

SUBSTANTIVE CHANGE PROPOSAL: DISTANCE EDUCATION PROGRAMS



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Certification of the Substantial Change Proposal

DATE: October 4, 2010

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

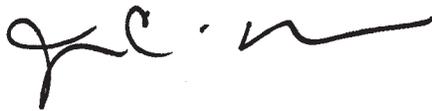
FROM: Foothill College

This *Substantive Change Proposal* is submitted in accordance with guidelines set by the Accrediting Commission for Community and Junior Colleges, and the Western Association of Schools and Colleges.

We certify this report was widely reviewed prior to submission to the governing board for approval on October 4, 2010 (approval granted). The writing team included participation from faculty, staff and administration, with review by the President's Cabinet, the Academic Senate and the Classified Senate.

Substantive Change Report Team:

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Judy Miner, President

October 4, 2010

**SUBSTANTIVE CHANGE PROPOSAL:
DISTANCE EDUCATION PROGRAMS**

Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022
October 4, 2010

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Institutional Summary

2009–2010

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

President: Judy C. Miner, Ed.D.

1. Year Founded: 1957

2. Calendar Plan: Quarter

3. Degrees and Certificates Offered:

Associate in Arts: 40

Associate in Science: 30

Certificate of Achievement: 33

4. Enrollment 2008–09 Fiscal Year:

Enrollment (duplicated headcount) = 120,438

Full time Equivalent Students (FTES) = 15,726.12 (residents and nonresidents)

Total sections = 6,497

5. 2009–10 Academic Year Faculty:

Full time = 196

Part time = 398

6. Finances:

A. Operating expenditures: 2008–2009 = \$81,346,991

B. Percent of operating expenditures from tuition and fees: 100 percent funded by state apportionment

C. Operating deficit(s) for past three years: \$0

D. Current accumulated deficit: \$0

E. Operating Expenditures: \$0

7. Governing Board:

A. Size: 7 (Five elected district residents, two student-elected student trustees)

B. Meetings per year: 12

8. Asynchronous Internet-Based Offerings 2008–09 Fiscal Year:

DE Enrollment = 22,409 (18.61 percent of total enrollments)

DE Sections = 779 (12.0 percent of total sections)

DE FTES: 2,968.40 (18.64 percent of total FTES)

9. Library

A. Number of Volumes: 91,000

B. Number of Periodical Subscriptions: nearly 700 periodical titles

Institutional Overview

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

Since its founding when *Time* magazine referred to the campus as a "a mountaintop among U.S. junior colleges," Foothill has set a high standard in community college education by defining excellence in terms of quality, integrity and the success of its students. Today, Foothill continues that tradition of excellence by offering students a high-quality general education curriculum, high-demand career programs, support services and state-of-the-art facilities. Foothill career program graduates score in the top 90th percentile on nationwide skill examinations and students who earn our associate degrees increase their earning power by 40 percent just three years after graduation. Foothill students transfer to UC campuses, such as Berkeley and UCLA, to CSU campuses, such as San Jose State, San Francisco State and Cal Poly (San Luis Obispo), and to a variety of private universities, including Stanford, Santa Clara University, USC, Cornell, University of San Francisco, and many others.

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

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

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

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

Our Mission

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

Our Values

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

Our Purpose

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

Our Vision

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

Foothill College offers:

- an associate in arts or associate in science degree, or specialty certificate;
- preparation for transfer to another college, university or post secondary institution;
- career education, training, and services;
- basic skills, English for Second Language Learners (ESLL), leadership skills and student development; and
- student support services to promote student success.

Foothill's success is measured by the following quality indicators:

- Access: Educational Opportunity for All
- Student Success: Completion of Student Goals
- Pedagogy, Scholarship and Support of Learning
- Climate for Learning
- Fiscal and Enrollment Stability
- Reputation: Innovation and Distinction

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

List of Proposal Participants

The following Foothill College campus community members participated in the research, discussion and preparation of this proposal. This proposal was presented to a variety of shared governance committees and campus constituency groups from April to May 2010, including the Distance Education Advisory Committee with representatives of faculty, staff, and student groups. In May 2010, a full initial draft of the proposal was posted to the Foothill College website for comment. Comments were accepted and final revisions were made in May 2010. This proposal was approved by the President's Cabinet on May 17, 2010.

Individuals who actively participated in the development of this proposal include:

- Mark Anderson, dean, Fine Arts & Communication Division
- Judy Baker, dean, Technology & Innovation
- Jerry Cellilo, instructor, Computers, Technology & Information Systems Division
- Richard Galope, vice president, Work Force Education & Instruction
- Gertrude Gregorio, dean, Adaptive Learning & Disability Services Division
- Kevin Harral, director, Financial Aid
- Carolyn Holcroft, instructor, Biological & Health Sciences Division
- Kurt Hueg, associate vice president, External Relations; accreditation liaison officer
- Fatima Jinnah, instructor, Counseling Division
- Anne Johnson, program coordinator, Tutorial Services
- Kate Jordahl, instructor, Fine Arts & Communication Division
- Helen Kikoshima, administrative assistant, Foothill Global Access
- Gay Krause, director, Krause Center for Innovation
- Tahiya Marome, technology training specialist
- Judi McAlpin, campus supervisor, Middlefield Campus
- John Mummert, dean, Business & Social Sciences Division
- Corinne Nuñez, curriculum coordinator, Office of Instruction
- Eloise Orrell, interim vice president, Instruction & Institutional Research
- Daniel Peck, college researcher
- Fred Sherman, vice chancellor, Foothill-De Anza Community College District technology
- Paul Starer, dean, Language Arts Division and Learning Resource Center
- Denise Swett, associate vice president, Middlefield Campus & Community Programs
- Shirley Treanor, vice president, Educational Resources & Instruction
- Kathleen Turner, assessment specialist, Placement Services
- Pam Wilkes, librarian, Learning Resource Center
- Tim Woods, dean, Computers, Technology & Information Systems Division

A. Description of Proposed Change and Justification

Description

This Substantive Change Proposal is for approval to offer the following 24 associate degrees and 21 certificates of achievement through the distance education mode (see Appendix A for the percentage of total degree and certificate units that are available from courses via distance education delivery):

Associate Degrees

- Accounting
- American Studies
- Anthropology
- Art History
- Business Administration
- Business Technology:
Office Administration
- Computer Science
- Computer Software Development
- Database Management
- Economics
- Enterprise Networking
- General Studies-Humanities
- General Studies-Social Science
- Geography
- History
- Informatics
- Interactive & Multimedia Technologies
- Internet Technology
- Music Technology
- Philosophy
- Political Science
- Psychology
- Sociology
- Women's Studies

Certificates of Achievement

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

In addition, this proposal is for approval to offer the Foothill College **General Education Program** through the distance education mode.

Relationship to Institutional Mission

The mission of Foothill College states: “A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the

achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.” One of six quality indicators of success in achieving the mission is “Access: Educational Opportunity for All” which is addressed by providing distance education delivery (College Roundtable, June 24, 2009). In particular, distance education scheduling provides working adults, single parents, and students with physical disabilities with greater access to education.

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

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

Foothill College on-campus facilities reach capacity at peak hours such as 10 a.m. and 11 a.m. To increase our capacity to serve students, construction and renovation projects are under way and will continue for several years, including the construction of a new Physical Sciences & Engineering complex which will house the Science Learning Institute, focusing on STEM careers and transfer programs, due to be completed in Spring 2012. Distance learning delivery of instruction provides Foothill College with a means to expand enrollment without impacting facilities on campus. The college’s well-developed and successful FGA distance learning program, which has continued to expand, offers courses via the Internet using Etudes online course delivery software. The number of enrollments in fully online and partially online courses has grown to approximately 10,539 in the Fall 2009 Quarter, representing more than 12 percent of Foothill’s enrollment.

Rationale for Change

As part of its institutional evaluation, planning, and improvement process, Foothill College conducted a review of course and program offerings including courses approved for distance education delivery. This review revealed that the number of courses approved as distance education courses increased by 41.6 percent from 382 in Fall 2006 to 541 in 2010. The number of courses approved for distance education delivery is 21.6 percent of Foothill’s 2009–10 course inventory of 2,497. In Fall 2009, Foothill offered 202 individual course sections fully online as distance education courses. This represents approximately 10.7 percent of the total number of course sections offered that quarter.

