

Substantive Change Proposal
Relocation of Middlefield Center to the Sunnyvale Center



Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022
March 17, 2016

Submitted to the Accrediting Commission for Community and Junior Colleges

Judy Miner, Ed.D.
Chancellor, Foothill-De Anza Community College District

Kimberlee Messina, Ed.D
Interim President, Foothill College

Kurt Hueg, M.B.A
Acting Vice President of Instruction and Institutional Research

Andrew LaManque, Ph.D.
Associate Vice President of Instruction

Dawn Girardelli, M.S.
Dean, Middlefield Campus & Sunnyvale Center

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Foothill College Substantive Change Request
Sunnyvale Center
March 17, 2016

A CLEAR AND CONCISE DESCRIPTION OF THE CHANGE

Foothill College requests continued accreditation status for the relocation of its established educational center from its current location in Palo Alto to a site in nearby Sunnyvale, with operations beginning at the new location in the fall quarter of 2016. This change of address will allow the center to serve students in a modern facility owned by the district.

The educational center has been located in leased space at the Cubberley Community Center in Palo Alto since its establishment in 1984. The Community Center is operated by the City of Palo Alto in a former high school facility, built in 1955 and owned by the Palo Alto Unified School District. The Foothill-De Anza Community College District Board of Trustees included provisions for providing a permanent location for the Center in its general obligation Measure C bond program, approved by voters in 2006.

Cubberley Community Center



Foothill College Sunnyvale Center



The Foothill-De Anza Community College District Board of Trustees have reviewed several research studies over the years that have indicated a need for a facility in the northern part of the district along highway 101 and rail transportation corridor. In 2012, the district obtained 9.15 acres of the 18.9-acre former Onizuka Air Force Base property from the U.S. Department of Education through the federal public benefit conveyance process. The district is building an approximately 50,000-foot state-of-the-art instructional facility that is projected to be completed in June 2016. The existing educational center will relocate from leased space to a permanent home at the former Onizuka Air Base (Foothill College Sunnyvale Center).



RELATIONSHIP TO THE INSTITUTION'S STATED MISSION

Foothill College's mission statement includes a focus on meeting workforce needs. The new facility will continue to house a range of curricular options that are particularly geared to supporting the needs of the workforce.

Foothill College Mission Statement (adopted in December 2015):

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.

DISCUSSION OF THE RATIONALE FOR THE CHANGE

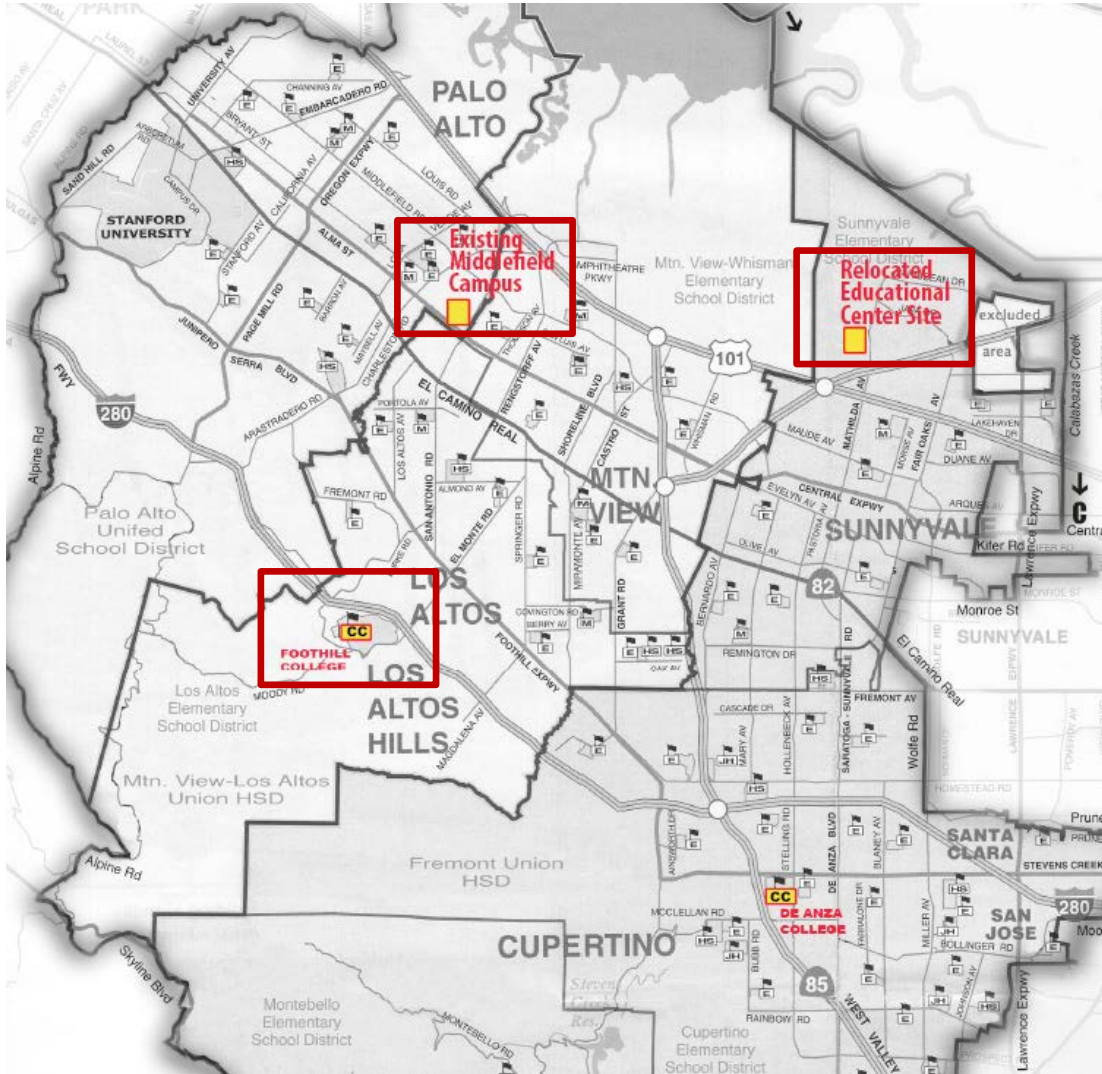
Changing the Center's location will address the instability of a leased site and better accommodate the changing needs of our student population.

The current educational center operates in circa 1950s converted high school facilities in Palo Alto that have not been upgraded since their original construction. There is an extensive list of unfunded and backlogged deferred maintenance at the site. These facilities are no longer adequate to provide the best physical environment required for effective learning. Foothill - De Anza currently leases the facilities for approximately \$1 million per year from the city of Palo Alto. The city has not identified the needed funding to upgrade the current facilities.

The Sunnyvale Center site is located at 1070 Innovation Way in an area known as Moffett Business Park in the northern part of the City of Sunnyvale. The city has carefully planned the business park at the confluence of major freeways and transit hubs, and is actively promoting it as a center of high technology industry. Current occupants include Google, Juniper Networks,

and Yahoo, and over two million square feet of office space intended for high technology tenants are under development. The new location (see Figure 1 below) in a vibrant high technology business park creates opportunities for complementary new academic programs.

Figure 1 – Sunnyvale Center Located on District Map



The site enjoys excellent freeway access and public transportation services. Located immediately adjacent to the intersection of interstate highway 101 and highway 237, freeway access is readily available. Two Valley Transit Authority light rail stops bracket the site, each a safe and easy walk away. Several Valley Transit Authority bus routes serve the area to support the light rail stations, and shuttles connect the site with the Caltrain rail line which links San Francisco to San Jose. Bicycling is already a popular means of transportation to the business park and bike lanes are being expanded as the area is developed (including a new lane fronting the site).

The move to Sunnyvale will provide additional opportunities for Foothill College students who reside in the northern part of Santa Clara County, from Palo Alto, Mountain View, Sunnyvale, Santa Clara, San Jose and Milpitas.

The District Strategic Plan 2010-2016 (May 3, 2010) included the following analysis (p8):

The El Camino Real – 101 corridor, one of the most rapidly growing areas, could potentially provide about 5,000 FTEs if the participation rate increases to 3.75%, the overall participation rate in the district’s region ...

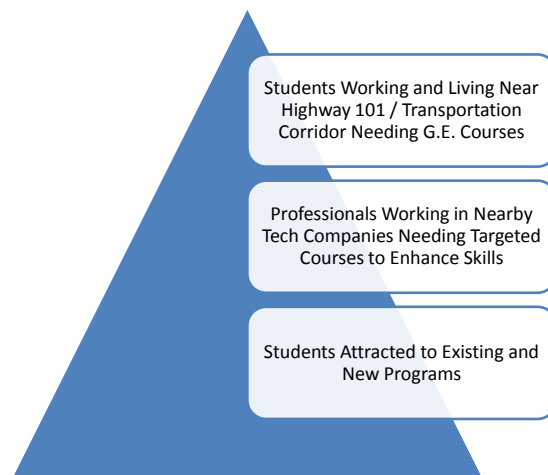
A January 31, 2011 Board of Trustees presentation supported the need for a facility in the northern part of the district with these conclusions:

- 67% of the population growth is projected to come from the Central San Jose and Santa Clara zones.
- Less than 15% of the population growth is projected to come from of the FHDA District zones.
- A location closer to faster growth zones will likely generate larger enrollment gains than a location near slower growth zones.

Based on its location, an analysis of population projections, and workforce needs, the Sunnyvale Center programs are geared to take advantage of its location near technology businesses and transportation connections. The Center will serve three types of student groups as outlined in Figure 2 below.

Figure 2 – Sunnyvale Center Intended Student Populations

Intended Student Populations



The Foothill College 2014 Facilities Master Plan Update included a discussion of the goals for the new center. The goals further emphasized taking advantage of the Center’s location. See Education Center Goals listed below.

Education Center Goals (2014 Facilities Master Plan Update p46)

- Reflect sustainability in the programming and building design of the education center
- Establish an education center that provides a sustainable and flexible learning environment
- Meet student needs for university transfer, workforce and basic skills classes
- Provide training and education for incumbent workers based on both employee and employer criteria

The 2014 Facilities Master Plan Update also included an analysis of enrollment projections based on population growth estimated at that time. Based on experience at the opening of other community college centers in recent years, the Center is anticipated to receive strong interest from students wanting to take advantage of everything a new facility has to offer. As noted in the 2014 Facilities Master Plan Update, the College has planned for most new enrollment growth to be associated with the Sunnyvale Center. Figure 3 below shows the estimates.

Figure 3 – Foothill College and Center FTES Forecast
(2014 Facilities Master Plan Update p14)

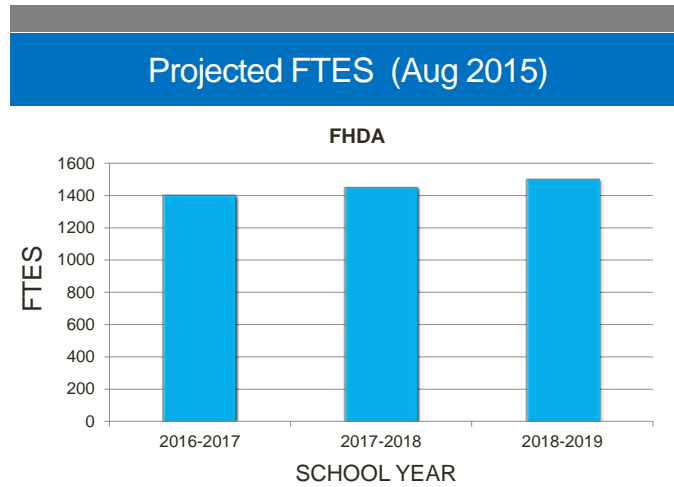
Actual and Forecast Total FTES at Each Campus

The following table shows actual and forecasted total FTES at each campus.

