



STANDARD III:

Resources

Standard III: Resources

Standard III.A - Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institutions.

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Foothill College upholds its mission by hiring highly qualified faculty, staff, and administrators who reflect the diversity of its student population—this is a top priority for the College [\[III.A-1\]](#). By establishing equitable hiring processes and procedures that are transparent, include participation from faculty and staff, and are advertised in multiple venues, the College ensures its future success. To attract qualified candidates who are committed to the institutional mission and goals, Foothill College uses clearly stated hiring criteria, highly trained and diverse hiring committees, and job descriptions that are designed to match job expectations and the needs of departments, divisions, and programs. The process is supervised by the Foothill-De Anza Community College District office of Human Resources (HR), which along with the two Colleges, sets hiring policies and procedures and provides training for all College employees involved in the hiring process. The District HR office also maintains all job descriptions and reviews them for accuracy and equity issues prior to posting. District Administrative Procedures that define these processes include AP 4130, which states that the District seeks “qualified, diverse administration, faculty and staff dedicated to student success” [\[III.A-2\]](#). Foothill College abides by the California community colleges regulations regarding the minimum qualifications and discipline list and employs this handbook in the College’s hiring practices [\[III.A-3\]](#). The Classified Staff Employment Policy and Hiring Procedures outline the process adopted by Foothill College for hiring classified staff positions [\[III.A-4\]](#). Additionally, the College also outlined policy for administrative and full-time faculty employment and hiring procedures [\[III.A-5, III.A-6\]](#).

In 2015, the College community came together to outline goals for 2015-2020 and identified employee engagement and participation in governance as important aspects of meeting other goals such as student success and developing a culture that values innovation and creative problem solving [\[III.A-7\]](#). The Integrated Planning and Budgeting Governance Handbook was developed in collaboration with the Academic Senate, Classified Senate, and the Planning and Resource Council (PaRC) to develop clear structures of employee participation and responsibilities for governance

keeping in line with the College's mission, value, and purpose [III.A-8]. The College's commitment to strengthen ties with constituents and commitment to its mission is also evidenced in the Education Master Plan goals that highlight the need for creating a culture of equity and recognizing and supporting a campus culture that values ongoing improvement and stewardship of resources [III.A-9].

The process for hiring full-time positions is consistent and directed by District HR and AP 4130, including the formation of a hiring committee that reviews the job description, updates it where needed prior to posting, and sets the screening criteria and interview questions. Positions are posted for several weeks. Job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Faculty are directly involved in the hiring process for full-time and adjunct faculty, and classified staff are represented on all hiring committees for classified staff. Faculty and staff have a direct role in defining the criteria, qualifications, and job announcements for College positions. Screening criteria and interview questions are developed and approved by an Equal Opportunity Representative before the search committee can access applications. Screening criteria are developed from the position description and the qualifications and requirements listed in the announcement. Procedures for selection of personnel are clearly and publicly stated through the District website [III.A-10]. The College also relies on the annual and comprehensive program review process to determine the needs of hiring personnel to better address student learning and outcomes [III.A-11].

Foothill College verifies the qualifications of its applicants in accordance with AP 4130 District Hiring Procedures [III.A-2]. The minimum qualifications include a diversity statement, minimum education and work experience, and a list of stated minimum legal requirements established by District HR and included on all job descriptions. Faculty must meet the state-defined minimum qualifications, as well as demonstrate effective teaching and potential to contribute to the mission of the institution.

Distance Education Qualifications and Criteria

Depending on the department and discipline, Foothill College job announcements will include information regarding the requirement and/or preferred qualification for distance education teaching experience. For instance, in the Business and Social Sciences Division, which has 50 percent of its courses online, all four of its position announcements in 2016-17 included a preferred qualification for "interest in, or experience in, teaching online" [III.A-12]. Job interviews for faculty in this division also include a question about experience or interest in teaching online. Full-time faculty who teach online are included in the hiring committees where positions have this preferred qualification.

The District HR verifies that the degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. It is the responsibility of anyone applying to the College with a non-U.S. degree to acquire an evaluation of their degree from a recognized agency. The District uses numerous methods to advertise its positions, including academic publications such as the *Chronicle for Higher Education* and websites such as the Community College Registry.