In 2008–2009, enrollment in distance education courses was 18.61 percent of total enrollment at Foothill College. And, 12 percent of all sections offered were distance education courses. Furthermore, an analysis of distance education course offerings at Foothill College from 2007–2008 and 2008–2009 determined that 24 degree programs and 21 certificates of achievement could be completed 50 percent or more via distance education by taking only fully online courses. Of these, it was determined that 12 degrees and 7 certificates of achievement can be 100 percent completed

by taking online courses. Moreover, by providing approved degrees and certificates via distance education, Foothill College can address its strategic goal for “providing access to outstanding educational opportunities for all of our students.”

Distance Ed	2006–07 Fiscal Year	2007–08 Fiscal Year	2008–09 Fiscal Year
DE Enrollment Count percent of all	17,920 16.8 percent	19,167 17.4 percent	22,409 18.61 percent
DE Sections Count percent of all	718 10.8 percent	774 11.2 percent	779 12 percent
DE FTES Count percent of all	1,246.8 9 percent	2,548.02 17 percent	2,968.4 18.64 percent

Submission of this Substantive Change Proposal is warranted given this dramatic growth of distance education delivery at Foothill College.

Foothill College conducted an analysis of its courses, sections and programs with respect to distance education offerings using three different sources of data:

1. The *Foothill College Course Catalog*, which details all curricular requirements for Foothill’s certificate and degree programs (based on 2009–2010 Curriculum Sheets);
2. The Foothill College C3MS database, which lists all active Foothill courses approved to be offered through the distance education mode, and;
3. The historical record of on-campus and distance education course section offerings.

Two data sources were used to generate the following information:

1. The number of **distance education** sections of each distance education-approved course offered at Foothill during the 2007–08 and 2008–09 academic years.
2. The number of **on-campus** sections of each distance education-approved course offered at Foothill during the 2007–08 and 2008–09 academic years.

Using this information, each Foothill College degree and certificate program was analyzed to determine if 50 percent or more of the program could have been completed by enrolling in fully online courses offered over a two-year time period during the 2007–08 and 2008–09 academic years.

First, it was confirmed that 100 percent of Foothill College general education requirements could be met by successfully completing only online courses (see Appendix B). Then, it was determined what percentage of a degree or certificate program could be completed by taking online courses.

This estimated percentage of a program represents how much of the degree requirements could be completed via distance education if a student only selected courses approved to be offered via distance education from among all restricted elective options and required courses during the 2007–08 and 2008–09 academic years.

The analysis results (see Appendix A) confirmed that 24 degree programs and 21 certificates of achievement could be completed 50 percent or more via distance education. In addition, two degree programs and two certificates of achievement are pending state approval that can also be completed

50 percent or more via distance education: Video Arts – Media Production and Video Arts – Media Studies.

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

B. Description of Educational Programs to Be Offered

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

The requirements for the Associate in Art Degree or Associate in Science Degree include completion of (1) a minimum of 90 units in prescribed courses; (2) a minimum of 24 units taken at Foothill College; (3) a grade-point average of 2.0 or better in all college courses including Foothill courses; (4) a major of at least 27 units in a curriculum approved by the Foothill Curriculum Committee; and (5) the seven general education requirements listed in the current *Foothill College Course Catalog*. The student who plans to transfer to a four-year college or university should also consult with a counselor for the specific requirements of those institutions. The student must successfully complete a minimum of 30–35 units from the courses listed in the current *Foothill College Course Catalog* with at least one course in Humanities, English, Natural Sciences (with lab), Social & Behavioral Sciences, Communication & Analytical Thinking, United States Cultures & Communities, and two courses in Lifelong Learning from two different academic departments. The student who intends to transfer to a four-year school must meet additional requirements for general education.

The Change in Mode of Delivery does not involve creation of a new educational program. Each program reflected in this proposal is part of an existing program offered by Foothill College.

All Foothill College general education requirements can be completed with courses that have been approved for distance education delivery (see Appendix A) and were scheduled for online delivery at least once in the two years between 2007–2008 and 2008–2009.

Foothill College Curriculum Committee procedures ensure that learning outcomes and academic quality of courses and programs offered via distance education and on campus meet the same standards. The purpose of the College Curriculum Committee is to establish and approve educational curriculum policy campuswide. This committee approves new programs, degrees, and certificates; approves the recommended general education requirements; provides collegewide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues.

Specifically, in accordance with California administrative code and regulation (Title 5), the Foothill College Curriculum Committee separately reviews and approves each course proposed for distance education delivery to ensure that regular effective contact is maintained between instructor and students. The *Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery* document was approved by the Academic Senate (<http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/FinalDEAddendum.doc>) in 2009.

The addendum states:

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

Communication must include but is not limited to:

- Relevant dates, course schedule, and deadlines.
- *Faculty expectations and requirements for minimum student participation (quantity and quality) for all sections of the course.*
- *Evaluation process including the timeframe for faculty feedback on student works such as discussion posts, and assessments (quizzes, exams, assignments, projects, surveys) so that the student can gauge their progress. Faculty must provide substantive feedback within a reasonable time as outlined in the course syllabus.*
- *Faculty/Student Communication Process including the timeframe for faculty response to student communications. A response time of 24 to 48 hours, Monday through Friday is but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.*
- *Methods of regular, timely, and effective student/faculty contact that will be employed in the course (as described below)*
- *A contingency plan for when the instructor is unavoidably unavailable for a specific period. Faculty must provide the students with a plan for instances when they may not be available due to personal or technical emergencies. Announcing (in advance if possible) any absence of greater than two working days and providing clear options for students to continue their progress in the class until the instructor returns is essential.*

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

These effective contact guidelines are the same requirements for all teachers and are in accordance with JI.II.A.7: "Maintains student-faculty relationship conducive to learning," as well as the following student evaluation criteria: J2.A. #11 Motivated student interest and intellectual effort, #12. Encouraged students to ask questions and participate in class discussions, #13. Encouraged individual thinking and differences of opinion, and #14. Used full class time effectively."

The following methods of achieving "Regular, Timely, and Effective Methods of Student/Faculty Contact" are recommended by the Foothill College Academic Senate: private messages within the course management system; personal e-mail outside of the course management system; telephone contact; weekly announcements in the course management system; chat room within the course management system; timely feedback and return of student work (tasks, tests, surveys, and discussions) in course management system by methods clarified in the syllabus; discussion forums with appropriate facilitation and/or substantive instructor participation; e-portfolios/blogs/wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a

given set of concepts; group or individual meetings; orientation and review sessions; supplemental seminar or study session; field trips; and library workshops. The Separate DE Approval addendum for each distance education course offered describes the specific methods by which regular effective contact is achieved.

C. Planning Process

The plan to offer distance education courses was initially implemented through the creation of FGA that would support online instruction. Online course delivery began in 1996–97 and has grown steadily over the past 12 years which is consistent with Foothill’s mission to provide “. . . access to outstanding educational opportunities for all of our students.” (2008–09 *Foothill College Course Catalog*). In response to the growth of the college’s online course offerings, Foothill’s instructional and student support services expanded to provide the same services to distance education students as are provided to on-campus students. Now distance education planning is addressed by several shared governance committees at Foothill College: Technology Task Force, Distance Education Advisory Committee, and the Committee on Online Learning. Foothill’s Technology Task Force is responsible for updating the three-year Technology Plan, providing technology infrastructure for the college in support of instruction and student services, and coordinating technology-training efforts. This committee has primarily been involved in planning Foothill College’s distance education technology, equipment and infrastructure needs, including development and improvements to Foothill’s website and online district faculty and student resources.

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

FGA is responsible for the assessment, planning, development, and implementation of the Distance Education Program. The dean for FGA co-chairs the Distance Education Advisory Committee and the Technology Task Force and is a member of the district’s Educational Technology Advisory Committee. The active involvement of the FGA dean in these Foothill College governance groups is instrumental in coordinating institutional efforts to meet the needs of Foothill College’s distance education students and instructors.

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

FGA completed a comprehensive program review in Fall 2009 (see http://www.foothill.edu/staff/irs/programplans/completedprogramreviews/progplan_AU_FGA.pdf). In April 2008, Distance Learning was added to the *Foothill Program Review Data Sheet By Department* webpage (see <http://www.foothill.edu/staff/irs/programplans/docs/Prog%20Rev%20Combined%20Distance%20Ed/FH%20College%20Distance.pdf>).