Foothill College CREDIT - FTES FORECAST			
Campus	2014	2025	Change
Foothill College campus Total	10,710	10,816	106
Education Center Total	1,300	2,463	1,163
GRAND TOTAL	12,010	13,279	1,269

Enrollment Projections as of the August 3, 2015 Board meeting depict a slight bump in enrollment during the first three years of operations. See Figure 4 below.

Figure 4 – Sunnyvale Center Projected FTES Claimed for Apportionment



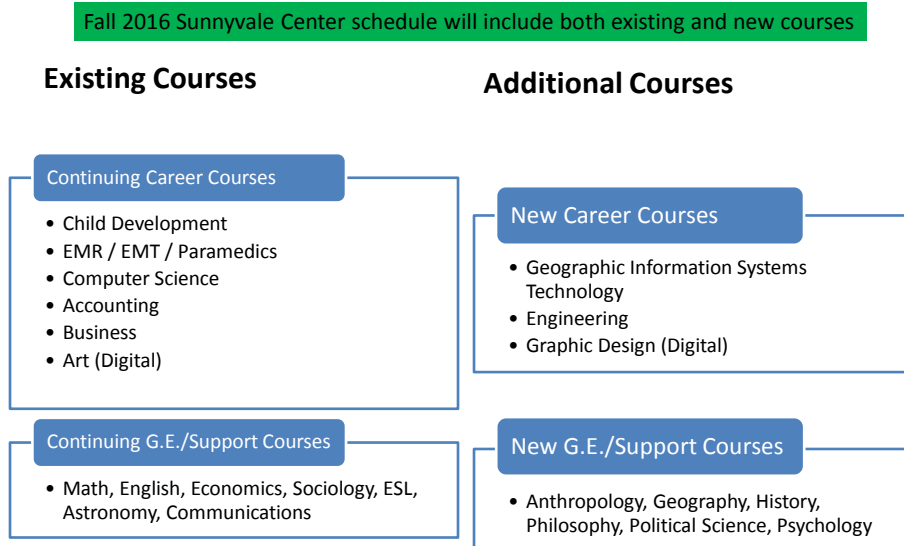
A DESCRIPTION OF THE PROGRAM TO BE OFFERED

The Center currently offers a full range of courses including offerings in Paramedic / Emergency Medical Services and Child Development which will continue at the new location. Courses will be offered (both face to face and hybrid / online formats) in Accounting, Business, Computer Science, and Geographic Information Systems Technology as well as general education courses in Math, English, History, Economics, Communications, Astronomy, Political Science, Psychology, and Sociology. In meetings with local companies representatives have indicated a need for their employees to acquire both nontechnical skills such as oral and written communication, and upskilling in technical areas.

To meet the college mission and the needs of its intended student populations, the Sunnyvale Center will offer three categories of courses (see Figure 5 below):

1. Existing career oriented courses including Paramedic / EMS and Child Development.
2. Career oriented courses, anchored by Geographic Information Systems Technology and including a technology focus.
3. A range of GE and support courses that will be attractive to students from the "101 Corridor" including Sunnyvale and Mountain View, but also Santa Clara and San Jose.

Figure 5 – Anticipated Academic Programming at Sunnyvale Center



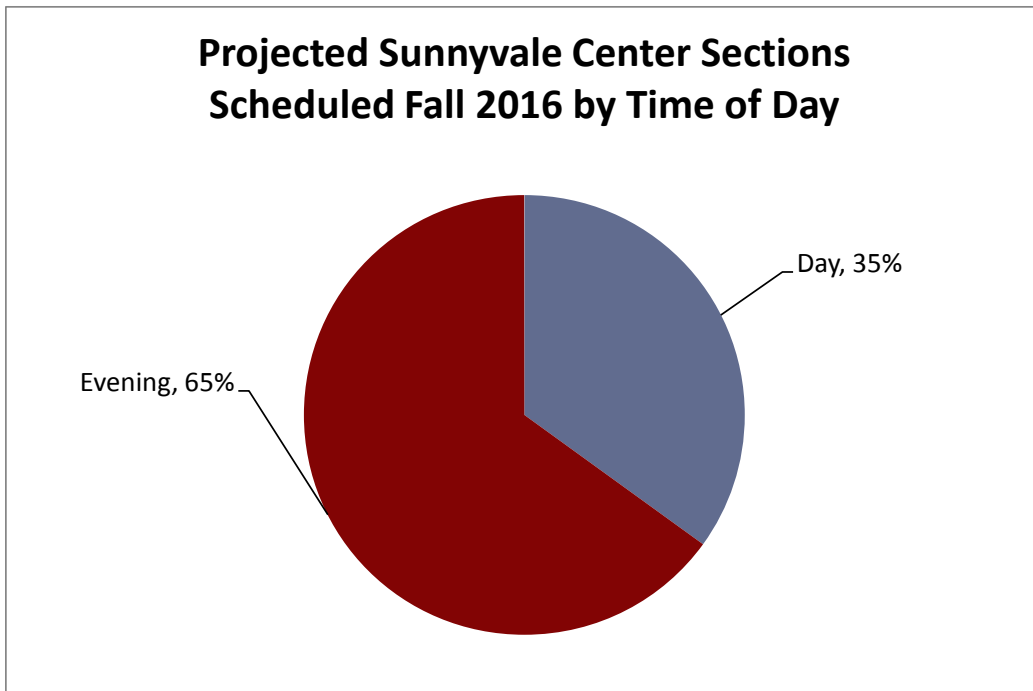
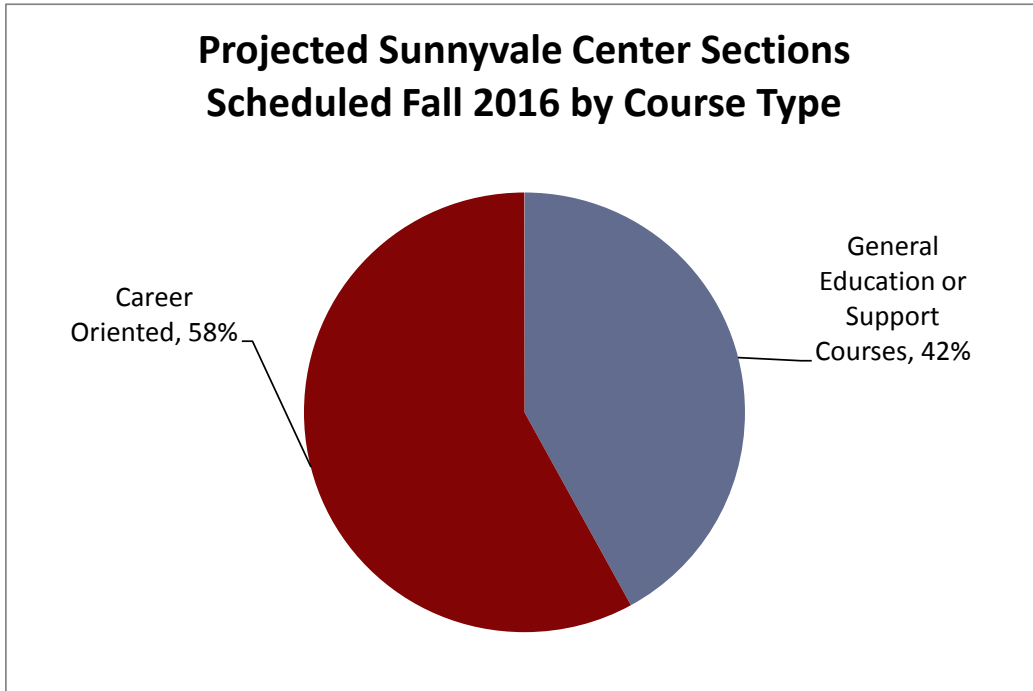
The Sunnyvale Center will not have Physical Education facilities.

3/15/2016

Sunnyvale Center Substantive Change

The new courses offered at the Center are from existing programs that will continue to be offered on the main campus in addition to the Center. Given the focus on career oriented courses for working professionals, a majority of the courses to be run in fall 2016 will be career oriented courses and taught in the evening (Figure 6).

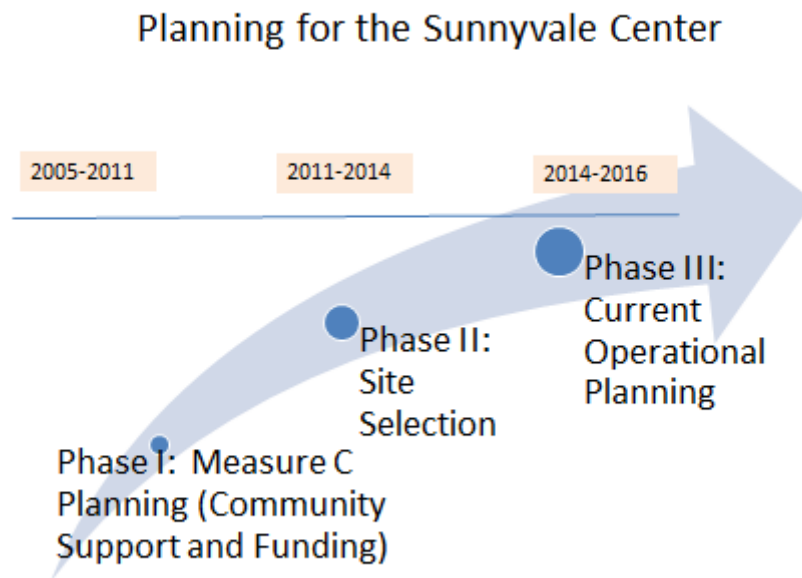
Figure 6 – Projected Sunnyvale Sections Scheduled by Course Type and Time of Day



THE PLANNING PROCESS WHICH LED TO THE REQUEST FOR THE CHANGE

As depicted in Figure 7 below, planning for the change in location for the Center has taken place in three phases over the last 10+ years.

Figure 7 – Planning Timeline for the Sunnyvale Center



Phase I: Measure C Planning (Community Support and Funding)

The first phase of planning involved the decision to include a new facility in the Measure C bond. The Board received feedback from the community via a survey of residents on its plans for a bond, including a new site for the Center, on December 12, 2005. Prior to that, population projections were presented outlining the need for a location at the northern part of the district (Population Demographics for Growth and Facilities Planning, December 5, 2005).

After voter approval in 2006, work began by a district led group to determine and secure a new site. This work was driven by data on our students, the labor market, and population projections (Data Related to Middlefield Site Options April 7, 2008) as well as Board priorities for environmentally-friendly construction and a location accessible by multiple modes of transportation. (Board Minutes, January 31, 2011)

The District initially explored purchasing land from the Palo Alto Unified School District at the current Middlefield Campus site or from the City of Palo Alto at an adjacent site, but those agencies allocated the sites for future K-12 school use and declined to sell. A formal Request for Offers was issued by the District seeking a site within the District boundary, but because of the high demand for property in the District's Silicon Valley location, only a single offer for a site in

Sunnyvale was received in response. Given the high cost of real estate in the Silicon Valley, this effort did not produce a suitable location.

Phase II: Site Selection

The second phase of Center planning involved the decision to seek federal public benefit conveyance approval for the land at the old Onizuka Air Force Base (Board Minutes, August 8, 2011). This planning involved working with the City of Sunnyvale as well as the Federal Department of Education. After receipt of the Quitclaim Deed, the District filed a Letter of Intent with the California Community College Chancellor's Office on the Relocation of the education center.