The College matches programmatic need to the qualifications of positions through program reviews; through review and updating of job descriptions prior to positions being posted; and through desk audits. The process begins at the program review level, as all positions must first be requested for hiring by a department or program that has included that need in a program review. The system therefore is ultimately driven by program review documents that point to data such as enrollment trends, job growth data, and/or economic impact reports that demonstrate demand for a particular curricular subject area. Ultimately, the PaRC reviews the staffing requests and makes recommendations to the College president. For example, in the 2016-17 academic year, PaRC approved 14 tenure-track positions for hiring from a list of 25 requests [III.A-13, III.A-14]. The District maintains its job classifications and descriptions for classified staff in a public place to ensure transparency and access to job classification information for all employees [III.A-10]. If a

position is approved that is not covered by an existing job classification, the requesting party must draft a new position description and have it evaluated by the corresponding District classification committee—either classified, administrator, or supervisory. District classification committees include representatives from both Colleges and the District, and District HR approves the committees' decisions [[III.A-15](#)].

Bachelor's Degree

Foothill College's Baccalaureate of Science in Dental Hygiene program will replace the existing Associate of Science in Dental Hygiene degree program and will use existing faculty and staff, and learning and student support resources.

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the College's educational programs. The faculty contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

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

1. Program director/instructor/first-year clinic coordinator,
2. Radiology instructor/coordinator (shared with the dental assisting and program), and
3. Second-year clinic coordinator.

All full-time faculty hold master's degrees and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation. An additional seven part-time faculty have master's degrees or doctorate degrees in dentistry, and two have bachelor's degrees, RDH licensure and experience in the dental field and are qualified to teach baccalaureate students. A request has been put forth in the program review document for replacement of a full-time faculty member who retired in 2015, the supervising dentist position. A hiring committee has been formed to search for a full-time dentist in spring 2017, and the College anticipates filling the position in time to start in the fall 2017.

The program director was hired as a faculty member in 1998 and appointed director of the dental hygiene program in 2000. She receives 50 percent reassigned time for program administration and may receive up to 75 percent for CODA accreditation site visits. She was granted a sabbatical leave in spring 2015 and spring 2016 to work on baccalaureate curriculum and accreditation processes.

The dental hygiene program has a full-time staff position, a dental office administrative assistant, who staffs the clinic office, assists patients with appointments, and supports the program director and the clinical coordinator with numerous tasks.

Analysis and Evaluation

Foothill College meets the Standard. The College has well-established practices in place, supervised by District Human Resources, and directed by District Administrative Procedures, to ensure highly qualified administrators, faculty and staff are supporting the College programs and services. The College has strong processes for hiring that involve the review of criteria, job descriptions and qualifications, to ensure that they meet programmatic and student needs. The College job descriptions meet the College mission and goals, and position duties and responsibilities are publicly available. The College hiring activities and practices ensure that personnel are sufficiently qualified to guarantee the integrity of programs and services, and that the processes themselves are being consistently evaluated and improved upon when necessary.

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

The state establishes minimum qualifications for every faculty discipline area; these minimum qualifications are augmented by Foothill College hiring committees to include preferred qualifications reflective of the specific needs of the department and can include distance education. Following AP 4130: District Hiring Procedures, the College ensures it is hiring faculty who have outstanding knowledge of their subject area [III.A-2]. Every faculty job description emphasizes the importance of faculty being grounded in their subject and committed to student learning and pedagogy. Faculty responsibilities also include writing and stewardship of department curriculum [III.A-16].