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

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

Faculty

The same standards and process in hiring and evaluation are used for all faculty whether they teach distance education courses or on campus courses. Those who teach distance education courses are subject to the minimum standards for hiring that are specified by California state regulation and additional discipline specific minimum standards as designated by the Academic Senate for California Community Colleges. In order to teach courses delivered via the Etudes course management system, faculty are required to successfully complete training which consists of at least 12 hours of instruction. Certification to teach using Etudes is available by a formal training program provided by the FGA technology training specialist on campus and by Etudes, Inc. via the Internet. Faculty members are reimbursed for the cost of any required training.

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

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

When a faculty employee is required to complete a college-mandated training course prior to engaging in online instruction, the district shall waive the fees, if any, for such training. Academic unit(s) or workshop hours earned through this mandated training shall be creditable toward advancement on the salary schedule and/or the Professional Achievement Award. A faculty employee may apply for

a maximum of three (3) quarter units of professional growth activity when he or she: a) Develops an online course and is subsequently scheduled to teach it; or, b) Converts an existing online course to a new platform or course management system when required to do so as a consequence of a college decision to change its designated platform. The college shall determine the requirements for earning the unit credits.

The district will provide technical support for the college-designated course management system(s) only. A faculty employee who chooses to employ an online platform for delivery of instruction other than the one(s) designated by the college (Etudes) is responsible for all support functions including student orientation and training. This responsibility extends to compliance with copyright, fair use, ADA Section 508 accessibility, FERPA, and HEOA student authentication requirements as well.

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

Foothill Global Access

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

In 2007, FGA upgraded its online technical help desk support services for students to provide greater student identity security and follow-up. FGA received a President's Innovation Award grant in 2008 to implement a Pilot Student ePortfolio Project. Beginning Winter 2007, FGA has conducted face-to-face orientation sessions for students on campus each quarter.

FGA coordinates with the Counseling Division to ensure that distance education students have access to counseling services via the website. In addition to technology training, FGA conducts information sessions about distance education issues with academic divisions and programs upon request. FGA coordinates with Business & Social Sciences Division and Language Arts Division to provide Turnitin anti-plagiarism training and services. FGA provided leadership across campus, via a President's Innovation Award grant, in the use of student ePortfolios as an assessment tools. FGA staff have served on search committees for other programs. FGA staff have volunteered assistance to support New Student and Parents Orientation and other campus activities; assisted the Adaptive Learning Division with various projects; provided division deans with assistance on evaluation of online instructors; assisted the curriculum committee in the development of the form for Separate

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

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

Management

Management support for distance education is provided by the dean of Technology & Innovation who reports to the vice president of Workforce Education. Management support for instructional and student services programs offered via distance education is comparable to that provided for the on-campus version of these programs. As detailed above, FGA services include: technical infrastructure of the distance education program; Help Desk for students and faculty; and training and one-to-one assistance to faculty who are developing online courses.

Support Staffing

Primary support for the technology infrastructure and training of the Distance Education Program is provided by FGA, staffed by one dean, one full-time instructional designer, one .75 FTE technology training specialist, and one full-time administrative assistant.

Computer Access Center

The Foothill College Computer Access Center provides support in the use of adaptive computer technology for students with disabilities. The goal is to mainstream students with the support of assistive technology. Hours of operation are Mondays through Thursdays, 8 a.m. to 4:45 p.m., and Fridays, 8 a.m. to 4:15 p.m. Access Center staff includes one lab coordinator/deaf services coordinator and one lab coordinator/alternative media specialist.

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

FGA is actively pursuing ways to be more efficient in the delivery of services including a recent website redesign that has the potential to decrease student and faculty help desk needs. FGA staff provide personal help desk services to online students via the Internet, phone and walk-in. Internet support is available five days per week from 8:30 a.m. through 4:30 p.m. Phone and walk-in support is available Mondays through Fridays from 8:30 a.m. to 4:30 p.m. Usage of FGA services by students and faculty peaks for three weeks each quarter, from the week before the quarter starts through the end of the second week. Usage also peaks on Mondays. Evening and weekend usage is light.

All Foothill faculty members also have access to the Faculty Multimedia Center, which is a computer lab for faculty use. The center has one PC computer, one iMac, one scanner and one printer. Each computer is equipped with full Microsoft Office suite and other software needed to develop and administer course materials for online instruction. Technical support is available onsite to assist instructors.

FGA manages streaming video using services from EduStream at no cost to faculty or students. Santa Barbara Community College District administers “**EduStream.org**” through a grant of the CCC Systems Office. Features of EduStream include a digital repository, video file storage (up to 100 gigabytes), and more than 3,000 closed-captioned videos including content from Dallas TeleLearning for use in online courses.

Course Management System

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

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

Membership in the ETUDES Consortium and access to hosting/support services are available to higher education institutions and other organizations that are interested in the Etudes CMS and are looking for affordable, quality centralized support services. Benefits of Etudes include course management system hosting and backup services; site and account management; student information system integration for roster importation and site creation; course conversion assistance provided; faculty support; learning communities of practice; staff development training and workshops in tools, instructional design and pedagogy; and job board for Etudes members. In addition to the above centralized hosting and support services, Etudes leads open source software development of learning tools that are adopted internationally by higher education.

Student Computer Labs

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

The services in the Media Center are available to students Mondays through Thursdays: 8 a.m. to 7 p.m., and Fridays, 8 a.m. to 4:30 p.m. The Media Center provides 15 PC computers, 38 iMac computers and 3 scanners for general student use, in addition to one Dell PC for students who require adaptive learning accommodation and two PCs purchased for students enrolled in Foothill’s courses in the Respiratory Therapy Program. Each of the computers is equipped with the full Microsoft Office suite, in addition to other software as needed for specific course applications. This lab is open to all currently registered Foothill College students to use for both class and personal work. The Media Center provides students with access to more than 2,000 videotapes, audio tapes, CD-ROMs, slides, and computer software related to Foothill College courses. In addition, access to reserve

materials assigned by faculty is provided. In the Media Center, there are slide- and video-viewing stations, cassette players, and PC and Macintosh computers on which students can view or listen to these materials. The Media Center provides access to the Internet and other electronic resources via computer workstations and wireless connections. Word processing, e-mail and participation in online classes are available in the Media Center.

The Krause Center for Innovation at Foothill College (KCI) operates an open access multimedia lab Mondays through Fridays, 7:30 a.m. to 8:30 p.m. and Saturdays 9 a.m. to 5 p.m. The entire KCI building is wireless (inside and out). It has 33 PCs and 7 large-monitor Macs in the KCI open lab and 17 PCs dedicated for use by computer science students. One computer station provides priority use by students who need disabled student access.

The Foothill College Middlefield Campus Hub provides computer lab services to students Mondays through Thursdays from 9 a.m. to 9 p.m.

Library

The on-campus Hubert H. Semans Library website provides links to information for book, periodical and Internet resources. Fully online access to book resources is offered through the online catalog. The library provides access to 9,049 e-books. Foothill College subscribes to several article databases: 360 Search, Journals A-to-Z, EBSCO host, ProQuest, ARTstor, Biography Resource Center, Business Source Premier, CollegeSource, CQ Researcher, Literature Resource Center, and Opposing Viewpoints. Upon registering for classes, distance education students are assigned an identification number that can be used to access library resources via the Internet, which are available 24/7. Students are able to renew their checked-out books via the library website.

The library contains more than 91,000 books, nearly 700 periodical titles, and a large collection of reserve items, including reading materials for various classes. Electronic databases provide access to many full-text journals, newspapers and magazine articles. The library provides access to about 9,000 titles through NetLibrary, selected by a committee of California community college librarians, plus another 3,000 or so public domain titles from Project Gutenberg. Records for e-book titles are in the library's book catalog. Distance education students can call the library for assistance in the Fall, Winter and Spring quarters during hours of operation: Mondays through Thursdays from 8 a.m. to 7 p.m. and Fridays from 8 a.m. to 4:30 p.m., and in the Summer Session, Mondays through Thursdays from 8 a.m. to 4:30 p.m. Reference librarians are available by telephone, by e-mail and in person. Reference librarians are available to assist students with research through the use of traditional print and state-of-the-art electronic resources, including the Internet.