In the course of identifying possible educational center sites the District became aware of the de-commissioning of Onizuka Air Force Station under the Air Force's 2005 Base Realignment and Closure (BRAC) program, with local reuse sponsored by the City of Sunnyvale. With the support of the city and the US Department of Education, the District was able to acquire a 9.15-acre portion of the Air Force Station through a public benefit conveyance, at no cost to the District. At the time of the title transfer the property was valued by the Air Force at \$11,580,000.

A comparative analysis of the two Sunnyvale sites was prepared for the District by PPV Inc., a real estate consultant. Their report concluded that the Innovation Way site was the better value. In addition to the obvious cost advantage, the site was noted for superior accessibility, traffic and parking, public transit, walkability and neighborhood ambiance. PPV cited market value for real estate equivalent to the Innovation Way site at \$30 to \$40 per land square foot, with values of up to \$100 per land square foot in Palo Alto (if a site could be found.) The cost of the Innovation Way site, if demolition costs are added for equivalent comparison, is approximately \$12 per land square foot.

Source: [Education Center Acquisition Update - Comparison of Onizuka & 895 Kifer Road, August 8, 2011](#), p2.

Phase III: Current Operational Planning

The third phase of planning has taken place over the last two years as the College has focused on the design of the building, the operation of the Center, and the academic programs. A college committee has had regular meetings over the last two years. Additional consultant expertise was approved by the Board on May 4, 2015. The group has given updates to the Board of Trustees as well as campus committees, including Instructional Deans. On January 14, 2016, an all-day retreat was held to review plans for all aspects of Center operations. Planning continues in winter and spring 2016 to fine tune the proposed schedule of classes, student services, staffing, and budget.

Figure 8 below provides a timeline for the research and planning supporting the Sunnyvale Center.

Figure 8 – Planning Timeline and Evidence for the Sunnyvale Center

Phase I: Measure C Planning (Community Support and Funding)

#	Year	Date	Topic
1	2005	December 5, 2005	Presentation to Board on Population Demographics for Growth and Facilities Planning. FHDA Board of Trustees presentation, December 5, 2005 FHDA Board of Trustees minutes, December 5, 2005
2		December 12, 2005	Presentation to Board on Bond Feasibility Study, noting the need for a new education center. FHDA Board of Trustees minutes and presentation, December 12, 2005
3	2006	June 6, 2006	Bond Measure approved by voters that included funds to secure a permanent site for an education center. General Obligation Bond Sales
4	2008	April 7, 2008	President Miner presented data to the Board on findings related to Middlefield Campus site options. FHDA Board of Trustees presentation, April 7, 2008
5	2010	May 3, 2010	FHDA Strategic Plan 2010 – 2016, approved by the Board of Trustees. FHDA Board of Trustees agenda, May 3, 2010 FHDA Board of Trustees minutes, May 3, 2010
6	2011	January 31, 2011	Presentation to Board on Santa Clara County Population Projections 2010-2035 and FHDA enrollment trends. FHDA Board of Trustees presentation, January 31, 2011 FHDA Board of Trustee minutes, January 31, 2011

Phase II: Site Selection

#	Year	Date	Topic
7	2011	August 8, 2011	Board identified the property at the former Onizuka Air Force Station as its preferred location for a permanent home for education center. Board Agenda Item, August 8, 2011 Board of Trustees minutes, August 8 2011
8		December 19, 2011	Public Benefit Conveyance Application submitted to U.S. Department of Education. Application for Public Benefit Conveyance
9		December 13, 2011	Onizuka Redevelopment Plan unanimously amended by Sunnyvale City Council to include an education center as the preferred use of the site. Sunnyvale City Council meeting minutes, December 13, 2011
10	2012	March 1, 2012	Proposed Mitigated Negative Declaration report drafted by RBF Consulting. Proposed Mitigated Negative Declaration
11		August 27, 2012	President Miner and Dave Younger from Lionakis Architects presented to the Board a status report on the planning for the education center at Onizuka AFB. Board of Trustees presentation, August 27, 2012
12	2013	February 27, 2013	FHDA obtained 9.15 acres of the 18.9-acre Onizuka property, free of charge from the U.S. Department of Education through the federal public benefit conveyance process. Quitclaim Deed for Parcel C of the Former Onizuka AFS
13		March 6, 2013	Foothill College Vice President Denise Swett reports to Foothill College Planning and Resource Council (PaRC) on the transfer of land to FHDA and the planned site. PaRC minutes, March 6, 2013
14		August 26, 2013	Foothill College Vice President John Mummert presents to the board an updated plan for education center programming and regional education. Board of Trustees minutes, August 26, 2013
15		October 16, 2013	Foothill College Planning and Resource Council (PaRC). Foothill College Dean Dawn Girardelli presents to council an updated plan for education center programming and regional education. PaRC (Planning and Resource Council) minutes, October 16, 2013
16	2014	February 14, 2014	Utilization Report for 2013-2014 submitted to U.S. Department of Education. Utilization Report for 2013-2014

Phase III: Current Operational Planning

#	Year	Date	Topic
17	2014	May 5, 2014	Foothill College Dean Dawn Girardelli presented plans to the FHDA Board of Trustees for the new education center, including enhanced student services and a regional approach to career technical education. Presentation was also shared with Foothill Administrative Council. Board of Trustees presentation, May 5, 2014 Board of Trustee minutes, May 5, 2014
18		May 12, 2014	Foothill College Dean Dawn Girardelli presented to Foothill College Academic Senate plans for the new education center, including enhanced student services and a regional approach to career technical education. Foothill College Academic Senate minutes, May 12, 2014
19		June 18, 2014	Facilities Master Plan presented to Foothill College Planning and Resource Council (PaRC) , including updates on building design and purpose for education center. Facilities Master Plan Update 2014 PaRC (Planning and Resource Council) minutes, June 18 2014
20		August 25, 2014	President Judy Miner presented the Facilities Master Plan to the Board of Trustees, focusing on enrollment growth anticipated for new education center. Facilities Master Plan Update 2014 Presentation
21		September 11, 2014	Foothill College, Deans' Retreat. Retreat discussed and planned FTES goals for education center and how to schedule classes for robust enrollment. Dean's Retreat agenda, minutes and presentation, September 11, 2014
22		October 24, 2014	Preliminary Notice of Relocation of Educational Center sent to California Community Colleges Chancellor's Office Preliminary Notice of Relocation of Educational Center

#	Year	Date	Topic
23	2015	February 14, 2015	Utilization Report for 2014-2015 submitted to U.S. Department of Education Utilization Report for 2014-2015
24		May 4, 2015	Board approved Foothill College independent contractor agreement for scheduling expertise. Board of Trustees minutes, May 4, 2015
25		May 7, 2015	Construction commences for newly named Sunnyvale Center. Construction Schedule
26		May 13, 2015	Educational Master Plan Retreat. Community feedback recorded regarding Sunnyvale Center. EMP retreat minutes, May 13, 2015
27		July 1, 2015	Middlefield to Sunnyvale Center Task Force convenes for weekly planning meetings. Agendas and minutes
28		July 30, 2015	Foothill College, Deans' Retreat. Discussed and planned FTES goals for Sunnyvale Center and how to schedule classes for robust enrollment. Dean's Retreat agenda and minutes, July 30, 2015
29		August 3, 2015	FHDA Board of Trustees study session. Interim President Kimberlee Messina provided an update regarding construction and education planning for new center. Board of Trustees presentation, August 3, 2015 Board of Trustees minutes, August 3, 2015
30		September 8, 2015	Foothill College, Deans' Retreat. Discussed and planned Sunnyvale Center course scheduling. Dean's Retreat agenda, September 8, 2015
31		August 18, 2015	Education Center Relocation Checklist for CCC Educational Center and Colleges Letter of Intent submitted to California Community Colleges Chancellor's Office Letter of Intent 793 pages
32		December 18, 2015	Foothill College and Mission College Student Services Planning meetings. Task force convenes to discuss serving students at both colleges at Sunnyvale Center. Agenda and minutes
33	2016	January 14, 2016	Foothill College Organizational Meeting, Sunnyvale Center. Agenda and minutes
34		February 11, 2016	Utilization Report for 2015-2016 submitted to U.S. Department of Education. Utilization Report 2015-16

THE CHANGE'S RELATIONSHIP TO THE INSTITUTION'S PLANNING, EVALUATION, AND STATED MISSION

As outlined below, discussions about the Center's location have been integrated into institutional discussions for many years.

More recently, the 2014 Foothill College Facilities Master Plan Update included an explicit recognition of the role the center plays in the college's enrollment strategies aimed at meeting the needs of students:

“Enrollment management to focus on growth in online learning opportunities, at the Foothill-De Anza Education Center, and at other off-campus locations.”

The Sunnyvale Center will play a significant role in helping the college achieve the Foothill College Master Plan (February 2016) strategies, including:

“Reduce barriers and facilitate students' ease of access across the District and region. Partner with business and industry to prepare students for the workforce.”

The Educational Master Plan integrates facilities planning and the Center with educational planning, as noted below:

The Center's vision to advance the economic well-being of the region by serving employer training needs, developing a quality workforce and serving as a key player in local and regional workforce development initiatives considers its potential impact on promoting student equity and success, equipping people from diverse backgrounds with skills to close the growing achievement gap in Silicon Valley. As such, the instructional and student services planning will focus on increasing access and success for underserved students in the careers and transfer pathways more represented and needed in Silicon Valley. In addition, the physical building is being constructed to LEED gold standards and able to support the most current teaching and learning technology. ([Educational Master Plan, Feb 2016](#))

The Center was included in qualitative (focus groups and surveys) analyses conducted in spring 2015. This feedback was summarized by the college researcher and included in a presentation to the Education Master Plan Committee on May 13, 2015 (see below).

Master Plan Community Feedback

FHDA Education Center:

- Attract re-entry and workforce students
- Provide extensive offerings
- View facility as a training center
- Facility should be current with technology

Source: Presentation to Education Master Plan Committee, May 13, 2015

The Center is included as an administrative unit for program review. All program review documents are available to the college community and are used for resource requests. Program Review data sheets include data disaggregated by location for all units. In addition, summary data is presented for the existing Middlefield Campus (see header below):

PROGRAM REVIEW DATA 10/13/15
Middlefield Campus

Enrollment Trends

Full and Part Time Faculty Load

The most recent comprehensive program review was completed in winter 2016 and includes the Administrative Unit Outcomes (see below).

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Resource Request & Follow-Up
AU - Middlefield Campus & Community Programs - Planning - Middlefield staff is on target to move to Sunnyvale Center, with proper planning in place to move from Middlefield Campus completely. Year(s) to be Assessed: End of Academic Year AU-SLO Status: Active	Assessment Method: Communication regularly shared with faculty and students about plans for Sunnyvale Center. Assessment Method Type: Data	02/10/2016 - Beginning in 2015, quarterly (and sometimes twice per quarter) emails have gone out to faculty about construction progress at Sunnyvale Center, as well as planning for exiting Middlefield. With changes in course offerings at Sunnyvale, this has been crucial for faculty to know if they are moving to Sunnyvale. Furthermore, in Fall 2015, quarterly newsletters have gone out to students about Sunnyvale Center, and the exit from Middlefield. Community members around Middlefield campus have also been made aware of this move through City of Palo Alto and a poster marketing push starting in March 2016. Result: Target Met Year This Assessment Occurred: 2014-2015	

Source: <http://foothill.edu/accreditation/subchg/AnnualPrAuMid14-15.pdf>

ASSESSMENT OF NEEDS AND RESOURCES WHICH HAS TAKEN PLACE

As noted above in the timeline, planning has been underway for many years to assess the best location for a new facility.