The College clearly communicates in hiring materials and job descriptions that an understanding of and sensitivity to the differences among students in a richly diverse campus environment is required. Detailed job descriptions follow a consistent format throughout the district, and are reviewed by each hiring committee and developed into appropriate position announcements prior to posting and conducting recruitment and hiring activities. Faculty qualifications include expertise in distance education where appropriate, based on the discipline and department [III.A-17]. Additionally, the Board of Trustees' philosophy, mission, roles, and responsibilities ensure "quality teaching through its oversight of policies and procedures for hiring, tenure review, and professional growth of faculty and administrative staff, and clearly recognizes the contribution of classified staff in enabling teaching and learning to take place." [III.A-18]

Faculty serve on hiring committees, both in the search committee process, as well as on the selection committee with the president. Faculty participate in developing the job announcement; reviewing applicants; determining candidates for interview; determining the interview and assessment process; and interviewing and assessing candidates. A critical component to the interview process is a teaching demonstration where committee members can evaluate a candidate's teaching method and pedagogy. The teaching demonstration reflects the candidate's ability to meet the needs of our diverse student population. As part of the faculty interview, in areas where the expectation is that a faculty member will teach online, interview committees with experienced online educators develop questions to evaluate a candidate's experience and/or potential ability in teaching online [III.A-19]. The College also adheres to the minimum qualifications for faculty and administrators in the hiring practices in California community colleges [III.A-3].

Bachelor's Degree

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the College's educational programs. The faculty contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

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

1. Program director/instructor/first-year clinic coordinator,
2. Radiology instructor/coordinator (shared with dental assisting and program), and
3. Second-year clinic coordinator.

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

Analysis and Evaluation

Foothill College meets the Standard. A rigorous process exists for defining and publishing the qualifications for faculty positions and ensuring that persons selected hold appropriate knowledge of the subject matter and experience in fields of expertise and will contribute to the mission of the College. College search committees are staffed with qualified faculty and administrators who develop interview questions and review teaching demonstrations to identify candidates who can contribute significantly to the College mission. Faculty qualifications are based on subject matter, knowledge and skills. Degrees are relevant to the content taught through an established system of qualification and equivalency. Foothill College meets Eligibility Requirement 14.

Standard III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

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

It is important to note that in order to sustain institutional effectiveness and academic quality, Foothill College believes in supporting qualified administrators and other employees through a variety of resources to help them succeed in their goals for student success. Resources such as orientations, handbooks, professional development workshops, and related College activities are encouraged and supported to develop personnel responsible for educational programs and services. As an example, the Faculty Handbook outlines the standards and procedures to support instruction, teaching standards, and student conduct [[III.A-22](#)]. A Part-Time Faculty Resource Booklet was developed to support and provide useful information for newly hired part-time faculty to learn about Foothill College, prepare to teach, manage class enrollment, use technology, and to understand the terms of their contract [[III.A-23](#)]. Similarly, faculty teaching online are provided ongoing support and resources to develop online course quality criteria to promote student success [[III.A-24](#)]. Faculty who are new to teaching an online course are encouraged to explore teaching and learning activities through the College's Online Learning – Get Started webpage to ascertain whether they are prepared to teach online [[III.A-25](#)]. As part of the professional development for all faculty and staff, the College provides travel and conference funding for employee professional development, which also benefits students and the College. [[III.A-26](#)].

The Education Master Plan developed by various Foothill College constituents also emphasizes the importance of onboarding for new employees and supports their professional development [[III.A-9](#)]. The College also adheres to minimum qualifications for faculty and administrators in California community colleges in its hiring practices [[III.A-3](#)].

Analysis and Evaluation

Foothill College meets the Standard. College hiring processes for administrators are rigorous and sufficient to ensure highly qualified candidates are selected to perform duties related to the instructional mission of the college. Candidates selected possess the desired qualifications and understand the mission and goals of the College.

Standard III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Foothill College hires candidates who hold degrees that are accredited from U.S. accrediting agencies or are recognized by U.S. agencies. District HR supervises this process in accordance with AP 4130: District Hiring Procedures and BP 4140: Equivalency [[III.A-2](#), [III.A-27](#)]. All jobs that require an academic degree include in the job posting the following statement: “Official transcripts verifying qualifications will be REQUIRED prior to an offer of employment. Applicants who hold international transcripts must obtain transcripts that are evaluated by an independent educational equivalency evaluation company.” The College provides information about foreign degrees under the minimum qualification required [[III.A-28](#)]. As such, the College adheres to minimum qualifications for faculty and administrators in California community colleges in its hiring practices [[III.A-3](#)].