Foothill College library faculty members teach the one-unit *Research Paper Search Strategies* course, which is offered in a distance education format. This course offers an overview of information resources and guides students through every phase of the research process, from defining a topic to finding quality information to writing a *Works Cited* page. Self-help video tutorials are available online. The tutorials provide information on Foothill College library resources, and assistance on how to use these resources. There is also information on research strategies and online searching tips. Each quarter, the library offers independent study library research courses designed to help students become familiar with the resources the library has to offer and to develop their research skills. The library provides access to the Internet and other electronic resources via computer workstations and wireless connections. Computers in the library are intended for academic research.

Educational Technology Advisory Committee

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

Marketing, Recruiting, Admissions and Registration

Foothill College publicizes clear and accurate information about its courses, programs and support services in a variety of media, including the college catalog, class schedule, *The Heights* newsletter, and college website. The college publicizes information about programs in the California Virtual Campus catalog of online courses. In Fall 2008, FGA generated a distance learning marketing plan. FGA assists faculty in posting a promotional webpage for each fully online course each quarter. Foothill College is listed in *Peterson's Guide* as a provider of online courses.

The entire admissions process is available online via an online application and registration portal. Upon completion of the free admission application, students automatically receive an e-mail message containing their student ID, registration information, and course enrollment instructions. After the application process is complete, students receive an appointment to register online. By using the online schedule of classes and online registration, the student can enroll in any available course offered at Foothill College. The online registration process also provides online access to the following information and services: add and drop classes; fee payment; financial aid status; grades; parking permit; pin information; placement test results; register for classes; registration date and time; transcripts; update student information; view schedule; course availability; new and former student application; high school student application; international application for F-1 visa students; application status; and financial aid award.

In addition, the Foothill College website provides online access to the following information and services: transfer information and guides; information about general education for transfer to California State University and University of California campuses; information about CSU GE/breadth; and the intersegmental general education transfer curriculum (IGETC) pattern. Detailed information about lower-division major course preparation for UCs and CSUs may be obtained via the Internet using Assist.org (<http://www.Assist.org>).

The California Virtual Campus Course Catalog lists information about 279 online courses offered by Foothill College (see <http://www.cvc.edu/students/courses/>). This information is regularly maintained by FGA staff.

Articulation Agreements

Managing and maintaining Foothill course equivalency information within Assist.org and with individual independent and out-of-state institutions is one of the core functions of the college's Articulation Office. This involves submitting new and modified Foothill College course outlines to the California public universities for online evaluation through the OSCAR, monitoring the ASSIST database, and troubleshooting course transferability problems and requests. The Articulation Information and Agreements webpage has links to information and guidelines regarding transfer agreements with CSU, UC, other colleges, and high schools. The Articulation Resources webpages

(<http://www.foothill.edu/staff/irs/Articulation/>) provide a valuable link to available transfer information for faculty, frequently asked questions, current policies and legislation, and statewide articulation initiatives and state academic senate curriculum resources.

Adaptive Learning

The Foothill-De Anza Community College District Board of Trustees uphold that, for persons with disabilities, improving the access to educational and employment opportunities must be a priority. The board directs the Foothill College administration to take the necessary actions to implement the requirements of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. A student may request accommodation related to his/her disability, provided that accommodation does not impose an undue hardship on the district. Foothill College disability access information and procedures for requesting accommodations are available from the Foothill College disability access and compliance supervisor and in the Foothill College President's Office.

Every effort is made to ensure that courses and services offered in a distance education mode are compliant with ADA and Section 508 of the Rehabilitation Act requirements (see http://www.access-board.gov/sec508/standards.htm#Subpart_b). Each term that a faculty member requests use of Etudes to deliver instruction, he/she is reminded of Section 508 compliance requirements for their online courses as well as the availability of training and services available to them with compliance. The FGA technology training specialist provides training to faculty about online accessibility, accessibility features in Etudes and other instructional software, and developing accessible and usable online course content. The Foothill College and FGA websites are also ADA- and Section 508-compliant. Foothill College currently offers services to all its disabled students, including distance education students, using a combination of e-mail, U.S. mail, and telephone advising appointments. The Adaptive Learning Division at Foothill College has the following full-time staff to serve distance education students with disabilities: dean, disability access and compliance supervisor, computer laboratory instructional coordinator, learning disability specialist/instructor, alternative media specialist, learning disability specialist/instructor. The disability access and compliance supervisor is responsible for ensuring the accessibility and usability of all technology at Foothill, including distance education courses. The alternative media specialist is responsible for meeting the needs of qualified students for alternative media as a reasonable and appropriate accommodation.

D3. Evidence of Fiscal Resources Including the Initial and Long-Term Amount and Source of Funding for the Proposed Change

Funding for distance education at Foothill College is provided for distance education course management system hosting services, infrastructure, and support. Distance education infrastructure and support are provided by the FGA Department. Both the initial and long-term funding of this department are already fully integrated as a continuing expense through the Foothill College Operating Budget. This funding is sufficient to provide ongoing investment in technology and staffing to support online education. For example, existing FGA funding has supported licensing of Etudes course management system hosting annually; personnel costs for a dean, instructional designer, technology training specialist, and administrative assistant, and equipping the Faculty Multimedia Lab.

Funding for faculty to teach distance education course offerings is provided by Foothill College within each academic division, just as funding for faculty to teach on-campus. The amount and sources of funding for distance education course offerings are identical to those for on-campus course

offerings. Student apportionment revenue, instructor salary, and other major operating expenses are essentially the same for courses delivered via the Internet and on-campus.

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

Ongoing analysis and future planning for distance education programs and services are provided via Foothill's college wide master planning process. Technological support and coordination are addressed through the Technology Task Force. Practices to ensure quality online instruction and student services are addressed in the campus Distance Education Advisory Committee (DEAC) and the Committee on Online Learning (COOL).

The college's Planning and Resource Council (PaRC) oversees and drives institutional planning agendas for each academic year. Foothill College has implemented a change to the program planning rotational cycle to four years, by division, with annual yearly progress reports completed by all departments. The goal is to achieve ongoing deep reflection of programs and link program planning to program goals, institutional goals, strategic initiatives, student learning outcomes, resource allocation, accreditation, and the *Educational Master Plan*. According to the Educational Effectiveness Framework produced by WASC, highly developed program reviews are systematic and institution wide, with learning assessment findings a major component. Findings are used to improve student learning, program effectiveness, and supporting processes, and close linkages exist between program planning and institution-level planning and budgeting. A highly effective program review is sustainable, continuous quality improvement, with ongoing and systematic processes used to assess and improve student learning and achievement. Program review processes are disseminated, reviewed, and discussed to undergo ongoing institutional review and refinement to improve institutional effectiveness and program practices, resulting in improvements in student achievement and learning. Based on recommendations from the Integrated Planning and Budget Process Taskforce and the Educational Master and Strategic Planning Taskforce, the resource alignment process is designed to align resource allocation or elimination with the college strategic initiatives, and program planning and review.

The Instruction and Institutional Research Office is currently coordinating the writing of the *2010–2020 Educational and Strategic Master Plan (ESMP)*. The purpose of the EMSP is to provide long- and short-term direction to reach the vision of Foothill College, in support of student learning and institutional effectiveness.

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

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

Evaluation of Online Faculty and Courses

FGA provides division deans and faculty with guidelines, checklists, and consultation regarding evaluation of online faculty and courses. FGA recommends to faculty that they follow criteria outlined in the *Quality Matters Rubric* for assessing their online courses ([http://qminstitute.org/home/Public %20Library/About %20QM/RubricStandards2008-2010.pdf](http://qminstitute.org/home/Public%20Library/About%20QM/RubricStandards2008-2010.pdf)).

In the 2008–09 academic year, an ad hoc committee was formed to develop a district wide process for administration of student evaluation of online courses. This process was piloted during the Spring 2009, Fall 2009, Winter 2010 and Spring 2010 quarters. Efforts are underway to formalize this process. The largest barrier to making the process official is the low response rate. The committee is examining ways to boost the response rate. Faculty evaluation criteria are the same for distance education courses as for courses delivered on campus. Currently, a formally approved survey instrument, *J2W: Student Evaluation Form Online Instruction*, is available for students to evaluate fully online courses (see Appendix C), however no officially recognized mechanism is in place to administer the instrument ([http://fa.fhda.edu/documents07_2010/Appendices2010/Appendix %20J2W.pdf](http://fa.fhda.edu/documents07_2010/Appendices2010/Appendix%20J2W.pdf)). In the past, FGA has administered the survey instrument for faculty who requested informal student evaluations.

