Tutorial Center staff, tutors, and students. Another method that was piloted with students enrolled in accounting courses is synchronous and asynchronous communications between students and tutors using the CCC Confer software. This software is provided by the CCC System Office at no cost to Foothill College or students. CCC Confer has Internet conferencing features that allow tutors and students, either as one-on-one or in groups, to talk, share desktop applications, and write via text chat and whiteboard. Tutoring sessions conducted via CCC Confer can be transcribed and archived for later viewing by students and program evaluation by Tutorial Center staff.

Student Authentication

Currently Foothill College uses a secure and unique username and password to meet HEOA student authentication requirements and ensure that each student who registers for a course is the same student who participates, completes all courses work, and receives credit for the course. All students are required to provide their Student ID number and a unique password before logging into Etudes. Students are advised to change their unique password as soon as possible in order to protect their personal information. Also, some instructors require campus-based or off-campus proctored examinations for additional verification. If the instructor does require proctored examinations, students are informed of this prior to registering for the course via the course information wikipages.

E. Evidence that the Institution Has Received All Necessary Internal and External Approvals

All courses, degrees, and certificates of achievement offered by Foothill College have been approved by the Foothill College Curriculum Committee, the Board of Trustees, and the CCC System Office. All courses taught

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 reviews and updates it regularly. The mission statement appears in the Educational Master Plan, is published in the official Course Catalog and is posted throughout campus in public areas. It is also published on the college website (http://www.foothill.edu/president/mission.php). Foothill College's mission supports its commitment to achieve student learning: "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."

3. Governing Board
The five-member board of trustees of the Foothill-De Anza Community College District is an independent policymaking board, which ensures that the district's educational mission and the missions of both colleges are being implemented. The board also ensures the quality, integrity, and financial stability of Foothill and De Anza colleges. Members are elected for four-year terms, and these terms are staggered. Board members have no employment, family or personal financial interest in the colleges or the district.

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.

The Four Core Competencies include: Critical Thinking, Computation, Communication, and Community and Global Consciousness. Beginning in 2006-07 and completed in Spring 2009, faculty developed a rubric for each of the four competencies to clearly define and measure these core outcomes. This work is known as the Foothill Rubric Assessment Model for Evaluating SLOs (FRAMES) project.

In the Winter quarter of the 2009-10 academic year, Foothill College began using the FRAMES rubrics to assess institutional outcomes by examining the work that individual students have done while completing a degree at Foothill. Beginning in Spring quarter 2010, the rubrics have been used quarterly in individual division meetings and professional development workshops to continue to assess student artifacts for institutional outcomes while raising awareness to support the development of class assignments that are reflective of our Four Core Competencies. Also initiated in Spring quarter 2010 faculty can identify the Core Competencies their courses encompass while they input their SLO reflections on the Foothill College web-based curriculum management system. Beginning with summer 2010, data are pulled from the system to report the number of courses that reflect the Four Core Competencies. Also beginning with graduation 2010, students can assess their level of attaining institutional outcomes referenced by the Four Core Competencies on a web-based survey. The combination of this qualitative and quantitative data will assess Foothill College's focus, commitment and achievement of student learning.

Faculty members are responsible for assessing their courses for student achievement. At the program level student achievement is assessed and published in the program review document. This further allows for determination of focus and development of program goals. Program review and planning serve to inform our Strategic Initiatives and Institutional Outcomes, culminating with our Educational Master Plan.

11. General Education
In 2009, the Foothill College Curriculum Committee reviewed and revised our local Foothill College General Education requirements. These revisions reviewed and updated the criteria for courses to qualify for inclusion in each of seven areas: Humanities, English, Natural Sciences (with lab), Social & Behavioral Sciences, Communication & Analytical Thinking, United States Cultures & Communities, and Lifelong Understanding. After revising the criteria, the College Curriculum Committee required faculty authors to submit a new application for GE pattern inclusion according to the updated GE guidelines. All degree programs require a minimum of 30‖35 units of general education coursework to ensure breadth of knowledge and to promote intellectual inquiry. Mathematics and writing requirements are also stipulated in the above requirements.

12. Academic Freedom
The college's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by the Board Policy 4190 on academic freedom.

13. Faculty
Foothill College has an adequate core of qualified faculty with full-time responsibility to support the college's educational programs. The number of full-time qualified contract faculty has remained steady since the last accreditation self study and visit in 2011, and currently numbers 193. The faculty contract clearly denotes the

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
Responsibility for management of the Learning Resource Center and Library is under the responsibility of the Dean of Language Arts and Learning Resource Center. The college houses a variety of media collections and is staffed to assist students in their use. Internet access and online computer search capabilities are available without charge to students in the library, in computer labs, and in open media centers. The college is committed to enhancing its learning resources, regardless of location or delivery method.