The Equivalency Process

Foothill College applicants may use one of a number of credential evaluation services such as Education Records Evaluation Service, and Academic and Credential Records Evaluation and Verification Service [[III.A-29](#), [III.A-30](#)]. Applicants submit their degree information for review and evaluation by an outside provider and attach the resulting verification to their application materials. At the time of hire, the applicants must submit official transcripts verifying degree attainment. A special Equivalency Committee checks the validity of the petition against the qualifications of the position. The Equivalency Committee is comprised of a discipline expert from the hiring division, the president of the Academic Senate, and the vice president of instruction [[III.A-31](#)].

Analysis and Evaluation

Foothill College meets the Standard. The College has a well-defined process for ensuring that degrees held by members of its faculty, staff and administration are from accredited institutions recognized by U.S. accrediting agencies or are recognized by U.S. agencies. Under the direction of AP 4130 and BP 4140, the College has an equivalency process to determine the validity of non-U.S. degrees.

Standard III.A.5

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Foothill College has policies and processes in place to ensure that all categories of employees are evaluated at stated intervals and that results of the evaluations are focused on improving employee performance and contributing to the improvement of student learning. This process is conducted under the overall direction of the Board and District HR, and authorized by Board Policies 4145: Evaluations and 3225: Institutional Effectiveness [[III.A-32](#), [III.A-33](#), [III.A-34](#)]. Evaluation processes are developed with the District HR and implemented under its supervision. Employee contracts, including the Faculty Association Agreement and the Association of Classified Employees (ACE) Contract, clearly spell out evaluation policies and procedures and include related evaluation instruments such as the Appendix J1: Administrative and Peer Evaluation Form For Faculty [[III.A-35](#)].

Each of the evaluation instruments the College uses includes evaluation categories that connect directly to student learning and institutional effectiveness and improvement. For instance, the J1 Faculty evaluation tool includes a section on “Professional Qualities” that includes keeping current in the discipline, accepting criticism, and being accessible to students, and “Professional Contributions,” including contributions to the discipline and department, contributions to SLO/SAO processes, and sharing in faculty responsibilities. Additionally, there is an entire section of the evaluation on “Job Performance,” which is focused on teaching and student learning [[III.A-36](#)].

The administrative evaluation tool requires each administrator to list core job duties and be evaluated on those each year, along with an annual goals section, which is defined at the beginning of each academic year and assessed by the supervisor mid-year. The administrative evaluation includes three sections: position responsibilities, annual goals, and behavioral skills [[III.A-19](#)]. The process includes a comprehensive evaluation with input from direct reports during the administrator’s probationary period and once every three years thereafter.

Full-Time Tenure Track Faculty

The agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association includes negotiated performance evaluation forms and language which states that an official administrative evaluation of faculty is to: recognize outstanding performance; improve satisfactory performance and further the growth of employees who are performing satisfactorily; identify areas which might need improvement; and, identify and document unsatisfactory performance, and offer assistance in achieving the required improvement [[III.A-35](#)].

The administrative and peer evaluation form is used for faculty evaluations in the area of professional qualities and job performance [[III.A-37](#)]. In accordance with the agreement, during the four-year tenure review period, probationary full-time faculty are evaluated by a five-member committee, including the division dean, vice president, faculty members of the department and division, and an at-large faculty member from outside the division. New faculty are also evaluated by students quarterly, and are required to write a self-evaluation at the end of the first, second, and fourth years of the tenure process [[III.A-38](#)]. The agreement includes a detailed Tenure Review Handbook (TRH) that specifies timelines, steps, roles and responsibilities. All faculty in the tenure review period are evaluated in accordance with the TRH [[III.A-39](#)].

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

Part-Time Faculty

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

Classified Staff

Foothill College classified staff evaluations are monitored through the District Office of Human Resources. Forms are sent to supervisors in a systematic and timely manner. Classified staff receives two-month and six-month evaluations during a probationary period before being evaluated for permanent status by their supervisor. Thereafter, an annual evaluation is conducted to enhance employee-supervisor communication regarding job expectations and professional growth [[III.A-41](#)]. The classified evaluation process includes periodic financial incentives based upon merit and service through a system that includes step increases and longevity awards. Unsatisfactory performance is formally noted through the evaluation process and the classified employee receives improvement plans and recommendations in order to maximize job performance.