ANTICIPATED EFFECT OF THE PROPOSED CHANGE ON THE INSTITUTION

The current Center has been in operation for many years. This change of address is not anticipated to impact operations at the college overall.

A CLEAR STATEMENT OF THE INTENDED BENEFITS THAT WILL RESULT FROM THE CHANGE

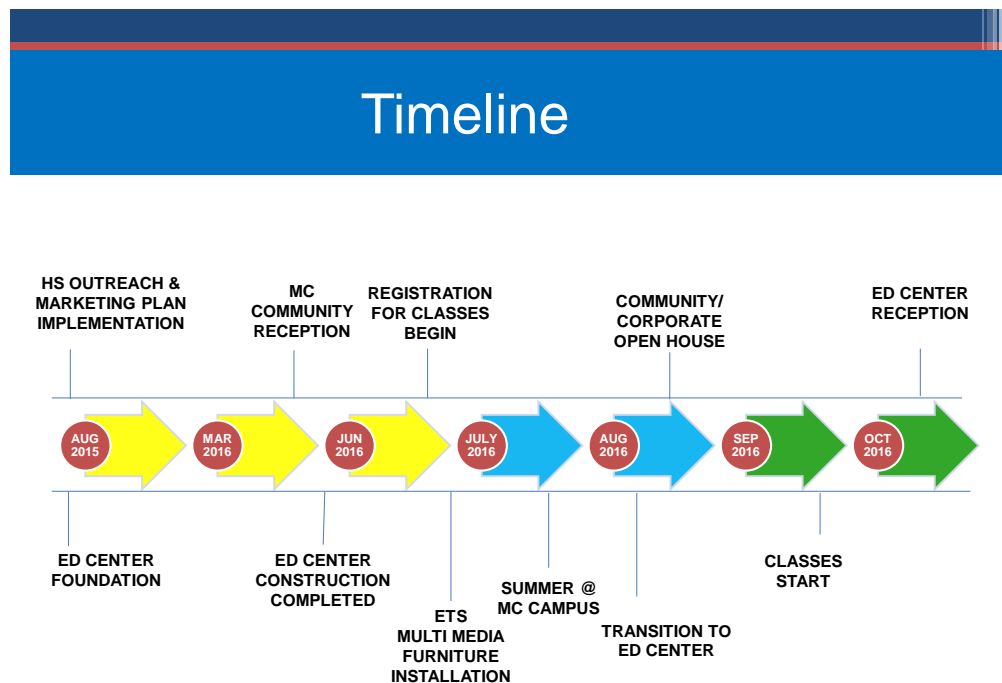
The change will result in a new modern facility owned by the District in a location easily accessible by multiple forms of transportation.

A DESCRIPTION OF THE PREPARATION AND PLANNING PROCESS FOR THE CHANGE, I.E., WHEN WILL THE CHANGE GO INTO EFFECT

The change will go into effect during the fall 2016 quarter. Since the building is funded by Measure C dollars, the facilities development is monitored by the Board of Trustees on an ongoing basis. As noted in the timeline above, meetings about the schedule have been ongoing with the deans. A campus committee has been meeting weekly to review operational details of opening a new building.

The Utilization Report for 2015-2016 submitted to U.S. Department of Education on February 11, 2016, outlined activities over the previous year. Figure 9 includes the current timeline for opening the new building.

Figure 9 – Sunnyvale Center Opening Timeline



Source: [Board of Trustees presentation, August 3, 2015](#) (p23)

On February 6, 2016 an electronic newsletter was sent to all Middlefield students outlining the move to the Sunnyvale Center. Included below in Figure 10 are the FAQs contained in the letter.

Figure 10 – Winter 2016 Middlefield Newsletter FAQs about Sunnyvale Center



[FAQs about Sunnyvale Center](#)

1. Where is Sunnyvale Center located?

The new address is:

1070 Innovation Way
Sunnyvale, CA 94089

This new location is conveniently located near highways 237 and 101, and just off Mathilda Ave. in Sunnyvale, only 5.5 miles down the freeway from Middlefield Campus.

2. Will any classes remain at Middlefield Campus?

No Foothill College classes will remain at Middlefield.

All operations at Middlefield Campus will end after summer 2016 and the rented building space will return to City of Palo Alto.

3. Will my Physical Education class be at Sunnyvale Center?

No, all Physical Education (PHED) and Adaptive Learning: Community Based (ALCB) classes will either return to main campus or find new homes in the community. More information to come out in the Spring about these classes.

4. Will I be able to see a Counselor for an appointment at Sunnyvale Center?

Yes!

Services to students (including Financial Aid, Health Services, Counseling, and many more) will expand from the limited services currently offered at Middlefield Campus.

5. I heard a rumor that Mission College will hold classes at the new Center. Is that true?

Yes again. Mission College is partnering with Foothill College to hold a limited amount of classes at Sunnyvale Center. More info about this to come out in Spring 2016.

6. Is the new building ready yet?

Not quite, but we're working as fast as we can. Much more information, as well as a time lapse video of construction, can be found at:

<http://www.foothill.edu/sunnyvale/>

7. How can I get to Sunnyvale Center?

Attending classes at the new Sunnyvale Center has never been easier. One of the factors in deciding where the "new Middlefield campus" would be located was ease to bus and train stations. The Sunnyvale Center, located at 1070 Innovation Way (between 11th Ave and North Mathilda Ave), serves a variety of routes to and from the Center.

BUS

Less than a half-mile north of us is the Lockheed Martin Transit Center, located on the corner of 5th Ave and North Mathilda. Ave. This hub serves the 26, 54, 120, 121, 122, 321 and 328 bus lines. These lines stretch out to the Eastridge Transit Center in East San Jose, De Anza College, the Gilroy Transit Center, Santa Teresa in South San Jose, and even the Fremont Bart station. Please consult www.vta.org for specific days and times. In addition, part of your registration allows you to obtain a Foothill College Clipper Card. For only \$3 per quarter, you may ride any of the VTA busses as long as you are an active student for that quarter. Normal fares currently run at \$6 per day, so you can see the huge savings by using the Clipper Card.

LIGHT RAIL

The Sunnyvale Center is conveniently located between the Moffett Park and Lockheed Martin Light Rail stations (Green Line) and runs from 5 am to past midnight. At the western end of the Green Line is the Mountain View light rail station that connects to Cal Train and serves the entire peninsula. Please consult www.vta.org for specific days and times.

DRIVING

Should you chose to drive, the Sunnyvale Center hugs Highway 237 and Highway 101 which minimizes the need to drive through city streets.

ADEQUATE AND ACCESSIBLE STUDENT SUPPORT SERVICES

The relocated Center will provide comprehensive student services which includes and is not limited to the following (see also listing below): Admissions & Records, Bookstore, academic, career and personal Counseling, Financial Aid, Library, Testing & Assessment Center, Computer Lab, Tutoring, and services for Veterans, Disabled and EOPS students. Center staff will work with Student Services to provide health services such as flu clinics, Planned Parenthood, and a mobile health provider.

Student support services will be evaluated throughout the year. The college receives continuous student feedback, can track trends, respond to comments and adjust services as needed. Ask Foothill provides students with a range of answers to questions online:

<https://foothill.intelliresponse.com/students/index.jsp>

Student Services at the Sunnyvale Center

- Admissions & Records
- Internships
- Bookstore
- Counseling
- Financial Aid
- Library
- Testing & Assessment Center
- Computer Lab
- Tutoring
- Disability Resource Center
- Veteran Services

Foothill College will have support for our Veterans at the Center. The Veterans Services Resource Center staff plan to hold office hours at the Center and have tables during student outreach events. There will also be literature about our Veterans programs available on site and on the Sunnyvale Center webpage with links to the main campus. Lastly, we will be linking Veterans to employment and internship opportunities that we are creating for programs/pathways at the Center.

The library at the Center will be mostly for online access to materials such as books, reports, magazines, etc. The staff in the Student Support Space (211) will provide basic support. There will be a Foothill Librarian at the Center during scheduled times. Paper based books and materials, may be requested from the Foothill Library and transferred to the room 211 for pickup/return. If a student has a research project and is not familiar with how to access the resources, they can call the Foothill Library Librarian, use Zoom for face-2-face, or send an email. There is also extensive online assistance for doing research papers through the Foothill website.

The Student Resource Center is located on the second floor and includes the following services:

Library Services

Textbook Loaning:

Students, faculty and staff with valid ID can check out textbooks or request textbooks and non-print materials from the main campus Library.

Research Help:

Foothill College has a virtual research help desk to assist off-campus students with research and access to online databases and ebooks which can be accessed through the following portal:

http://libguides.foothill.edu/off_campus_services

On Site Librarians Hours TBD

Open Computer Lab:

Provides access to PC and Macintosh computers equipped with word processing software and networked to the ePRINTit printing system. The computers will be available to current students on a first-come, first-served basis.

Individual Study Space:

There are multiples spaces within the Student Resource Center where students will have dedicated quiet space to study.

Group Study Rooms:

There are four group study rooms which can be reserved for two to six individuals. Reservations may be made through on-line system the same day and up to two weeks prior to requested reservation.

Testing & Assessment Center:

- Provides placement testing in Math, English, Chemistry and English as a Second Language
- Provides accommodated testing for Disability Resource Center (DRC) students
- On-line appointments are available for scheduling placement and accommodated testing.

Teaching & Learning Center:

The Teaching & Learning Center offers free one-on-one 20-minute tutoring sessions for any Foothill class and also topic based 40 minute workshops.

Figure 11 -- Summary of Services for the Student Resource Center at the Sunnyvale Center

Library Services	Study Space	Learning Resources
Textbook Loaning	Open Computer Lab	Testing & Assessment Center
Research Help	Individual Study Space	Teaching & Learning Center
On Site Librarians Hours	Group Study Rooms	

Other services will include:

Counseling

Counseling Office is located on the first floor in Suite 109

Operating Hours:

Monday	10:00am-6:30pm
Wednesday	10:00am-6:30pm
Virtual Counselor (TRF)	10:00am-6:30pm

Description of Services:

Counseling: Academic, Personal, Career & Transfer

- Workshops & Orientations
- Disability Resource Counseling and Advising
- 8 hours/week in person, Drop In (time & day based on enrollment)
- Individual appointments available through SARS (In-person @ main campus, phone, chat or Zoom)
- DegreeWorks available online 24/7 through Portal
- StudentLingo student success video workshops, available online 24/7
- Information Module available 24/7 through Go2Orientation
- Virtual Counseling*

*Virtual Counseling Office: Students needing counseling services when a counselor is not on site will have the option of contacting a counselor through the counseling virtual office which is located on the first floor. Virtual counseling is provided through a telepresence system and will be available during regular counseling hours at the main campus.

Behavioral Issues & Student Discipline

- Disruptive behavior by any person at the Center shall be handled by the Campus Supervisor and/or Dean
- Disruptive behavior, cheating or plagiarism in a class will be handled by the college offering the class through their designated process
- ADVOCATE online reporting program for student behavioral issues and concerns is available 24/7 (Foothill College)
- ADVOCATE for reporting Title IX complaints and concerns is available 24/7 (Foothill College)

FINANCIAL AID

Financial Aid Office is located on the first floor in Suite 109

Operating Hours:

Tuesday	10:00am-6:30pm
Virtual Counselor	10:00am-6:30pm

Description of Services:

- Scholarship
- BOG Fee waivers
- Federal Financial Aid assistance
- Student Loan assistance
- Orientations
- Quarterly workshops in person or via telepresence
- Individual appointments available through SARS (phone, chat or Zoom)
- Financial Aid TV available online 24/7

DISABILITY RESOURCE CENTER

The Center will work with the main campus DRC Center to ensure that student needs are being met at the Center. Testing accommodations will be handled through the Testing & Assessment Center located on the second floor in the Student Resource Center.