In 2009 and 2010, FGA conducted a survey of students to determine what barriers to success in distance education are experienced by Black, Pacific Islander and Filipino students, and how those barriers can be addressed.

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

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

Monitoring Use of DE Services

The Instruction and Institutional Research Office at Foothill College provides relevant and timely information on articulation, college skills (Basic Skills Initiative), curriculum, institutional research, program planning and review, professional development, and student learning outcomes and assessment. It generates Foothill College Program Review Distance Education reports on student enrollment, FTEF, WSCH, productivity plus success and retention by ethnicity, gender, and age at the department, division or college wide level (see http://www.foothill.edu/staff/irs/programplans/dept_data.html and <http://www.foothill.edu/staff/irs/programplans/docs/Prog%20Rev%20>

Combined%20Distance %20Ed/FH %20College %20Distance.pdf). These reports are made available to the public via the Foothill College website and are used to monitor, plan, and improve the college's course and program offerings for both traditional and distance education courses, grouped together or viewed separately. These reports are monitored carefully by the FGA dean. Retention in fully online classes has varied little over the past five years from 86 percent in 2003–04 to 86 percent in 2008–09. Retention and success rates of distance education students at Foothill College are much higher than at other California community colleges (e.g., see El Camino Community College at [http://www.elcamino.edu/administration/vpaa/Distance %20Education-rev.pdf](http://www.elcamino.edu/administration/vpaa/Distance%20Education-rev.pdf)). Faculty with retention concerns are encouraged to meet with the FGA instructional designer for assistance.

Student use of the FGA help desk is monitored by type of help requested, timing of requests during the quarter, and frequency of requests each quarter. Since June 2007, 1,893 requests for assistance have been submitted to the FGA help desk. Requests to the FGA help desk peak during the first two weeks of each quarter and mid-way through each quarter with approximately 200 requests each quarter. The vast majority of requests pertain to logging into course sites and registration issues.

Student Learning Outcomes

Foothill College has always maintained that student learning is our central work. While we have historically conceptualized learning outcomes broadly, including student grades, degree/certificate completion, successful course and pathway completion, basic skills improvement, and job attainment, in response to accreditation changes, we've added a concentrated focus on identifying and measuring particular knowledge, skills and abilities that we expect our students to have when completing our courses, programs and degrees. In order to accomplish this, the college faculty have embraced and completed Student Learning Outcomes (SLOs) to identify, assess and reflect on student learning at the course level. Individual course SLOs have progressed to a cycle of assessment, reflection and redevelopment. Every course is scheduled to be assessed at least once per academic year with reflections scheduled to be performed the third week of every quarter on the previous quarter's courses. This progress has been steady and consistent. SLOs are published in the course syllabi along with methods of assessment. In the *2011–2012 Foothill College Course Catalog* SLOs will be published on curriculum sheets and in course descriptions. SLOs are the first step in a recursive process of research, review, and re-thinking to ensure a campus culture of sustainable continuous quality improvement

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

All courses, degrees, and certificates of achievement offered by Foothill College have been approved by the Foothill College Curriculum Committee, the Foothill-De Anza Board of Trustees, and the California Community Colleges Chancellor's Office. All courses taught in a distance education mode have been reviewed for quality standards and approved by the Foothill College Curriculum Committee in accordance with California administrative code and regulation using a Separate Distance Education Approval process. Documentation of approval for each course, program, and distance education delivery method is available upon request.

F. Evidence that Each Eligibility Requirement Will Still Be Fulfilled
CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS
FOR ACCREDITATION

1. Authority

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

Foothill College is a public two year community college operating under the authority of the state of California, the board of governors of the California Community Colleges and the board of trustees of the Foothill-De Anza Community College District. Foothill College is accredited by the Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges. This organization is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. 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. 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>). Foothill College's mission supports its commitment to achieve student learning: "A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."

3. Governing Board

The seven-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.

4. Chief Executive Officer

Foothill College's chief executive officer is Judy C. Miner, Ed.D., who began her position as Foothill College President in July 2007. The chief executive officer is appointed to her role as president by the board and her primary responsibility is to the institution. The board delegates to the president the

authority to administer board policies for the college. Neither the college president nor the district chancellor serves as chair of the board.

5. Administrative Capacity

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.

6. Operational Status

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

7. Degrees

Fifty-seven percent of all educational offerings lead to associate degrees or certificates of achievement.

8. Educational Programs

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

9. Academic Credit

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

10. Student Learning and Achievement

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

The four core competencies include: critical thinking, computation, communication, and community and global consciousness. Beginning in 2006–07 and completed in Spring 2009, faculty developed a rubric for each of the four competencies to clearly define and measure these core outcomes. This work is known as the Foothill Rubric Assessment Model for Evaluating SLOs (FRAMES) Project.

In the Winter Quarter 2010, Foothill College used the FRAMES rubrics to assess institutional outcomes by examining the work that individual students have done while completing a degree at Foothill. (This needs to be one of the SLO assessment assignments). In Spring Quarter 2010, the rubrics began to be used quarterly in individual division meetings and professional development

workshops to continue to assess student artifacts for institutional outcomes, while raising awareness to support the development of class assignments that are reflective of our four core competencies. Also initiated in Spring Quarter 2010 faculty can identify the core competencies their courses encompass while they input their SLO reflections on the Foothill College web-based curriculum management system. Beginning with Summer 2010, data will be pulled from the system to report the number of courses that reflect the four core competencies. Also beginning with graduation 2010, students will assess their level of attaining institutional outcomes referenced by the four core competencies on a web-based survey. The combination of this qualitative and quantitative data will assess Foothill College's focus, commitment and achievement of student learning.

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

11. General Education

In 2009, the Foothill College Curriculum Committee reviewed and revised 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 & Behavioral Sciences, Communication & Analytical Thinking, United States Cultures & 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.

12. Academic Freedom

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

13. Faculty

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the college's educational programs. The number of full-time qualified contract faculty has fairly remained steady since the last accreditation visit in 2005, and currently numbers 196. The faculty contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the *Faculty Agreement*.

14. Student Services

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

15. Admissions

Foothill College maintains an open-door admissions policy 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.

16. Information and Learning Resources

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

17. Financial Resources

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

18. Financial Accountability

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

19. Institutional Planning and Evaluation

The college has continued to foster a culture of evidence that serves as the foundation for the critical and continuous cycle of assessing and improving campus programs and policies. Institutional planning and program evaluation is systematic for all departments and divisions of the college, including instruction, student services and administrative services. The focus in all three areas is to enhance student learning. The Instruction & Institutional Research Office is currently coordinating the writing of the *2010–2020 Educational and Strategic Master Plan* (ESMP). The purpose of this ESMP is to provide long- and short-term direction to reach the vision of Foothill College, in support of student learning and institutional effectiveness. The Integrated Planning and Budgeting Process Task Force convened to develop new planning and budgeting structures that lead to “sustainable quality improvement” in response to *2002 Standards of Accreditation* as established by ACCJC. The overarching goal of the task force was to propose an integrated and cyclical planning and budgeting model that enables the college to more effectively use existing resources to drive its strategic plan and to support student learning. The charge was to begin using these new decision-making processes during the 2009–10 academic year. Foothill College has implemented a change to the program planning rotational cycle to four years, by division, with annual yearly progress reports completed by all departments.

20. Public Information

Foothill College publishes its catalog and schedule of classes in both print and electronic formats available through its website. Beginning in 2011, the schedule of classes will be primarily online. Foothill College publishes in its catalog and schedule, and posts on its website, precise and up-to-date information on the following: General information, including educational mission; course, program and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of board of trustees members; 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. Relations with the Accrediting Commission

Foothill College submitted a focused midterm report to the Accrediting Commission in 2008 which was accepted in January 2009 with no visit required. 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.