17. Financial Resources
The college maintains and documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. Financial Accountability
Annual financial audits are conducted by externally contracted certified public accountants. The board of trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions.

19. Institutional Planning and Evaluation
The college has continued to foster a culture of evidence that serves as the foundation for the critical and continuous cycle of assessing and improving campus programs and policies. Institutional planning and program evaluation is systematic for all departments and divisions of the college, including instruction, student services, and administrative services. The focus in all three areas is to enhance student learning. The Office of Instruction and Institutional Research is currently coordinating the writing of the 2010-2020 Educational and Strategic Master Plan. The purpose of this Educational and Strategic Master Plan (EMSP) is to provide long and short-term direction to reach the vision of Foothill College, in support of student learning and institutional effectiveness. The Integrated Planning and Budgeting Process Task Force convened to develop new planning and budgeting structures that lead to "sustainable quality improvement" in response to 2002 Standards of Accreditation as established by ACCJC. The overarching goal of the Task Force was to propose an integrated

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
REQUIREMENTS FOR ACCREDITATION

Foothill College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This organization is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

The college maintains its accreditation by fulfilling criteria that are determined by the ACCJC. Throughout its continuous six-year review cycle, Foothill College conducts and publishes several review instruments, including an annual report, annual fiscal report, midterm report, comprehensive institutional self-study, and an evaluation review by a team of peers.

The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges reaffirmed accreditation for Foothill College in January 2012.

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.

Accreditation standards that are particularly impacted by the proposed change are discussed in detail below.

Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

This proposal reflects Foothill College's efforts to address its institutional mission with ongoing and systematic evaluation. Specifically, the mission of Foothill College is to "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." (2008-09 Foothill College Catalog, p. 10)

Foothill has offered distance education courses for over twelve years in an effort to meet the needs of a diverse student population that includes working adults, single parents, and students with physical disabilities. Foothill has also developed a comprehensive array of instructional and student support services available in a distance education format. Concurrently, the college has developed the processes to monitor, evaluate, and improve the quality of distance education instruction and services that parallels the processes used to improve the quality of on-campus instruction and services.

As part of Foothill College's institutional evaluation, planning, and improvement cycle, the college conducted a review of its course and program offerings during summer 2010 through fall 2012, including courses approved to be offered via distance education. This review revealed that the number of courses approved as distance education courses decreased from 612 in 2010 to 497 in 2012. Further quantitative and qualitative analysis resulted in a campus-wide decision to request 13 degree programs and three certificates of achievement identified previously to be approved for delivery in the distance education mode. The implementation of distance education programs is aligned with Foothill College's mission and strategic goals. All Foothill College courses and programs are subject to regular cycles of evaluation and improvement, regardless of location or method of delivery. All programs proposed to be offered via distance education are already offered on-campus and already participate in the program review process.

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 any additional forms needed to complete their application. Awards made after the review process are accessible through the Financial Aid webpage.

Academic Advising and Counseling

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 available to all registered Foothill students online via the library services as described in the section on Library services. A major service provided via the Library is a subscription to Films on Demand which can be used by distance learning faculty and students with a collegewide ID number to view streamed and captioned instructional videos at no cost.

C. Library and Learning Support Services: Library and learning support services are readily available for distance education students. Librarians are available for one-on-one assistance to distance education students during normal working hours via an Ask a Librarian link in the library website. Librarians also teach research skills online through guides and tutorials available via the library's home page.

Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad

educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Foothill College has steadily grown a robust and comprehensive distance education program for over 14 years. In the 2008-2009 academic year, student enrollment in distance education courses was 22,409 headcount. The number of sections offered as distance education courses was 779. In 2011-2012, student enrollment in distance education courses was 33,004 headcount. The number of sections offered as distance education courses was 890. This represents a moderate and steady increase in use of distance education by both students and faculty since 2008-2009. From 2008-2009 to 2011-2012, student enrollment increased by 47.3 percent, and sections offered by 14.2 percent.

Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Foothill College distance learning program faculty, staff and administrators coordinate with campus leadership and shared governance groups in two major ways. The first is via the College Curriculum Committee. In accordance with California administrative code and regulation (Title 5), all courses and programs, regardless of delivery method, are approved by the Foothill College Curriculum Committee. Courses delivered via distance education receive separate approval by the college curriculum committee.

The second mechanism is via the Distance Education Advisory Committee (DEAC). This committee includes faculty, staff and student representatives and is responsible for developing the comprehensive Distance Education Plan and ensuring compliance with State and Federal regulations. The DEAC exists as a tandem group with the Committee on Online Learning, and make recommendations to PaRC, the Tech Task Force, and other shared governance groups, for vision, policies, and implementations related to distance education.