Description of Services:

- Individual appointments with specific DRC counselors available through SARS (In-person @ main campus, phone, chat or Zoom)
- Accommodation process fully online through Clock Work in student Portal
- On-site counselor able to do academic counseling and access Clock Work to review DRC accommodations
- Workshops in person or via Telepresence
- Placement tests are available in alternate text format such as: Braille, audio tape, large print, and e-text.
- Accommodations may include but are not limited to the following: readers, scribes, alternate formats, oral examinations for essay tests, extended time, permission to write on an exam instead of a scantron, or a low distraction environment.

EOPS

- Workshops in person or via Telepresence
- Individual appointments with specific EOPS counselors or staff available through SARS (In-person at main campus, phone, chat or Zoom)
- Information Module available 24/7 through Go2Orientation

SATELLITE LOUNGE

Operating Hours:

Monday-Thursday 7:00 am-10:00 pm

Friday 8:00 am-2:00 pm

The Satellite Lounge is located on the first floor (Room 105) and is a flexible space where students can eat, study or meet in groups. The Lounge also has a dedicated bookstore space and will house student outreach events & activities including health clinics (flu shots) and college, career, and internships fairs.

The following are examples of services available inside of the Satellite Lounge:

Bookstore:

- Will open the week prior to each term and the first two weeks of classes for students to purchase books and supplies. The bookstore will also be open the last week of school for textbook buyback.
- The bookstore will be located inside the Satellite Lounge on the first floor and Center will post on interior screens as well as website bookstore hours.
- Students may also purchase pencils, scantrons, exam books, etc. from the Onizuka café year round during operating hours.

Student Activities:

- Provided by ASFC with cultural and health awareness months
- Developed in collaboration with ASFC, Student Activities Coordinator and FH Sunnyvale Center Supervisor
- Information Module available 24/7 through Go2Orientation

College & Career Fairs:

- Coordinated through Marketing
- Supported by:
 - Information Modules available 24/7 through Go2Orientation
 - ASK Foothill
 - Go2Orientation
 - S.O.A.R. events

- Foothill Student Services Mobile App (Guidebook)
- StudentLingo

ADDITIONAL STUDENT SUPPORT SERVICES

Veterans Services:

Center administration will work with Foothill's Veterans Services to coordinate outreach, programs & services at the Center.

Description of Services:

- Workshops in person or via Telepresence
- Individual appointments with specific Veterans counselors available through SARS (In-person at main campus, phone, chat or Zoom)
- Information Module available 24/7 through Go2Orientation
- Job & Career Fairs
- Job placement, internship and job shadowing opportunities

Career & Transfer Center:

Center administration will work with Foothill Career and Transfer Center in coordinating activities and events at the Center.

Description of Services:

- Individual appointments with counselors available through SARS (In-person @ main campus, phone, chat or Zoom)
- Career Services Manager (CSM) (online career services program available 24/7)
- Free job and internships services through LearnUp, Internbound, AfterCollege, and InternMatch/LookSharp,

Health Services:

Center administration will work with Foothill Career and Transfer Center in coordinating activities and events at the Center.

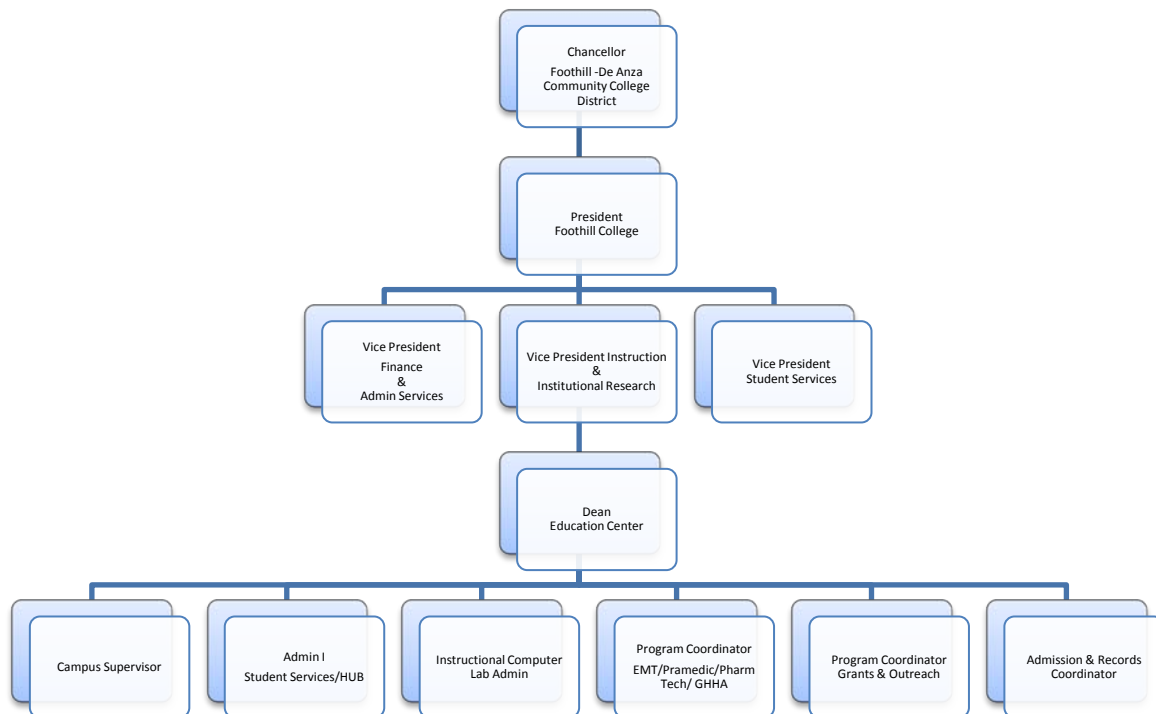
Description of Services:

- Flu Shots on site as scheduled
- Workshops in person or via Telepresence
- Student Health 101 Online Magazine
- Kognito Online Training Mental Health Support Program
- Information module available 24/7 through Go2Orientation

SUFFICIENT AND QUALIFIED FACULTY, MANAGEMENT, AND SUPPORT STAFFING

The Center Dean and all direct report staff identified in the organizational chart will be on-site staff. In order to support the relocated center, discussions are underway for changes that might better address needs of relocated center and its student population. There are no faculty assigned to the Center, per the contract, all faculty are available to teach at all locations. Below is the organizational chart for the current Center.

Figure 12 – Center Organizational Chart



Source: www.foothill.edu/accreditation/subchg/LetterofIntent.pdf (p. 10), August 18, 2015

Discussions are ongoing with bargaining units about the new staffing at the Sunnyvale Center. The Administrative team, including the Interim President, Acting Vice President for Instruction, Dean, and Campus Supervisor, has been at the college for several years. All possess at least a master's degree.

PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF TO EFFECT AND SUSTAIN THE CHANGE

The Foothill College Professional Development Program furthers the goals of Foothill College by supporting staff, faculty, and administrators in their efforts to enhance professional skills and knowledge. The Professional Development Program contributes to fostering a culture of innovation, self-reflection, and life-long professional learning by providing high-quality educational opportunities related to teaching, learning, student services, and professional growth.

The Professional Development Program supports Foothill College as a learning organization which honors a culture of knowledge sharing. We seek to develop an institutional culture that rewards experts for sharing their best-practices, expects employees to contribute to the collective knowledge of the organization, and has systems that help people take responsibility for their own learning progress. A learning organization enables people to develop capabilities within the context of their jobs by integrating professional development and learning with the main work of the organization.

The Professional Development Program collaborates with administrators, staff, faculty, and committees and workgroups to provide support for both long and short-term goals of the college.

The Professional Development Program will:

- Offer workshops throughout the academic year on topics related to teaching, learning, student services, and professional growth.
- Promote and monitor employee use of Lynda.com tutorials
- Develop innovative professional development opportunities beyond workshops, such as (but not limited to) reflective writing opportunities, peer-to-peer learning opportunities, and book club opportunities.
- Track and document employee attendance at professional development events.
- Solicit feedback through a yearly survey in which staff, faculty and administrators are asked to provide input about their professional development needs.

The Professional Development Program receives inputs from several sources. The Vice President of Instruction and Institutional Research oversees all professional development activities and submits the annual report to the state Chancellor's Office. The Professional Development Committee is responsible for generating and organizing the majority of the professional development activities that are scheduled throughout the year.

APPROPRIATE EQUIPMENT AND FACILITIES

Construction of the new center is scheduled to be completed in July 2016 with classes scheduled to be offered in fall 2016. Construction of the new building is funded by the Measure C General Obligation Bond, passed in 2006. Total construction budget is \$40,676,885.

Furniture, state of the art multimedia and classroom equipment is also funded from Measure C proceeds:

FF&E Budget:

Sunnyvale Center FF&E Projected Cost (includes Taxes)	Cost	15% Cushion
Furniture	\$ 574,685.14	\$ 632,153.65
Non-Measure Miscellaneous (clocks, receptacles, refrigerator and hand dryers) and items under \$100	\$ 25,401.06	\$ 29,211.22
Total FF&E Cost	\$ 600,086.20	\$ 690,099.13

Future technology (software and hardware) instructional needs will be addressed through allocation of state funded instructional equipment funds, state allocation of lottery funds and college operating funds. Over the past 30 years Foothill College Middlefield lease payments amounted to approximately \$1 million per year. These funds will now be available to support operations of the new center such as programs support as well as utilities and maintenance and operations costs. The college will continue to support the Center with base funding allocation for staff and budget.

The new Sunnyvale Center will have 19 state-of-the-art classrooms, a rapid prototyping laboratory, two areas for students to meet and work on projects, and multiple areas for computer access and educational assistance with their coursework. The classrooms will all have wireless interfaces for students, even in the common areas. The majority of classrooms will have dual screen projectors that are laser versus traditional bulb technology. The new projectors will provide lower lifecycle costs as well as very bright images in all the classrooms no matter what time a day or if the shades are down. All of the classrooms will be provided with a table which can go up and down to meet the needs of faculty and in particular ADA compliant. Each table will contain a document camera which folds down, an instructor's computer attached to high-speed network, and a panel to control the shades for the video.

There are two dedicated classrooms for the EMS courses, two have fixed desktop computers and five have virtualized laptops. The remaining 10 classrooms have either tabletop or flexible movable chairs to permit group work. The two EMS rooms contain tables and the necessary facilities to support the courses.

There is an option for the EMS area to include computerized mannequins that students can practice on as well as to be examined while being monitored by the faculty.

The two fixed desktop computer classrooms are used for classes requiring either high-performance graphic engines or both Windows and Apple operating systems. One classroom will have 40 large desktop Apple computers which are dual booted and can be used for art, graphics, 3-D printing, iPad/iPhone and Android development, and other unique programs. The second unique room will have 44 Windows-based 24 inch screens for doing GIS, CAD, 3-D printing, video development and other similar programs. This room will also have eight small 3-D printers that can be used during class as part of their projects and hands-on learning experience.