Distance Education

Foothill College evaluates its faculty teaching distance education courses and provides specific direction to these faculty members regarding standards for online education. Each academic division at Foothill has developed division-specific online course quality standards [[III.A-47](#)] and uses those to ensure that online courses are meeting the needs of students and that substantive interaction is occurring between faculty members and students. Online courses are evaluated for student and faculty interaction, student engagement, weekly contact and content quality. To effectively evaluate faculty teaching distance education courses, the Foothill-De Anza Community College District recently updated its Appendix J1 to include specific evaluation criteria for online faculty [[III.A-36](#)].

Analysis and Evaluation

Foothill College meets the Standard. The College has well-defined processes for the evaluation of all personnel that are supervised by the District HR. Evaluations are consistently carried out and done so with the goal of improving student learning and institutional effectiveness.

Standard III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

The District and the Faculty Association (FA), the union representing all faculty in the District, negotiated an evaluation requirement that all faculty, full and part-time, participate in the SLO/PLO process in their respective areas of discipline expertise as noted on the 2014 Midterm Report [[III.A-42](#)]. The faculty evaluation instrument, the J1, used for all faculty evaluations in the District calls out the assessment of SLOs/SAOs, “participates in...SLO/SAO processes[[III.A-43](#)].” Recent negotiations to the Agreement between the District and the FA also specify under Article 7.25 that part-time faculty are contractually obligated to participate in the SLO/SAO process [[III.A-44](#)].

In addition, as part of the college’s program review process, all academic and student services programs present an analysis of the student learning/student service outcomes and share their reflections on whether or not they are meeting these outcomes – as noted in the annual and comprehensive program review templates [[III.A-45](#)] [[III.A-46](#)]. The SLO/SAO process provides programs with the opportunity to use these reflections to update their SLOs/SAOs if they discover they are not meeting their established goals. The college monitors these assessments and reflections in a software program called Tracdat. In addition, the Program Review process includes an annual assessment of program/department student success outcomes data that faculty reflect upon each year [[III.A-25](#)].

Academic administrators, too, participate in the learning outcomes assessment and reflection process. For example, all academic deans provide written feedback to the programs in their divisions through the program review process. The analysis of the programs in their areas helps the deans develop and shape their own Administrative Unit Outcomes and Administrative Unit program reviews. An example from the 2016-17 Business and Social Science Division Annual Program Review is as follows:

“This dialogue culminated in the Fall of 2015 with the Division adopting new online course quality standards. The impact of the standards is difficult to isolate, but it’s clear that gradual improvements have occurred. In 2012-13, 68% of students successfully completed their online courses and in 2015-16, the number grew to 77%. What’s exciting to note is that the student completion gap between online and face-to-face courses in BSS is now gone.”

Academic administrators are also evaluated annually on the development and achievement of their goals and objectives for their areas of supervision. All Deans provide support for the faculty evaluation process which includes assessment of student learning and thus this is included in evaluating their overall job performance. As a component of this evaluation the administrators work with their supervisors to develop strategic goals for the year. For instance, while the dean of Language Arts presented several objectives for his division this past year, one of those goals focused on student equity and closing the achievement gap. The focus on student equity was established by the College in its mission statement “We work to obtain equity in achievement of student outcomes.”

Where applicable, Classified Staff positions directly responsible for student learning such as the Instruction Services Technician have assessment of learning as part of their job description and thus evaluation. For example, job duties include:

“Assist students in self-assessment of skills and performance levels; help students develop learning goals and advance through various stages to meet those goals.”

Therefore, evaluations do include consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Analysis and Evaluation

The College meets the Standard. The evaluations do consider how employees use the results of the assessment of learning outcomes to improve teaching and learning. Multiple processes exist for administrators, faculty, and other campus personnel to review learning outcomes and assessment data related to student success and make recommendations and action plans for improvement. The College program review process ensures that each year student outcomes data related to each discipline is evaluated and tracked over a four-year interval. The evaluation instruments for faculty include explicit criteria on student learning.