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	52	38.5	74	91
Art Studio Emphasis	60	57	95	
Art Survey	59.5	47.5	80	
Business Administration	51	39	77	82
Business International Studies	51	42	82	
Communication Studies				
Intercultural Concentration	27	24	89	
Economics	47	47	100	100
English	28	18	62	
General Studies Humanities	28	24	86	57
General Studies Social Science	30	30	100	100
Geography	33	29	88	100
Graphic & Interactive Design	61	54	86	
History	35	32	89	100
Law and Society (Pre-Law)	35	28	80	
Music: General	43	43	100	

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 Required	Total Units Avail as DE	% Total Discipline Units Avail as DE	% Total Prereq Units Avail as DE
Accounting	30	30	100	87
Art History	38.5	52	74	47
Art Survey	47.5	59.5	80	
Business International	51	42	82	
Pro Tools	40	32	80	

Appendix B: Courses Offered Fully Online at Least Once in Summer 2009- Fall 2012

ACTG 001A	ART 004B	COMM 055	GEOG 010	LINC 073	MUS 060A	PHOT 065A	SPED 066
ACTG 001B	ART 004C	CRLP 070	GID 001	LINC 085C	MUS 060B	PHOT 068E	SPED 069
ACTG 001C	ART 004E	CRLP 073	GID 033	LINC 090B	MUS 066A	PHOT 068F	THTR 001
ACTG 051A	ART 005A	CRWR 006	GID 034	LINC 090C	MUS 066B	PHOT 190	THTR 005B
ACTG 051B	ART 005B	CRWR 039A	GID 041	LINC 095A	MUS 066C	PHOT 190Y	THTR 006
ACTG 051B	ART 006	CRWR 039B	GID 045	LINC 095B	MUS 066D	PHYS 006	THTR 008
ACTG 058	ART 014	CRWR 041A	GID 050	LINC 098A	MUS 080A	POLI 009	THTR 021
ACTG 059	ART 014C	CRWR 041B	GID 051	MATH 010	MUS 081B	POLI 001	THTR 031
ACTG 060	ART 014D	CRWR 60	GID 052	MATH 105	MUS 081C	PSYC 001	V T 052A
ACTG 064A	ART 015	D A 050	GID 054	MDIA 011	MUS 081D	PSYC 004	V T 052B
ACTG 064B	ART 019A	D A 058	GID 056	MUS 001	MUS 081E	PSYC 014	V T 088A
ACTG 065	ART 020A	D H 056	GID 060	MUS 002A	MUS 082A	PSYC 025	V T 088B
ACTG 066	ART 020B	D H 059	GID 061	MUS 002B	MUS 082B	PSYC 030	VART 001
ACTG 067	ART 036	D H 064	GID 070	MUS 002C	MUS 082C	PSYC 033	VART 002A
ACTG 068A	ART 004AX	D H 200L	GID 071	MUS 002D	MUS 082D	PSYC 040	VART 002B
ACTG 068B	ART 005A	DANC 010	GID 080	MUS 003A	MUS 082F	PSYC 049	VART 002C
ACTG 068C	ART 05AX	DMS 050B	GID 084	MUS 003B	MUS 085A	PSYC 055	VART 003
ACTG 075	ART 072	ECON 001A	HIST 004A	MUS 003C	MUS 085B	PSYC 040	VART 015
AHS 050	ART 086	ECON 001B	HIST 004B	MUS 007D	PHED 001	SOC 001	VART 030
AHS 200	BIOL 008	ECON 009	HIST 004C	MUS 007E	PHED 002	SOC 008	VART 051
ANTH 001	BIOL 045	ECON 025	HIST 07A	MUS 008	PHED 003	SOC 010	WMN 005
ANTH 002A	BUSI 011	ENGL 001A	HIST 010	MUS 009A	PHED 004	SOC 011	WMN 011
ANTH 003	BUSI 22	ENGL 001B	HIST 017A	MUS 009B	PHED 006	SOC 015	
ANTH 004	BUSI 091L	ENGL 005	HIST 017B	MUS 010	PHED 008	SOC 019	
ANTH 005	C S 001A	ENGL 008	HIST 017C	MUS 011A	PHED 009	SOC 020	
ANTH 006	C S 002A	ENGL 040	HIST 018	MUS 011B	PHED 051	SOC 023	
ANTH 0081	CHLD 001	ESLL 026	HIST 020	MUS 018	PHIL 001	SOC 030	
ART 001	CHLD 002	ESLL 248	HLTH 021	MUS 050A	PHIL 008	SOC 040	
ART 002A	CHLD 055	F A 001	HUMN 001A	MUS 050B	PHIL 025	SOSC 020	
ART 002B	CHLD 088	F A 002	HUMN 001B	MUS 051	PHOT 004A	SPED 062	
ART 002E	COMM 010	GEOG 001	LINC 050F	MUS 058A	PHOT 005	SPED 061	
ART 002J	COMM 012	GEOG 002	LINC 058A	MUS 058B	PHOT 008	SPED 063	
ART 004A	COMM 036X	GEOG 005	LINC 058B	MUS 058C	PHOT 010	SPED 064	