The five classrooms that have virtualized thin client laptops are available for the full range of courses that are offered at Foothill College. For classes that don't require computers there will be a tray in the front of each of the tables where the students can place the laptops and have more room in their work area. These classrooms will be connected to a six processor server farm also co-located at the center. The server farm's computers will have high-speed graphics cards included to be able to support unique graphics programs such as 3-D rendering as well as video presentation to the classrooms. The server farm will also have a state-of-the-art solid-state storage system which can support all the functions required in virtualization as well as offering storage to both faculty and students to remove the need to carry around memory sticks or other devices which can be lost or corrupted. This system will be a near mirror image to the system that will be installed at the Foothill College campus some time in 2016 or 17. All of the computers including the desktops will be able to connect to both the local center servers or to the Foothill server including the ones at the PSEC used for the STEM courses. This conductivity will permit sharing of license servers between multiple sites. Another benefit is the Sunnyvale Center will be able to have access to the unique software available for network simulation in the PSEC virtualization servers. This also permits flexibility to conveniently and rapidly move classes from Foothill College to the Center. Concerns about bandwidth have been mitigated in two ways: connection to high-speed hundred gigabit network and making the Center its own connection to CENIC.

On the first floor there is a room may be configured as a classroom or a space to support student projects, including entrepreneur startups. This room as well as the room next door, which is a conference room, can be used for many different purposes. The rooms are in close proximity to a lab that has two very high end 3-D printers as well as a programmable CNC. The lab access will be primarily limited under faculty supervision. The lab will support student projects in engineering, biomedical design, industrial design, and prototypes to support startups. Just as at the Foothill College students will be able to submit files to be printed and charged through the bookstore and will be opened up also for a community access.

On the second floor are rooms for individual study which also contain the virtualized laptop computers as well as faculty to provide supplemental support. There will also be the capability for students to be able to speak with instructional aide faculty at the Foothill College such as at the STEM Success Center. This can occur in multiple ways: video face-to-face using Zoom, a blog interface, or a virtual whiteboard.

The last element of technology used at the Sunnyvale Center which is similar to the paragraph above in the interface for Student Services. There will be staff provided at certain times for students to meet one-on-one in person at the Sunnyvale Center. When this is not available, students will be able to use similar interfaces as a one provided for academic assistance as well as a dedicated video terminal from Cisco called Telepresence. Figure 13 summarizes the classroom facilities.

Figure 13 – Sunnyvale Center Classroom Description Summary

Classroom Facilities at the Sunnyvale Center

- 19 state-of-the-art classrooms,
- A rapid prototyping laboratory,
- Two areas for students to meet and work on projects, and
- Multiple areas for computer access and educational assistance with their coursework.
- The classrooms will all have wireless interfaces for students, and the majority of classrooms will have dual screen projectors that are laser versus traditional bulb technology.

Source: Planning and Resource Council (PaRC), February 17, 2016

Spending for Multimedia and Equipment is summarized in Figure 14 below.

Figure 14 – Sunnyvale Center Technology Equipment and Costs

Multimedia and Equipment:

<u>Equipment</u>	<u>Funding Source</u>	<u>Estimated Cost</u>
<u>ACADEMIC COMPUTING EQUIPMENT</u>		
<u>DESKTOP REFRESH</u>		
VDI Backend Equipment	Measure C Desktop Refresh fund Project # 611	\$353,500
Thin/Zero Clients for use with VDI	Measure C Desktop Refresh fund Project # 611	\$187,050
Classroom Computers (Fat Clients)	Measure C Desktop Refresh fund Project # 611	\$60,450
TOTAL		\$601,000.00
<u>ACADEMIC COMPUTING EQUIPMENT</u>		
<u>NEW</u>		
Classroom Computers (GIS classroom/fat clients and student service areas)	Measure C FFE fund Project # 601	\$243,613
<u>MULTIMEDIA EQUIPMENT</u>		
<u>NEW</u>		
Instructor Console Computers	Measure C FFE fund Project # 601	\$30,000
Multimedia equipment	Measure C FFE fund Project # 601	\$857,905
TOTAL		\$887,905
<u>NETWORK EQUIPMENT</u>		
<u>NEW</u>		
Network and Telecommunications Equipment	Measure C FFE fund Project # 601	\$630,000
Desktop Refresh Project # 611 Total:	\$601,000	
New FFE Project # 601 Total:	\$1,761,518	
Grand Total:	\$2,362,518	
Quantity of Middlefield Staff/Faculty Computers moving to Sunnyvale Center:		35

SUSTAINABLE FISCAL RESOURCES INCLUDING THE INITIAL AND LONG-TERM AMOUNT AND SOURCES OF FUNDING FOR THE PROPOSED CHANGE AND AN ANALYSIS OF FISCAL IMPACT ON THE INSTITUTION'S BUDGET

The District is one of the largest in the state in terms of enrollment, with full-time equivalent (FTE) students totaling about 32,000 in FY 2014/15. It is also a major employer, with about 523 full-time certificated professionals, 606 full-time classified employees and managers, and over 2,100 part-time faculty and staff.

The District is among the strongest in the state from a financial position, with fund balances in the general fund totaling between 20-30% of general fund revenues each year from fiscal 2007/08 through 2014/15. Unreserved fund balances have similarly been sound and stable at about 18% of revenues over that period. The district also has ample cash balances, so it is in a good position to support any new program or weather any potential state funding uncertainty. Thanks to the district's strong financial standing no short-term cash borrowing was required since 1996. In addition, stable fiscal management secured the district and AA rating by Moody's Investors Service and Standard & Poor's on all or most of General Obligation bond issues and consecutive refinancing.

The accounting policies of the District conform to generally accepted accounting principles in accordance with policies and procedures of the California Community College Budget and Accounting Manual. Sound management of resources and implemented controls resulted in no audit findings for Foothill College in the past three years.

Foothill College is able to serve students with high-quality educational programs through careful and efficient management of its many resources. Since its founders built an award-winning campus through a \$10.5 million bond, Foothill has stood for innovation in community college higher education, and its leadership has taken steps to seek funding from multiple sources to serve its population of students. In 2016, Foothill College remains a vibrant and top-quality college, with facilities that are state of the art. Through two facilities bonds supported by local residents, Measure E in 1999 and Measure C in 2006, its original facilities have been renovated and new buildings have been added to serve college's diverse student population.

In addition to the main campus, Foothill College has been serving its student population at a leased, fifty year old community center (formerly Cubberley High School opened in 1956) Middlefield Campus since 1984. This Education Center will change its address to the nearby city of Sunnyvale on 1070 Innovation Way.

The District acquired the Sunnyvale property through the public benefit conveyance of federally owned land in 2012 and began construction of a new building in 2014. This "change of address" for our Middlefield Campus location will provide Foothill students with an exciting opportunity to learn, collaborate and engage with business professionals through internships while meeting the needs for university transfer, workforce and basic skills classes.

Construction of the new center is scheduled to be completed in July 2016 with classes scheduled to be offered in fall 2016. Construction of the new building is funded by the Measure C General Obligation Bond, passed in 2006. Total construction budget is \$40,676,885.

A COMPARATIVE ANALYSIS OF THE BUDGET, ENROLLMENT, AND RESOURCES; IDENTIFY NEW OR REALLOCATED FUNDS

Instead of annual lease payments, available funding will now support maintenance, supplies, utilities, instructional programs, and new positions added to support the center. Figure 15 below details current operating costs while Figure 16 outlines the new spending plan for the Center.

Figure 15 – Sunnyvale Center Projected Operating Costs

Projected New Operating Costs:		(Change of address)			
Bulbs, filters, belts, etc.					\$ 5,000.00
Custodial Supplies equipment					\$ 25,000.00
Operating/Maintenance Contracts:	Elevator				\$10,000.00
	Fire Alarm				\$ 5,000.00
	Pest Control				\$ 2,500.00
	Fire Extinguishers				8,000.00
	pressure wash sidewalk				500.00
	window cleaning				25,000.00
Street lamps, streets, curbs,side walks contingency:					\$ 50,000.00
				Total	\$ 131,000.00
	Per SF	GSF	Cost	10% Escl	Total
Electricity	1.04	46,991	\$48,870.64	\$ 4,887.06	\$ 53,757.70
Natural Gas	0.51	46,991	\$23,965.41	\$ 2,396.54	\$ 26,361.95
Water/SS	0.4	46,991	\$18,796.40	\$ 1,879.64	\$ 20,676.04
		Subtotal	\$91,632.45	\$ 9,163.25	\$ 100,795.70
Contingency 20%					\$ 20,159.14
				Total:	\$ 120,954.83
Facility Operating Cost Total					\$ 251,954.83

Overall there will be no additional fiscal impact on district’s budget. Middlefield’s current operating budget of \$1.9M will be sufficient to serve the needs of the relocated center in Sunnyvale.

Figure 16 – Middlefield and Sunnyvale Center Comparative Analysis of Budget

Current Budget:			
			Notes:
Revenue	State Approved Center Basic Allocation	1,134,123	<i>same</i>
	District Funding-Existing Funding for Staffing and Expenses	805,878	<i>same</i>
	Total Funding for Middlefield Campus/Center	1,940,001	<i>same</i>
Expenses	Middlefield lease (including operating costs)	1,066,080	<i>See Note 1</i>
	Salaries and Benefits	759,921	
	B Budget-college allocation	114,000	<i>same</i>
	Total Expenses	1,940,001	
Net (Revenue less Expenses)		0	

Projected Budget			
			bud comp
Revenue	Base Funding	1,134,123	<i>same</i>
	District Funding-Existing Funding for Staffing and Expenses	805,878	<i>same</i>
	Total Funding for relocated center in Sunnyvale	1,940,001	<i>same</i>
Expenses	Operating Expenses: (Maintenance, supplies, utilities, etc.)	251,955	<i>See Note 1</i>
	Salaries and Benefits	863,667	
	B Budget-college allocation	114,000	<i>same</i>
	B Budget Allocation to fund Ed Center programs-district base allocation	710,379	<i>See Note 2</i>
	Total Expenses	1,940,001	
Net (Revenue less Expenses)		0	

Notes:

1) Middlefield Campus lease cost savings of \$1M will pay for operating expenses (maintenance, utilities, etc.) in addition to increased staffing and program costs.

2) District is committed to support of relocated center allocating the same resources as used for grandfathered Middlefield Center/Campus.

A PLAN FOR MONITORING ACHIEVEMENT OF THE DESIRED OUTCOMES OF THE PROPOSED CHANGE

The primary outcome of the change in location will be reflected in enrollment that meets the needs of the community. Monitoring will continue to occur on an ongoing basis through Deans' meetings and annual presentations to the Board of Trustees. The Sunnyvale Center taskforce will continue to meet to monitor progress of the move.

EVALUATION AND ASSESSMENT OF STUDENT LEARNING OUTCOMES, ACHIEVEMENT, RETENTION, AND COMPLETION

Evaluation and assessment will continue to utilize existing curricular and planning processes. The Center completes an Administrative Unit program review reflecting on the achievement of its goals. In addition, instructional units include center courses in their analysis of outcomes and achievement data. Program Review data is disaggregated by location.

EVIDENCE THAT THE INSTITUTION HAS RECEIVED ALL NECESSARY INTERNAL OR EXTERNAL APPROVALS

[Quitclaim Deed for Parcel C of the Former Onizuka AFS Proposed Mitigated Negative Declaration](#)

Planning and Resource Council Approval March 2, 2016

Board of Trustees Approval March 7, 2016

CCCO Board of Governors Approval, March 21, 2016

EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT (ERS) WILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE

Foothill College will continue to meet all Eligibility Requirements, Accreditation Standards, and Commission Policies while changing the location of the center.

Eligibility Standards

1. Authority

Foothill College is a public 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 College is accredited by the Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges. Foothill College is also accredited by the American Veterinary Medical Association, American Dental Association Commission on Dental Accreditation, American Medical Association Council on Medical Education, and Commission on Accreditation of Allied Health Education Programs.