G. Evidence that Each Accreditation Standard Will Still Be Fulfilled **CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY** **REQUIREMENTS FOR ACCREDITATION**

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

The college maintains its accreditation by fulfilling criteria that are determined by the ACCJC. Throughout its continuous six-year review cycle, Foothill College conducts and publishes several review instruments, including an annual report, annual fiscal report, midterm report, comprehensive institutional self-study, and an evaluation review by a team of peers. Foothill's last accreditation visit was in 2005 and resulted in the reaffirmation of accreditation with a focused midterm report due in 2008. The focused midterm report was accepted in January 2009 with no visit required. The college's next accreditation visit is scheduled for 2012. Accreditation standards that are particularly impacted by the proposed change are discussed in detail below.

Standard I: Institutional Mission and Effectiveness

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

This proposal reflects Foothill College's efforts to address its institutional mission with ongoing and systematic evaluation. Specifically, the mission of Foothill College is to "A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members." (2008–09 Foothill College Course Catalog, p. 10)

Foothill has offered distance education courses for more than 12 years to meet the rapidly evolving needs of a diverse student population that includes working adults, single parents, and students with physical disabilities. Foothill has also developed a comprehensive array of instructional and student support services that are available in a distance education format. Concurrently, the college has developed the processes to monitor, evaluate, and improve the quality of distance education instruction and services that parallels the processes used to improve the quality of on-campus instruction and services.

As part of its institutional evaluation, planning and improvement cycle, Foothill College conducted a review of its course and program offerings in 2007–2008 and 2008–09, including courses approved to be offered via distance education. This review revealed that the number of courses approved as distance education courses increased from 382 in Fall 2006 to 612 in 2010. The number of courses approved for distance education delivery is 24.2 percent of Foothill’s 2009–10 course inventory of 2,525. Of the 612 courses approved for distance education delivery, as of May 2010 363 were offered as fully online course sections in 2007–2008 and 2008–09 schedules.

Further quantitative and qualitative analysis resulted in a campuswide decision to request 24 degree programs and 21 certificates of achievement identified previously to be approved for delivery in the distance education mode. The implementation of distance education programs is aligned with Foothill College’s mission and strategic goals. All Foothill College courses and programs are subject to regular cycles of evaluation and improvement, regardless of location or method of delivery. All programs proposed to be offered via distance education are already offered on campus and already participate in the program review process.

Standard II: Student Learning Programs and Services

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

Instructional Programs:

Foothill College’s strategic plan was developed by a task force comprised of representatives from the Academic Senate, Classified Senate, Associated Students of Foothill College, and Instruction & Institutional Research Office Task Force. The first step in engaging campuswide dialogue began on April 15, 2009. The objectives of this “visioning the future” session were to:

1. Bring voices together from around the campus.
2. Establish a foundation for future discussions.
3. Reaffirm, and rework where needed, our mission, vision, values statements.
4. Examine our planning assumptions (and data behind them) used by the task force to develop proposed strategic planning goals.

The following are the three strategic initiative charges that were founded through collegial conversations and forums: **1) Building a Community of Scholars;** **2) Promoting a Collaborative Decision-Making Environment;** and **3) Putting Access Into Action.**

Building a Community of Scholars: We build a community of scholars by providing a comprehensive curriculum that is not only informed by the diversity of disciplinary expertise of the faculty, but also by the varied educational objectives of the students matriculating through the curriculum. It embraces students where they begin and moves them through strategic sequences of instruction and student services to meet their goals. A community of scholars makes no distinction among a developmental learner, a career technical student, or a transfer student, but rather finds meaning at the nexus of student intention and access. The delivery of degrees, certificates, and courses via distance education methods aligns with this Strategic Initiative by accommodating a range

of learning styles and pedagogies. Specifically, working adults, single parents and students with physical disabilities have greater access to education with the availability of a broad spectrum of distance education courses.

Distance education serves high-performance students as well. Honors course completion at the community college level is now a factor in university admission and directly provides support to our transfer-directed and international students. The Foothill College Honors Institute now offers 24 honors courses, more than half of which are approved for distance education delivery.

Promoting a Collaborative Decision-Making Environment: A culture of genuine and meaningful communication is essential to effective decision making. The ability for all constituent groups to participate in dialogue and discussions that shape the directions and priorities of the college is essential to the institution's success as is the ability of students, faculty, staff and administrators to come together under a banner of shared purpose and to pursue objectives that enhance the learning and success of our students. Faculty, staff, and students involved with distance education at Foothill College are fully engaged in the college decision-making process with representation on the Distance Education Advisory Committee as well as by virtue of the FGA program review process.

Putting Access Into Action: Open access requires a robust and systemic approach to outreach that extends beyond traditional student recruitment and includes partnerships with our business community, as well as the world at large. Meaningful access recognizes the needs of students beyond the realm of academic and student support services and acknowledges the complex lives of our students. Foothill College endeavors to capitalize on the charitable as well as business, corporate, and grant-based support of programs and services to ensure that the doors of the institution remain open to all students who will benefit regardless of means, academic preparation, or personal circumstances. Foothill College's robust distance education program has attracted the attention of several organizations and private foundations seeking partnerships and consultation including The William and Flora Hewlett Foundation and the U.S. Army Reserves.

Student Support Services: Foothill College provides distance education students with student support services that are comparable in quality with services for on-campus students. A concerted effort has been made to raise awareness among staff and administrators of the need for continued support of quality student services for distance education students. Distance education students have ready access to the following student support services via the Internet, e-mail and telephone: Financial aid, academic advising and counseling, Foothill College Bookstore, technical help desk, assessment and placement, and career services. Starting Summer 2010, students can obtain many admissions and registration services, such as enrollment, class schedule, checking the status of their financial aid application and awards via a password-protected and secure student portal on the Internet (<http://myportal.fhda.edu>).

Financial Aid

Students can check their financial aid application and awards status via the Internet at an online portal called **myportal.fhda.edu**. Students are able to track the completion of the loan requirements on their own on-line account. Students can opt-in to receive a financial aid newsletter delivered via e-mail. Most information and forms for financial applications are available via the Internet from the financial aid webpages (<http://www.foothill.edu/aid/>) such as loan entrance counseling through EdTe\$t; school lender list; Stafford Loan Request Form; Board of Governors Enrollment Fee Waiver; FAFSA. After Foothill College receives a student's FAFSA application, the following will occur:

Foothill College Financial Aid Office will mail the student a postcard along with instructions to view their application status at the financial aid webpages. The student can then use his/her student identification number to access the site and check their application status, and print any additional forms needed to complete their application. Awards made after the review process are accessible through the financial aid webpage.

Academic Advising and Counseling

Distance education students have access to individualized academic advising and counseling via an online forum and telephone, e-mail and fax (<http://www.foothill.edu/fga/advisingforums.php>). The forum is staffed 11 months per year by three full-time faculty counselors who respond to forum postings within 48 hours. Students can schedule 30-minute face-to-face or telephone appointments with Foothill counselors via an online form. A webpage with frequently asked questions about academic advising and counseling is also available (<http://www.foothill.edu/fga/advisingforums.php/>). The one-unit Introduction to Online Learning course is taught by counselors and presents to students the various online academic and support services such as the library.

Delivery of Course Material

Books and other required course materials are available for online purchase via the Foothill College Online Bookstore. A direct link is available from the student information page of the FGA website. Students may also purchase books and course materials from other sources. Books, articles, and other library resources are available to all registered Foothill students online via the library services as described in the section on library services.

Assessment and Placement

Distance education students may take their placement tests for English, English for Second Language Learners (ESLL) or mathematics at a college assessment/testing center located near them. The selected center will need the ability to administer an online Accuplacer test. The student has the test center coordinator e-mail proctor information to the Foothill College Testing Center to set up the access for test administration. Test preparation information is also forwarded to the student (<http://www.foothill.edu/placement/math.samples.php>).

For distance education students who are able to take placement tests at any Foothill College campus location or at another college's site, the placement tests results are received at the end of the test session and are also available through each student's portal.

Foothill College also belongs to the Consortium of College Testing Centers (CCTC) which is "a free referral service provided by the National College Testing Association (NCTA) to facilitate distance learning. The purpose of the CCTC is to make test administration services available to students at educational institutions away from their campuses. The CCTC site may be used to locate a testing center by clicking on a U.S. map to find the center nearest to the student.