Standard III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

Foothill College maintains a sufficient number of qualified faculty to serve its students and has processes in place to ensure that faculty staffing levels are evaluated both on a College wide basis and at a department level. The College is constantly assessing the appropriate staffing levels for its many academic and student services departments, and each year every academic area goes through a program review evaluation where the staffing level is reviewed and a resource request can be put forward for additional full-time faculty. The resource request is based on factors such as program enrollment and full-time to part-time faculty ratio. Adjunct hiring is ongoing at the College and fluctuates based on student demand and availability of full-time instructors. The program review and annual resource request process identifies full-time position requests from the academic departments and a priority ranking process involving division input and college shared governance input places the requests in order for funding. The number of full-time faculty positions to be hired each year is determined by several factors, including the number of faculty retirements and positions that are vacated, district growth, and budget conditions and possible categorical funds available for hiring faculty. In the 2016-17 academic year, this process approved 14 full-time positions for hiring [[III.A-48](#), [III.A-49](#)].

Another measure of faculty hiring levels is administered at the District level in evaluating the Full-Time Faculty Obligation Number (FON). The current District FON is 423 and the District has 454 full-time faculty positions filled.

Regarding faculty hiring for online classes, Foothill College has a long history of providing mentoring, training and support for faculty to teach online. The College has a department of online learning that provides structured training opportunities and development support for online course design. In terms of hiring for full-time faculty, many job descriptions list experience teaching online as a preferred qualification, and hiring committees structure interview questions to gather information about an applicant's experience in teaching through distance education. Deans and faculty hiring committees discuss the needs for online instruction as part of the hiring process to determine the demand and need for qualified online instructors.

Bachelor's Degree

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the College's educational programs. The faculty contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes [[III.A-50](#)]. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

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

1. Program director/instructor/first year clinic coordinator,
2. Radiology instructor/coordinator (shared with the dental assisting program), and
3. Second-year clinic coordinator.

All faculty hold master's degrees or higher and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation.

Analysis and Evaluation

Foothill College meets the Standard. Foothill has a sufficient number of full-time faculty and as a District, Foothill-De Anza is well over its state obligation for full-time faculty. The College has a functioning shared governance process for approving new and replacement full-time faculty positions that is tied to the program review process. Faculty hiring practices support the institutional mission of Foothill College by striking a balance of full and part-time assignments with the development of new curriculum which is solely the responsibility of discipline faculty. Foothill College meets Eligibility Requirement 14.

Standard III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Foothill College has employment policies in place to provide adjunct faculty with appropriate orientation, supervision, evaluation, and professional development. Under Article 7 of the agreement between the Faculty Association and the District, adjunct faculty have rights to conference and travel funds. As discussed under Standard III.A.5, adjunct faculty are evaluated, as per the agreement and Administrative Procedures, at least once during their first three quarters and once every three years subsequently [[III.A-51](#)]. Adjunct faculty are included in all professional development opportunities made available through the Professional Development Committee, and adjunct faculty are paid a small stipend to attend the annual College and District Opening Day professional development activities at the beginning of the year [[III.A-52](#)]. The Office of Instruction, along with the Academic Senate, coordinates new faculty orientations for both tenure track faculty and for adjunct faculty. The adjunct faculty orientations happen at the start of fall and spring quarters and by contract (Article 7.25.1) faculty are paid for their attendance [[III.A-53](#), [III.A-54](#)].

A Part-Time Faculty Resource Booklet was developed to support and provide useful information for newly hired part-time faculty to learn about Foothill College, prepare to teach, manage class enrollment, use technology, and understand the terms of their contract [[III.A-23](#)]. Similarly, faculty teaching online are provided ongoing support and resources to develop online course quality criteria in order to promote student success [[III.A-24](#)]. Faculty who are new to teaching an online course are encouraged to explore teaching and learning activities through the College's Online Learning – Get Started webpage to ascertain whether they are prepared to teach online [[III.A-25](#)]. As part of the professional development for all faculty and staff, the College provides travel and conference funding for employee professional development, which benefits the students and the College as well. [[III.A-26](#)]. Additionally, Foothill-De Anza Community College District's Human Resources provides an array of information for newly hired employees to prepare them for their first day and beyond [[III.A-55](#)].