2. Operational Status

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

3. Degrees

In fall 2014 more than 90% of credit course sections offered were degree applicable, including certificates and associates degrees.

4. Chief Executive Officer

Foothill College's chief executive officer is Kimberlee Messina, Ed.D.. The chief executive officer is appointed to her role as interim 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. 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.

6. Mission

Foothill College's educational mission statement is clearly defined, adopted, and published by the board of trustees. 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 and is published in the official course catalog. It is also published on the college website (<http://www.foothill.edu/president/mission.php>).

Sunnyvale Center programs are consistent with the college mission statement to focus on “career preparation and enhancement.” Foothill College has a long history of serving students for career preparation and enhancement offering a range of Allied Health and other Career and Technical Education programs.

7. 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 to staggered four-year terms by voters who reside within the district. Board members have no employment, family or personal financial interest in the colleges or the district. A student trustee from each college serves as a representative to the board. Student trustees, who are elected annually by the student body of each college, serve in an advisory capacity.

8. Administrative Capacity

Administrative staff members at Foothill College support 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.

9. 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 and student learning outcomes statements that are achieved through class content, assignments and activities.

10. 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.

11. Student Learning and Student Achievement

Foothill College has established Student Learning Outcome (SLO), Service Area Outcome (SAO) and Administrative Unit Outcome (AUO) planning and budgeting processes that place student learning and program review at its core.

The Sunnyvale Center will monitor its Administrative Unit Outcomes on a continuous basis as part of the College’s regular program review process. The department engages in a continuous dialogue about student learning and program improvement within the college and with its advisory board. These practices will continue with the move to a new location.

12. General Education

In 2009, the Foothill College Curriculum Committee reviewed and revised the general education requirements. The revisions standardized the criteria for courses to qualify as meeting requirements in each of seven areas: Humanities, English, Natural Sciences (with lab), Social and Behavioral Sciences, Communication and Analytical Thinking, United States Cultures and Communities, and Lifelong Learning. All degree programs require a minimum of 30–35 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Mathematics and writing requirements are also stipulated in the above requirements. The institution’s general education program is scrutinized for rigor and quality by the college curriculum committee.

13. 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.

14. Faculty

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the college’s educational programs. 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.

15. Student Support Services

Comprehensive student services are available including but not limited to: academic counseling, financial aid, library services, tutoring, and veteran’s services. The new center location will have focused strategies to ensure broad diversity of participants to fulfill the college mission and Educational Master Plan goals.

16. Admissions

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

17. Information and Learning Support Services

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.

The Foothill College Learning Resources Center (Library) maintains access to a collection of learning resources appropriate for the Center. Students currently access the library to support research papers. These services will continue to satisfy the needs of the new location.

18. 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.

The Center's financial plan is sustainable and adequate to support the student learning programs and services for Center students.

19. Institutional Planning and Evaluation

The college has continued to foster a culture of evidence that serves as the foundation for a 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.

Foothill College's current planning model, first implemented in 2009–2010, has become an institutionalized process for planning and resource prioritization. The Planning and Resource Council (PaRC) serves as the main shared governance body, with representatives from all campus constituents, including Academic Senate, Classified Senate, Associated Students of Foothill College (ASFC), Administrative Council and President's Cabinet. PaRC is the centralized body where planning discussions and decisions occur. PaRC recommendations are sent to the college president. A systematic cycle of evaluation, planning, resource allocation, implementation and re-evaluation is an integral aspect of the PaRC process each year. Data play a significant role in guiding discussion at PaRC and in other shared governance settings to ensure that recommendations to the president are evidence-driven.

20. Integrity in Communication with the Public

Foothill College publishes its catalog and schedule of classes in both print and electronic formats available through its website. The schedule of classes is available 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; as well as requirements, including admissions; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements; and major policies affecting students.

21. Integrity in Relations with the Accrediting Commission

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. 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.

EVIDENCE THAT EACH ACCREDITATION STANDARD WILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE AND THAT ALL RELEVANT COMMISSION POLICIES ARE ADDRESSED

Accreditation Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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.

The College planning and resource prioritization process is documented in the annual planning calendar, which is posted on the Planning and Resource Council (PaRC) website. The calendar, which sets the agenda and priorities for the year, is reviewed every summer and presented for approval at the first PaRC meeting in the fall quarter. The annual calendar is aligned with the six-year planning calendar that captures a more extended timeline for key planning processes, including accreditation, learning outcomes, program review, planning and resource prioritization. Documents are publicly available and distributed to the college community so that all constituents are informed of the upcoming agenda items.

PaRC serves as the centralized organization where planning and resource prioritization discussions occur and these conversations are documented through detailed minutes and posted on the PaRC website, all of which are accessible to any interested constituents. This communication is also used to help with evidence-based decision-making related to planning and resource allocation. The annual governance survey continues to serve as a primary vehicle to evaluate the college's planning and resource prioritization process.

Both quantitative and qualitative data are used in the planning and resource prioritization process, specifically as it relates to evaluation and assessment of institutional effectiveness. The district's Institutional Research & Planning Office continues to play a key role regarding data dissemination, discussion and interpretation. One example includes the use of program review data sheets that provide detailed information regarding enrollment, student demographics, and success rates down to course-level detail. Labor market data are also generated to assist with the program review process.

Student achievement and learning outcomes assessments are up to date. The Center recently completed a comprehensive program review examining both student learning outcomes and achievement. Program review data is examined by the Program Review Committee as part of an integrated planning and resource allocation 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.

Instructional Programs

As of the 2012–2013 planning cycle, Foothill College formalized the program review process to make student learning outcomes a prominent focus, especially as it relates to assessment, dialogue and reflection. With the establishment of the Program Review Committee (PRC), which conducts a review of all programs, services and units participating in a comprehensive program review cycle, a rubric was created, where some of the criteria reviewed included whether the SLO discussion is student-focused and how such dialogue is leading to any changes in course and program-level SLOs.

The implementation of TracDat provides a centralized repository to identify, create, access and reflect on student learning outcomes (SLOs), which also allows the college to easily track and document how the SLO cycle is occurring at the course and program levels.

Student Support Services

The relocated Center will provide comprehensive student services support which includes and is not limited to the following (see list below): Admissions & Records; Bookstore; academic, career and personal Counseling; Financial Aid; Library; Testing & Assessment Center; Computer Lab; Tutoring; and services for veterans, disabled and EOPS students. The Educational Center staff will work with Student Services to provide health services such as flu clinics; Planned Parenthood and contracting with a mobile health provider.

Student support services will be evaluated throughout the year. The college receives continuous student feedback, can track trends, respond to comments and adjust services as needed. Ask Foothill provides students with a range of answers to questions online: www.foothill.edu/ask

Student Services at the Sunnyvale Center

- Admissions & Records
- Career and Internships
- Bookstore
- Counseling
- Financial Aid
- Library
- Testing & Assessment Center

- Computer Lab
- Tutoring
- Disability Resource Center
- Veteran Resource Center

The library at FSCS will be mostly for online access to materials such as books, reports, magazines, etc. The staff in Student Support Space (211) can provide basic support. There will be a Foothill Librarian at the Center during scheduled times. For paper based books and materials, they can be requested from the Foothill Library and transferred to the room 211 for pickup/return. If a student has a research project and not familiar with how to access the resources they can call the Foothill Library Librarian, use Zoom for face-2-face or send an email. There is also extensive online assistance for doing research papers through the Foothill website.

The Student Resource Center is located on the second floor and includes the following services:

Library Services

Textbook Loaning:

Students, faculty and staff with valid ID can check out textbooks or request textbooks or non-print materials from the main campus Library.

Research Help:

Foothill College has a virtual research help desk to assist off-campus students with research and access to online databases and ebooks which can be accessed through the following portal:

http://libguides.foothill.edu/off_campus_services

On Site Librarians Hours: TBD

Open Computer Lab:

Provides access to PC and Macintosh computers equipped with word processing software and networked to the ePRINTit printing system. The computers are available to current students on a first-come, first-served basis.

Individual Study Space:

There are multiple spaces within the Student Resource Center where students have dedicated quiet space to study.

Group Study Rooms:

There are four group study rooms which can be reserved for two to six individuals. Reservations can be made through on-line system on same day and up to two weeks prior to requested reservation.

Testing & Assessment Center:

- Provides placement testing in Math, English, Chemistry and English as a Second Language
- Provides Accommodated testing for Disability Resource Center (DRC) students
- On-line appointments are available for scheduling placement and accommodated testing.

Teaching & Learning Center:

The Teaching & Learning Center offers free one-on-one 20-minute tutoring sessions for any Foothill class and also topic based 40 minute workshops.

Figure 11 -- Summary of Services for the Student Resource Center at the Sunnyvale Center

Library Services	Study Space	Learn Resources
Textbook Loaning	Open Computer Lab	Testing Assessment Center
Research Help	Individual Study Space	Teaching & Learning Center
On Site Librarians Hours	Group Study Rooms	

Library and Learning Support Services

Library and learning support services are readily available for Center students. Librarians are available for one-to-one assistance to during normal working hours via the Ask a Librarian link in the library website. Providing access to the library’s online catalog, the library website (www.foothill.edu/library) is the gateway to the library’s growing and robust collection of e-books, online dental and medical encyclopedias, streaming educational videos, and periodicals in full-text via the library’s periodical databases.

Online resources are available 24/7 to faculty and students from off campus using their employee or student IDs to authenticate. An online guide to library resources introduces students to our offerings, and reference assistance is available to students in person, by phone, or online via the “Ask a Librarian” service. Research assistance is also provided through specialized library orientations and workshops.

The library at the Center will be mostly for online access to materials such as books, reports, magazines, etc. The staff in Student Support Space (211) can provide basic support. There will be a Foothill Librarian at the Center during scheduled times. Paper based books and materials, can be requested from the Foothill Library and transferred to the Center for pickup/return. If a student has a research project and is not familiar with how to access the resources they can call the Foothill Library Librarian, use Zoom for face-2-face or send an email. There is also extensive online assistance for doing research papers through the Foothill website.

Student Resource Center:

Operating Hours:

Monday-Thursday	7am-10pm
Friday	7am-2pm

The Student Resource Center is located on the second floor and includes the following services:

Library Services:

Textbook Loaning:

Students, Faculty and Staff with valid ID can check out textbooks or request textbooks or non-print materials from the main campus Library.

Research Help:

Foothill College has a virtual research help desk to assist off-campus students with research and access to online databases and ebooks which can be accessed through the following portal: http://libguides.foothill.edu/off_campus_services

Librarian Access:

Sunnyvale Center students can contact librarian during Main campus library's open hours

Librarian requesting help:

<http://www.libsurveys.com/loader.php?id=9d61b78c0641d18d7bbcae2cabea998f>

On Site Librarians Hours- TBD

Open Computer Lab:

Provides access to PC and Macintosh computers equipped with word

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.

Financially, the district is among the strongest in the state. From fiscal year 2007 through 2014, balances in the general fund have totaled between 20-30% of general fund revenues. Unreserved fund balances have similarly been sound and stable at about 18% over that period. No short-term cash borrowing has been required since 1996. The District has earned AAA and AA ratings by Moody's Investors Service and Standard & Poor's on all or most of its General Obligation bond issues and consecutive refinancing. Sound management of resources and implemented controls resulted in no audit findings for Foothill College in the past three years.

The District has passed a bond measure, which has funded state-of-the-art capital improvements, furniture, fixtures, and equipment for the Sunnyvale Center. Overall there will be no additional fiscal impact on district's budget. Middlefield's current operating budget of \$1.9M will be sufficient to serve the needs of the relocated center in Sunnyvale.