"These services are provided in traditional paper-pencil formats as well as by online, web-based servers at some sites. A test administration site does not have to provide web-based examinations in order to participate in the consortium. All participating institutions must be NCTA members in good standing, and all participating institutions are expected to adhere to the CCTC guidelines." (retrieved from <http://www.ncta-testing.org/cctc/>).

Career Services

Basic career services are currently available to distance education students via telephone, e-mail, and the Career Center's website (<http://www.foothill.edu/career>).

The Foothill College Career Center also provides an online job posting board (<http://www.foothill.edu/career/jobsearch.php>). The purpose is to provide internship, part- and full-time job searches for Foothill College students and program graduates.

The Career Center plans to provide online videos on a variety of topics, such as how to choose a major, resume writing, and a career center orientation tour. The videos enhance in-person workshops (<http://www.foothill.edu/career/workshops.php>). The Career Center website provides online resources listed by category (<http://www.foothill.edu/career/library.php>). In addition, three Career and Life Planning credit courses have approval for delivery as distance education courses and are offered online at least once each year: CRLP 70: Self-assessment; CRLP 73: Effective Resume Writing; and CRLP 74: Successful Interviewing Techniques.

Tutoring

Staff in the Tutorial Center and FGA are currently exploring effective ways to provide tutoring for distance education students. One method under consideration is synchronous and asynchronous communications between students and tutors using CCC Confer software. This software is provided by the state chancellor's office at no cost to Foothill College or students. CCC Confer has Internet conferencing features that allow tutors and students, either as one-to-one or in groups, to talk, share desktop applications, and write via text chat and whiteboard. Tutoring sessions conducted via CCC Confer can be transcribed and archived for later viewing by students and program evaluation by Tutorial Center staff.

C. Library and Learning Support Services: Library and learning support services are readily available for distance education students. Librarians are available for one-to-one assistance to distance education students during normal working hours via the Ask a Librarian link in the library website. Librarians also teach research skills in a course offered online and through workshops and tutorials. The Tutorial Center is exploring ways to make its services more available to distance education students.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Foothill College has steadily grown a robust and comprehensive distance education program for more than 12 years. In the 2006–2007 fiscal year, student enrollment in distance education courses was 17,920 headcount and Weekly Student Contact Hours (WSCH) was 96,606 with productivity of 521, retention of 84 percent, and success rate of 70 percent. Full-time equivalent faculty (FTEF) was 18.44 and part-time/overload FTEF was 30.85. The number of sections delivered as distance education was 718.

In 2008–2009 fiscal year, student enrollment in distance education courses was 22,409 headcount and WSCH was 133,578 with productivity of 627, retention of 86 percent and success rate of 71 percent. Full-time classroom teaching FTEF was 19.71 and part-time/overload FTEF was 36.01. The

number of sections delivered as distance education courses was 779. This represents a moderate and steady increase in use of distance education by both students and faculty since 2006–2007. From 2006–2007 to 2008–2009, student enrollment increased by 25 percent, WSCH by 38.3 percent, productivity by 20 percent, retention by 2.4 percent, success rate by 1.3 percent, full-time FTEF by 6.9 percent, part-time/overload FTEF by 16.7 percent, and sections served by 8.5 percent.

Standard IV: Leadership and Governance

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

The distance learning program at Foothill College coordinates with leadership and governance in at least three ways: Curriculum Committee, Distance Education Advisory Committee and Planning and Resource Council (PaRC).

In accordance with California administrative code and regulation (Title 5), all courses and programs, regardless of delivery method, are approved by the Foothill College Curriculum Committee. Courses delivered via distance education receive separate approval by the college curriculum committee. Faculty, staff, and student representatives serve on the Distance Education Advisory Committee (DEAC), which is responsible for developing the comprehensive Distance Education Plan and ensuring compliance with state and federal regulations. The DEAC exists as a tandem group with the Committee on Online Learning, and make recommendations to PaRC, the Tech Task Force, and other shared governance groups, for vision, policies, and implementations related to distance education.

**Appendix A: Distance Education (DE) Analysis of Foothill Degrees and Certificates —
Courses with DE Approval Offered at Least Once During Fall 2007–Spring 2009**

ASSOCIATE DEGREE PROGRAM	DISCIPLINE-SPECIFIC UNITS REQUIRED	DISCIPLINE UNITS AVAIL AS DE	PERCENT TOTAL DISCIPLINE UNITS AVAIL AS DE	PREREQUISITE UNITS REQUIRED	PREREQUISITE UNITS AVAIL AS DE	PERCENT TOTAL PREREQ UNITS AVAIL AS DE
Accounting	48	43	90 percent	0	0	
American Studies	33.5	29.5	88 percent	0	0	
Anthropology	32	32	100 percent	0	0	
Art History	48	43.5	91 percent	0	0	
Business Administration	51	42	82 percent	0	0	
Business Technology: Office Admin	60	38	63 percent	5.5	0	
Computer Science	55	55	100 percent	9	9	100 percent
Computer Software Development	45	45	100 percent	0	0	
Database Management	40	40	100 percent	0	0	
Economics	30	30	100 percent	0	0	
Enterprise Networking	55	50	91 percent	0	0	
General Studies Humanities	28	16	57 percent	0	0	
General Studies Social Science	34	34	100 percent	0	0	
Geography	33	33	100 percent	0	0	
History	36	36	100 percent	0	0	
Informatics	66	44	67 percent	0	0	
Interactive & Multimedia Technologies	50	38	76 percent	0	0	
Internet Technology Electronic Business Major	45	42	93 percent	5	5	100 percent

**Appendix A: Distance Education (DE) Analysis of Foothill Degrees and Certificates —
Courses with DE Approval Offered at Least Once During Fall 2007–Spring 2009**

ASSOCIATE DEGREE PROGRAM	DISCIPLINE-SPECIFIC UNITS REQUIRED	DISCIPLINE UNITS AVAIL AS DE	PERCENT TOTAL DISCIPLINE UNITS AVAIL AS DE	PREREQUISITE UNITS REQUIRED	PREREQUISITE UNITS AVAIL AS DE	PERCENT TOTAL PREREQ UNITS AVAIL AS DE
Internet Technology Web Programming	41	37	90 percent	5	5	100 percent
Internet Technology Web Administration	40	40	100 percent	5	5	100 percent
Music Technology	48	40	83 percent	0	0	
Philosophy	33	22	67 percent	0	0	
Political Science	35	22	63 percent	0	0	
Psychology	33	33	100 percent	0	0	
Sociology	30	30	100 percent	0	0	
Video Arts Media Studies	48.5	28.5	59 percent	0	0	
Video Arts Production	49	42	86 percent	0	0	
Women's Studies	32.5	28.5	88 percent	0	0	
+++++	+++++	+++++	+++++	+++++	+++++	+++++
CERTIFICATE OF ACHIEVEMENT PROGRAM	TOTAL UNITS REQUIRED	TOTAL UNITS AVAIL AS DE	PERCENT TOTAL DISCIPLINE UNITS AVAIL AS DE	PREREQUISITE UNITS REQUIRED	PREREQUISITE UNITS AVAIL AS DE	PERCENT TOTAL PREREQ UNITS AVAIL AS DE
Accounting	38	33	87 percent	0	0	
Accounting/ Spreadsheets	36	21	58 percent	5.5	0	
Art History	48	22.5	47 percent	0	0	
Informatics	66	44	67 percent	0	0	
Interactive & Multimedia Technologies	50	38	76 percent	0	0	
Internet/Electronic Commerce	39	27	69 percent	5.5	0	
Internet Technology Electronic Business	45	42	93 percent	5	5	100 percent
Internet Technology Web Programming	41	37	90 percent	5	5	100 percent

**Appendix A: Distance Education (DE) Analysis of Foothill Degrees and Certificates —
Courses with DE Approval Offered at Least Once During Fall 2007–Spring 2009**

CERTIFICATE OF ACHIEVEMENT PROGRAM	TOTAL UNITS REQUIRED	TOTAL UNITS AVAIL AS DE	PERCENT TOTAL DISCIPLINE UNITS AVAIL AS DE	PREREQUISITE UNITS REQUIRED	PREREQUISITE UNITS AVAIL AS DE	PERCENT TOTAL PREREQ UNITS AVAIL AS DE
Internet Technology – Web Administration	40	40	100 percent	5	5	100 percent
Level II (A+)	29	19	66 percent	0	0	
Linux/UNIX System Operation & Administration	40	20	50 percent	0	0	
MCITP Server Administrator	25	25	100 percent	0	0	
Media Studies	48.5	48.5	100 percent	0	0	
Music Technology	36	24	67 percent	0	0	
Object-Oriented Software Using C++	40	35	88 percent	0	0	
Office Manager General Office	60	41	68 percent	5.5	0	
Office Manager Office Computing	58	44	76 percent	5.5	0	
Oracle Database Administration	40	35	88 percent	0	0	
Oracle Database Developer	40	35	88 percent	0	0	
Video Arts Media Studies	48.5	28.5	59 percent	0	0	
Video Arts Production	49	42	86 percent	0	0	
Web Programming	40	35	88 percent	5	5	100 percent
Word Processing/Desktop Publishing	35	20	57 percent	5.5	0	

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

Courses in **boldface** are offered via distance education.