Faculty members in the Foothill-De Anza Community College District formed a Foothill-De Anza Faculty Association, an organization whose goal is to represent all faculty in the district in matters pertaining to employment, professional relations, and responsibility in the form of agreement articles, appendices, and MOUs [[III.A-56](#)]. The Human Resources Advisory Committee exists to provide service, assistance, and resources to support all employees in meeting their goals in supporting student learning and success [[III.A-57](#)].

Analysis and Evaluation

Foothill College meets the Standard. The College has processes, procedures, and policies in place to ensure that adjunct faculty receive appropriate orientation, evaluation, and professional development opportunities.

Standard III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

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

The college established a process to determine the appropriate number and qualifications for administrators. The program review process is used to identify and explain ongoing and new administrator position needs. For example, the student services division requested a new full-time associate vice president explaining in the program review the need for administrative oversight in order to "successfully implement the 3SP and maximize the state funding allocation. Campus level discussions about this proposed position occurred at a Planning and Resource Council (PaRC) meeting where the Vice President of Student Services reviewed this request and explained its proposed purpose and responsibilities. PaRC members were able to ask questions and make comments as part of the college's program review and resource allocation process. [III.A-68, III.A-69, III.A-70, III.A-71].

Analysis and Evaluation

Foothill College meets the Standard. The College has sufficient numbers of administrators with appropriate qualifications and training to meet the needs of the campus. Administrative hiring is appropriate for the size and diversity of the College. Foothill College meets Eligibility Requirement 14.

Standard III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Foothill College has a process to develop and publicize its personnel policies. Personnel policies are open and available on the district website. These include policies for staff, faculty and administrators, and temporary employees. District HR requires an orientation meeting for all new personnel where information on personnel policies is provided [[III.A-72](#), [III.A-73](#)].

Foothill College ensures that it administers its personnel policies and procedures consistently and equitably. The District HR is responsible for initiating and recommending the development of, or revision to, district personnel policies. The district works collaboratively in a shared governance process with representatives of the Colleges and constituency groups to review policy language and to make recommendations to the Chancellor's Advisory Council regarding the adoption of policies by the Board of Trustees. Board-adopted policies are maintained in the Board Policy and Administrative Procedure Manual and are available in hard copy and electronic copy via the district website [[III.A-74](#)]. The Board Policy and Administrative Procedure Manual includes policies on harassment and discrimination, equivalency, cultural diversity and equal opportunity, mutual respect, hiring, and academic freedom.

Board policies and administrative procedures that provide guidance on the implementation of Board policy are regularly reviewed and updated as needed to ensure that they are current, relevant, and appropriate. District HR is responsible for the administration of personnel policies.

In addition, District wide collective bargaining units negotiate wages, benefits, and working conditions, and included in these agreements are provisions for filing formal and informal complaints. The district's meet-and-confer groups have similar language in their handbooks. The District Human Resources Office is responsible for negotiating the agreements and recommending adoption by the Board of Trustees.

New employees attend orientation as part of their introduction to employment with the District [[III.A-55](#)]. District policies are reviewed as part of orientation and employees are provided information regarding the location of district board policies. In addition, employees of each constituency group receive a copy of their respective agreement or a handbook and have an opportunity to meet with their representative.

The College also adheres to minimum qualifications for hiring faculty and administrators as prescribed by the California Community Colleges Chancellor's Office (CCCCO) [[III.A-3](#)]. The minimum qualifications are regularly revised by the CCCC and Foothill College incorporates changes based on those recommendations as well as from the Academic Senate for California Community Colleges. The classified staff hiring procedures are also based on written employment policy and hiring procedures at Foothill College [[III.A-4](#)].

The District Hiring Manual prescribes the procedures for hiring employees and adherence to the manual is a condition of participation on a hiring committee [[III.A-75](#)]. The process begins with a full review of the job description and the development of a job announcement that identifies the required and preferred qualifications necessary to meet the essential functions of the position. In addition, the campus assigns an equal opportunity (EO) representative to ensure that the procedures are followed and all applicants are treated equitably in the employment process. The EO representatives receive training on the provisions of fair employment practices and

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

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

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

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

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

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

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

Analysis and Evaluation

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

Standard III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Foothill College's policies and practices speak to its commitment to the understanding of and concern for equity and diversity. Board policies and administrative procedures address such important issues as mutual respect; anti-discrimination; harassment and discrimination; and cultural diversity and equal opportunity. Professional development leaves (sabbaticals), professional achievement awards (PAA) for faculty, and professional growth awards (PGA) for classified employees provide opportunities for professional renewal and salary incentives to demonstrate support for programs, practices, and services that enhance the district's diverse personnel. In addition, College funding for faculty and staff development activities offers additional support for personnel.