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.

At Foothill College, participatory governance is grounded in the inclusion of faculty, staff and students in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The academic and classified senates, the Associated Students of Foothill College (ASFC), and the collective bargaining units are all present at the highest participatory governance council PaRC. Two-way communication between the individual members of PaRC and their constituent groups is critical for optimal functioning of the planning structure.

Effective leadership is evident at Foothill College at all levels. Many administrators, faculty and staff serve in leadership roles in state and national organizations. The college has a rich and enduring tradition of innovation, excellence in learning and stewardship in campus initiatives and through partnership with the League for Innovation in the Community College.

The FHDA Board of Trustees has supported the Center in multiple meetings.

Commission Policies

Foothill College continues to meet all Commission Policies, including the Policy on Institutional Degrees and Credits.

ADDITIONAL ELEMENTS FOR INCLUSION IN SELECTED SUBSTANTIVE CHANGES - CHANGE IN LOCATION

1. Projected date of the start of operations at the additional location

Fall quarter, 2016 – September 26, 2016

2. Address and distance from main campus; transportation available for students

1070 Innovation Way, Sunnyvale CA 94089.

Per Google Maps:

Foothill College Main Campus to Sunnyvale Education Center: 6.17 miles straight line; 12.5 miles driving distance.

Middlefield Center to Sunnyvale Education Center: 4.44 miles straight line; 5.44 miles driving distance.

Located immediately adjacent to the intersection of interstate highway 101 and highway 237, the site enjoys excellent access from both freeways. Two Valley Transit Authority (VTA) light rail stops bracket the site, each a safe easy walk away. Valley Transit Authority bus lines supporting the light rail stations are nearby and the area is served by shuttles from the Caltrain rail line linking San Francisco to San Jose. Bicycling is already a popular means of transportation to the business park and bike lanes are being expanded as the area is developed. The new site is approximately 6 street miles from the Middlefield Campus, and is not a difficult trip for those currently using Middlefield Campus.

With a main pedestrian and vehicular entry located at the corner of Innovation Way and Third Avenue and a view from the northern portion of Innovation way, the educational center enjoys a high profile from the street, and the building will be visible from highway 237 to the east. The parcel's size allows ample surface parking and is large enough to allow construction of a second building if structured parking is used.

3. Evidence of need for the additional location; description of how outcomes of the new location will be assessed

Several research studies have documented the need for a center in the northern part of the district to serve the projected population growth in Santa Clara County.

#	Year	Date	Topic
1	2005	December 5, 2005	Presentation to Board on Population Demographics for Growth and Facilities Planning. FHDA Board of Trustees presentation, December 5, 2005 FHDA Board of Trustees minutes, December 5, 2005
2	2005	December 12, 2005	Presentation to Board on Bond Feasibility Study, noting the need for a new education center. FHDA Board of Trustees minutes and presentation, December 12, 2005
3	2010	May 3, 2010	FHDA Strategic Plan 2010 – 2016, approved by the Board of Trustees. FHDA Board of Trustees agenda, May 3, 2010 FHDA Board of Trustees minutes, May 3, 2010
4	2011	January 31, 2011	Presentation to Board on Santa Clara County Population Projections 2010-2035 and FHDA enrollment trends. FHDA Board of Trustees presentation, January 31, 2011 FHDA Board of Trustee minutes, January 31, 2011

Outcomes of the center will be assessed through regular college processes, including program review. The center completes an administrative unit program review while instructional departments with courses scheduled at the center include those courses in their program review self-evaluations. In addition, institutional metrics, reported annually include data disaggregated by campus location. This information is presented to shared governance groups annually.

4. Evidence that the institution will maintain sufficient control of the location to guarantee that it meets Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission’s Standards)

As noted earlier the Sunnyvale Center is managed by a Dean located on site. The Dean reports to the Vice President of Instruction and serves on college committees such as the Workforce Mission Workgroup and PaRC. Student Services, such as Records and Admissions are overseen by administrators on the main campus. Supervision of faculty is maintained by Deans from the subject area of the courses offered at the Center.

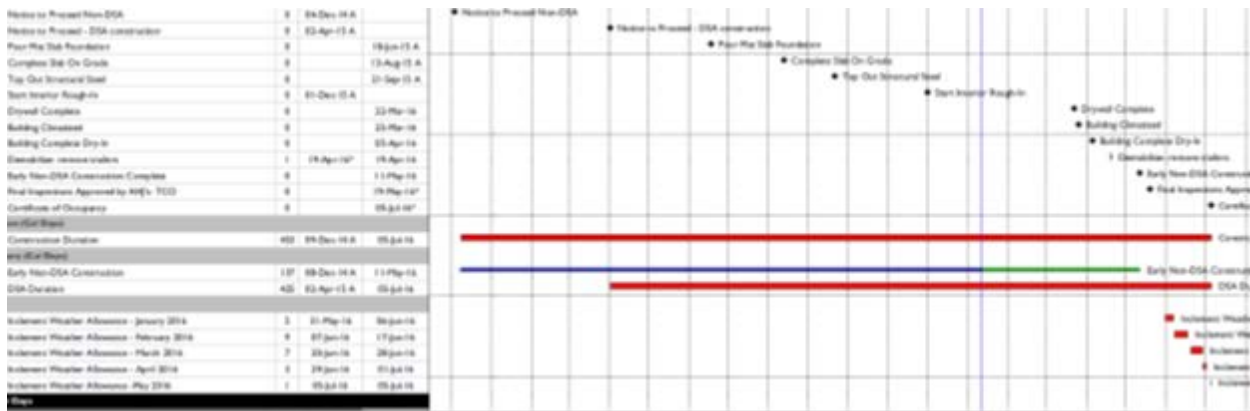
5. Evidence of official approval by the governing board

Board of Trustees Approval of Substantive Change Request, March 7, 2016.

6. Evidence that the location will be ready to begin operation at the time of the substantive change approval

Construction is proceeding on schedule and is being monitored by district staff.

Figure 17 - Project Plan Update as of January 13, 2016



7. Evidence of sufficient fiscal, physical, and technology resources to support and sustain the additional location and an analysis of fiscal impact on the institution’s budget

The district is one of the largest in the state in terms of enrollment, with full-time equivalent (FTE) students totaling about 32,000 in FY 2014/15. It is also a major employer, with about 523 full-time certificated professionals, 606 full-time classified employees and managers, and over 2,100 part-time faculty and staff.

The district is among the strongest in the state from a financial position, with fund balances in the general fund totaling between 20-30% of general fund revenues each year from fiscal 2007/08 through 2014/15. Unreserved fund balances have similarly been sound and stable at about 18% of revenues over that period. The district also has ample cash balances, so it is in a good position to support any new program or weather any potential state funding uncertainty. Thanks to the district’s strong financial standing no short-term cash borrowing was required since 1996. In addition, stable fiscal management secured the district and AA rating by Moody’s Investors Service and

Standard & Poor's on all or most of General Obligation bond issues and consecutive refinancing.

The accounting policies of the District conform to generally accepted accounting principles in accordance with policies and procedures of the California Community College Budget and Accounting Manual. Sound management of resources and implemented controls resulted in no audit findings for Foothill College in the past three years.

Foothill College is able to serve students with high-quality educational programs through careful and efficient management of its many resources. Since its founders built an award-winning campus through a \$10.5 million bond, Foothill has stood for innovation in community college higher education, and its leadership has taken steps to seek funding from multiple sources to serve its population of students. In 2016, Foothill College remains a vibrant and top-quality college, with facilities that are state of the art. Through two facilities bonds supported by local residents, Measure E in 1999 and Measure C in 2006, its original facilities have been renovated and new buildings have been added to serve college's diverse student population.

In addition to the main campus, Foothill College has been serving its student population at a leased, fifty year old community center (formerly Cubberley High School opened in 1956) Middlefield Campus since 1984. This Education Center will change its address to the nearby city of Sunnyvale on 1070 Innovation Way.

The District acquired the Sunnyvale property through the public benefit conveyance of federally owned land in 2012 and began construction of new building in 2014. This "change of address" for our Middlefield Campus location will provide Foothill students with an exciting opportunity to learn, collaborate and engage with business professionals through internships while meeting the needs for university transfer, workforce and basic skills classes.

Construction of the new center is scheduled to be completed in July 2016 with classes scheduled to be offered in fall 2016. Construction of the new building is funded by the Measure C General Obligation Bond, passed in 2006. Total construction budget is \$40,676,885.

8. Description of how the college will identify and evaluate specific needs for services and resources of students at the additional location

Resource needs for the center will be assessed through regular college processes, including program review.

9. Description of support services and learning resources available at the location

The relocated Center will provide comprehensive student services (see list below). The Center staff will work with Student Services to provide health services such as flu clinics, Planned Parenthood services and a mobile health provider.

Student support services will be evaluated throughout the year. The college receives continuous student feedback, can track trends, respond to comments and adjust services as needed. Ask Foothill provides students with a range of answers to questions online: <https://foothill.intelliresponse.com/students/index.jsp>

Student Services at the Sunnyvale Center

- Admissions & Records
- Career and Internships
- Bookstore
- Counseling
- Financial Aid
- Library
- Testing & Assessment Center
- Computer Lab
- Tutoring
- Disability Resource Center
- Veteran Services

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Individual Study Space:

There are multiples spaces within the Student Resource Center where students will have dedicated quiet space to study.

Group Study Rooms:

There are four group study rooms which can be reserved for two to six individuals. Reservations can be made through on-line system on same day and up to two weeks prior to requested reservation.

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Library Services	Study Space	Learn Resources
Textbook Loaning	Open Computer Lab	Testing Assessment Center
Research Help	Individual Study Space	Teaching & Learning Center
On Site Librarians Hours	Group Study Rooms	

10. Description of how students will access services and resources if students are to rely on those services and resources from the main campus

The library at FSCS will have online access to materials such as books, reports, magazines, etc. The staff in Student Support Space (211) can provide basic support. There will be a Foothill Librarian at the Center during scheduled times. For paper based books and materials, they can be requested from the Foothill Library and transferred to the Center for pickup/return. If a student has a research project and not familiar with how to access the resources they can call the Foothill Library Librarian, use Zoom for face-2-face or send an email. There is also extensive online assistance for doing research papers through the Foothill website.

11. Evidence of sufficient and qualified staff at the location, and description of processes for hiring and evaluating such staff

The Education Center Dean and all direct report staff identified in the organizational chart above will be on-site staff. In order to support the relocated Center, discussions are underway for changes that might better address needs of relocated center and its student population. There are no faculty assigned to the Center, per the contract, all faculty are available to teach and all locations. Discussions are ongoing with the bargaining units about the new staffing at the Sunnyvale Center.

The Administrative team, including the Interim President, Acting Vice President for Instruction, Dean, and Campus Supervisor, has been at the college for several years. All possess at least a Master's degree.

12. Description of the process for creating and revising curriculum for the location

Curriculum will continue to be created and revised by departmental faculty and reviewed by Division and College Curriculum Committees.

13. Description of how programs at the location will be evaluated, including student achievement and assessment of student learning outcomes (SLOs)

Student learning outcomes will continue to be assessed by department faculty. Administrative Unit Outcomes will continue to be assessed for the Center as part of the existing program review cycle.

14. Description of the involvement of staff and students at the additional location in institutional planning and decision-making, and their connectedness with the main campus

Staff have participated in the design and planning for the new building. Staff also serves on college committees such as the Workforce Mission Workgroup and the Program Review Committee.