Associate in Arts Degree or Associate in Science Degree/General Education Requirements & Graduation Requirements 2009 – 2010

The requirements for the Associate in Art Degree or Associate in Science Degree include completion of **(1)** a minimum of 90 units in prescribed courses; **(2)** a minimum of 24 units taken at Foothill College; **(3)** a grade-point average of 2.0 or better in all college courses including Foothill courses; **(4)** a major of at least 27 units in a curriculum approved by the Foothill Curriculum Committee; and **(5)** the seven general education requirements listed below. The student who plans to transfer to a four-year college or university should also consult with a counselor for the specific requirements of those institutions.

The student must successfully complete a minimum of 30–35 units from the courses listed below with at least one course in Humanities, English, Natural Sciences (with lab), Social & Behavioral Sciences, Communication & Analytical Thinking, United States Cultures & Communities, and two courses in Lifelong Understanding from two different academic departments.

Courses may only be used in one area.

Area I—Humanities

Arts: ART 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2E, **4A with 4AX**, 5A with **5AX**, 11, **14**, 36, 45A with **45AX**; *F A I*; GID 1; **MUS 1, 2A**, 2B, 2C, 3A, 3B, 3C, 7, 7D, **7E**, 8, 8H, **10, 64A, 64B, 85A, 85B**; **PHOT 1, 5, 8, 8H, 10, 11**; **THTR 1**, 5, 5B, 20A, 20B, 20C, 20D, 24, 30; **VART 2A, 2B, 2C, 36B**; WMN 15.

Letters: CHIN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B, 25A, 25B; COMM 24; **CRWR 6, 36B, 39A, 39B, 40, 41A, 41B, 60**; **ENGL 5, 8**, 11, 12, 14, 17, 22, 23, 25, 25H, 26, 31, 32, 42A, 42B, 42C, 43, 45, 46A, 46B, 46C, 48A, 48B, 48C; FREN 1, 2, 3, 4, 5, 6, 13A, 13B, 14A, 14B, 25A, 25B, 39; GERM 1, 2, 3, 39; **HIST 4A, 4B, 4C**, 4CH; HUMN 1A, 1B; JAPN 1, 2, 3, 4, 5, 6, 13A, 13B, 25A, 25B, 33; LING 23, 25, 25H, 26; **PHIL 2, 4, 8**, 11, 20A, 22, 24, **25**; SPAN 1, 2, 3, 4, 5, 6, 10A, 13A, 13B, 14A, 14B, 25A, 25B; THTR 2A, 2B, 2C, 8.

Area II—English

ENGL 1A, 1AH; **ESL 26**.

Area III—Natural Sciences (with laboratory)

ASTR 10A with 10L, 10B with 10L, 10BH with 10L; BIOL 1A, 1B, 1C, 9 with 9L, 10, 13, 14, 15, 40A, 40B, 40C, 41; CHEM 1A, 10, 25, 30A; GEOG 1; HORT 10; PHYS 2A, 4A, 10.

Area IV —Social & Behavioral Sciences

ANTH 1, 2A, 2B, 3, 4, 5, 6, 8; **BUSI 22**, 53; CHLD 55; **ECON 1A, 1B, 9**, 12, 25; **GEOG 1, 2, 5, 9, 10**; GERM 8; **HIST 4A, 4B, 4C**, 4CH, 8, 9, 9H, 10, 15, 16, 16H, **17A, 17B, 17C, 18**, 19, 20, 23A,

30; **POLI 1, 2, 2H, 3, 3H, 5, 7, 8, 9, 15, 15H; PSYC 1, 4, 10, 14, 21, 22, 25, 30, 33, 40, 49, 55; SOC 1, 10, 11, 15, 19, 20, 21, 23, 30, 40; SOSC 20, WMN 5, 11, 21.**

Area V—Communication & Analytical Thinking

CIS 12A, 15A, 18, 25A; COMM 1A, 1B, 2, 3, 4, 12, 24, 30, 46, 55; ENGL 1B, 1BH, 4; MATH 1A, 1B, 1C, 2A, 2B, 10, 11, 12, 22, 44, 46, 49, 51; PHIL 1, 7, 8, 50.

Area VI—United States Cultures & Communities

ANTH 4; ART 2D; BIOL 14; CHLD 11; COMM 10, 12; ENGL 5, 8, 12, 31, 41, 48A, 48B, 48C; HIST 9, 9H, 10; MUS 8, 8H; PHIL 22; PHOT 8, 8H; POLI 7; PSYC 22; SOC 8, 23; SOSC 20; SPED 61; THTR 8; WMN 5, 11.

Area VII—Lifelong Understanding

The student must successfully complete a total of four units or more in Lifelong Understanding from two different academic departments. For the purpose of this area, ALAP, DANC and PHED will be considered one academic department and COIN and CIS will be considered one academic department.

BIOL 8, 9, 45; BUSI 91L; CIS 2, 50A, 60; COIN 51; CNSL 1, 2, 72, 80, 90; COMM 2, 10, 12; CRLP 55, 70; DANC 1A, 1B, 2, 3A, 3B, 4, 5, 6, 7; HLTH 21; PHED 4; any physical activity course (PHED) or ALAP ALAP 60, 60X, 61, 61X, 62, 62X, 63, 63X, 64, 64X, 65, 65X, 66, 66X, 70, 70X, 71, 71X, 80, 80X; LIBR 1, 50, 71; SOC 19, 40; SOSC 20; SPED 52, 61, 72.

Petition for Graduation

Minimum proficiency: **ENGL 1A** or **ESL 26** and **MATH 105***, completed with a letter grade of “C” or better.*

*Intermediate algebra or equivalent means MATH 105, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher level course with a grade of “C” or better, or completion of a bachelor’s degree or higher from an accredited U.S. college or university.

Appendix C: J2W (ONLINE) STUDENT EVALUATION FORM

FOR INSTRUCTIONAL FACULTY — PART A (Articles 6 and 6A — Evaluation)

Foothill-De Anza Community College District

Instructor _____

Course (department, number) _____

Quarter/Year _____

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

PART A

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

Please mark the answer sheet for each of the following questions:

a = Strongly Agree

b = Agree

c = Disagree

d = Strongly Disagree

e = No Opinion/Not Applicable

About the Course:

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

About the Instructor:

9. Demonstrated an enthusiasm for the subject.
10. Was knowledgeable and prepared for online instruction.
11. Motivated student interest and intellectual effort.
12. Encouraged students to ask questions and participate in online learning activities.
13. Encouraged individual thinking and differences of opinion.
14. Provided effective online contributions and sites.
15. Maintained online course environment conducive to learning.

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

Appendix C: J2W (ONLINE) STUDENT EVALUATION FORM

STUDENT EVALUATION FORM: FOR INSTRUCTIONAL FACULTY — PART B

Foothill-De Anza Community College District

YOUR WRITTEN RESPONSES WILL BE FORWARDED TO YOUR INSTRUCTOR
AFTER THE END OF THE QUARTER

Instructor _____

Course (department, number) _____

Quarter/Year _____

PART B

Written Evaluation (please respond to the following):

21. What did you like about this course?
22. What did you dislike about this course?
23. What specific changes could improve this course?
24. Please make any additional comments or suggestions about this course and/or this instructor.

**Foothill-De Anza Community College District
Board of Trustees**

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SUBSTANTIVE CHANGE PROPOSAL: DISTANCE EDUCATION PROGRAMS



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