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:

- One course in each Area
  - Area I: Humanities
  - Area II: English
  - Area III: Natural Sciences (with lab)
  - Area IV: Social and Behavioral Sciences
  - Area V: Communication and Analytical Thinking
  - Area VI: United States Cultures and Communities
- Two courses in Area VII: Lifelong Learning from two different academic departments

Although several courses have been approved for more than one area, a single course may only be used to satisfy one area. Minimum proficiency: ENGL 1A or 1AH or 1S and 1T or ESLL 26, and MATH 57 or 105 or 108* completed with a letter grade of "C" or better. *Intermediate Algebra or equivalent means MATH 57 or 105 or 108, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.

General Ed Requirements Available as Online Courses

Fully online courses are listed BELOW.

Area I - HUMANITIES

ONLINE COURSE	TITLE	UNITS
ART 1	Introduction To Art	4.5
ART 2A	History Of Art Pre Hist-Early Christianity	4.5
ART 2AH	Honors History Of Art Pre Hist-Early Christianity	4.5
ART 2B	History Of Western Art Middle Ages-Renaissance	4.5
ART 2BH	Honors History Of Western Art Middle Ages-Renaissance	4.5
ART 2C	History Of Western Art Baroque - Post-Impressionism	4.5
ART 2CH	Honors History Of Western Art Baroque - Post-Impressionism	4.5
ART 2D	African, Oceanic & Native American Art	4.5
ART 2E	History Of Women In Art	4.5
ART 2F	Introduction To Asian Art	4.5
ART 2J	American Art	4.5
ART 5B	Three Dimensional Design	3
ART 36	History Of Graphic Design	4
DANC 10	Topics In Dance History	4
ENG 5	Gay & Lesbian Literature	4
ENG 7	Native American Literature	4

ENGL 14	Traveling The World Through Contemporary Literature	4
ENG 40	Asian American Literature	4

ONLINE COURSE	TITLE	UNITS
ENG 41	Literature Of Multicultural America	4
FA 1	Introduction To Popular Culture	4
or MDIA 11	Introduction To Popular Culture	4
GID 1	History Of Graphic Design	4
HUMN 1A	Humanities & The Modern Experience I	4
HUMN 1B	Humanities & The Modern Experience Ii	4
MUS 1	Introduction To Music	4
MUS 2A	Great Composers And Music Masterpieces Of Western Civilization	4
MUS 2B	Great Composers And Music Masterpieces Of Western Civilization	4
MUS 2C	Great Composers And Music Masterpieces Of Western Civilization	4
MUS 2D	World Music: Roots To Contemporary Global Fusion	4
MUS 7	Contemporary Music Styles: Rock, Pop & Jazz	4
MUS 7D	Contemporary Music Styles: The Beatles	4
MUS 8	Music Of Multicultural America	4
MUS 8H	Honors Music Of Multicultural America	4
PHIL 25	Comparative World Religions: West	4
PHOT 8	Photography Of Multicultural America	4
PHOT 8H	Honors Photography Of Multicultural America	4
PHOT 10	History Of Photography	4
PHOT 10H	Honors History Of Photography	4
PHOT 11H	Honors Comtemporary Issues In Photography	4
THTR 1	Theatre Arts Appreciation	4
WMN 15	History Of Women In Art	4.5

Area II - ENGLISH

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

Area III - NATURAL SCIENCES -with laboratory

ONLINE COURSE	TITLE	UNITS
GEOG 1	Physical Geography	5

Area IV - SOCIAL AND BEHAVIORAL SCIENCES

ONLINE COURSE	TITLE	UNITS
ANTH 2A	Cultural Anthropology	4
ANTH 3	Prehistory: The Search For Lost Civilizations	4
ANTH 5	Magic, Science, And Religion	4

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.

About the Instructor:

9. Demonstrated an enthusiasm for the subject.
10. Was knowledgeable and prepared for online instruction.
11. Motivated student interest and intellectual effort.
12. Encouraged students to ask questions and participate in online learning activities.
13. Encouraged individual thinking and differences of opinion.
14. Provided effective online contributions and sites.
15. Maintained online course environment conducive to learning.
16. Communicated clearly.
17. Was accessible for individual communication.
18. Demonstrated sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities.

19. Provided course materials online regularly and on time.

20. I would recommend this instructor.

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.