The College has diverse systems and programs in place to help personnel, including a comprehensive professional development program; technology training programs; sabbaticals for faculty and classified staff; ergonomic workplace evaluations and furniture enhancements; annual retreats for classified staff; support for conference attendance and maintenance of skills; and many other programs.

Foothill College has programs and services that provide for the range of diverse personnel at the College. Programs and services related to diversity issues center on staff development. The successful Veterans' Resource Center, which received significant support from the Los Altos Rotary Club, is yet another example of Foothill's commitment to addressing a diverse population [[III.A-83](#), [III.A-84](#), [III.A-85](#)].

In an effort to increase equity/diversity, the Foothill-De Anza Community College's District Diversity and Equity Advisory Committee proposed modification on the District's application for employment diversity prompt [[III.A-86](#)].

The College also has offered a course in Aging and Diversity to help students understand the nuances of diversity, culture, and ethnicity and was aimed at helping students develop and demonstrate a deeper understanding of culturally competent practices [[III.A-87](#)].

In 2015, Foothill College partnered with University of California, San Francisco to launch the Science, Technology, Engineering, and Math (STEM) Diversity Scholars Program to engage and mentor students on a range of STEM topics and entrepreneurship [[III.A-88](#)]. The College's leadership organized a two-day seminar in May 2016 called Beyond Diversity to engage College stakeholders in a courageous conversation around deinstitutionalizing racism and eliminating racial achievement disparities [[III.A-89](#)]. Foothill College's professional development webpage also offers an array of information and tutorials for multicultural competence [[III.A-90](#)]. In addition, this webpage provides online journals, blogs, articles, and newsletters on respecting diversity in online courses [[III.A-91](#)]. The College also hosts monthly Heritage Month Series to celebrate culture, diversity, and equal rights [[III.A-92](#)].

Analysis and Evaluation

Foothill College meets the Standard. College and District policies and practices speak to its commitment to the understanding of and concern for equity and diversity. Board policies and administrative procedures address important issues such as mutual respect; harassment and discrimination; and cultural diversity and equal opportunity.

Standard III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

Standard III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

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

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

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

Analysis and Evaluation

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

Standard III.A.15

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

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

Standard III.A Evidence List

- [III.A-1](#) Foothill College Mission
- [III.A-2](#) Administrative Procedures 4130
- [III.A-3](#) Minimum Qualifications for Faculty and Administrators in California Community Colleges
- [III.A-4](#) Classified Staff Employment Policy and Hiring Procedures
- [III.A-5](#) Administrative Employment Policy and Hiring Procedures
- [III.A-6](#) Full-Time Faculty Employment Policy and Hiring Procedures
- [III.A-7](#) Foothill College Goals 2015-2020
- [III.A-8](#) Integrated Planning and Budgeting Governance Handbook
- [III.A-9](#) Education Master Plan Goals
- [III.A-10](#) FHDA District Human Resources: Employment/Careers
- [III.A-11](#) Program Review Process
- [III.A-12](#) BSS Job Announcement
- [III.A-13](#) Faculty Prioritization Process
- [III.A-14](#) OPC Resource Request Spreadsheet from Program Review Process 2017
- [III.A-15](#) Administrative Employment Policy and Hiring Procedures
- [III.A-16](#) Graphic Design/Art 2016 Job Announcement
- [III.A-17](#) Online Learning Faculty Support
- [III.A-18](#) Philosophy, Mission, Roles, and Responsibilities of the Board of Trustees
- [III.A-19](#) FHDA Full-time Faculty Employment Policy and Hiring Procedures
- [III.A-20](#) Dean Hiring Announcement (PSME or FA/PE)
- [III.A-21](#) VP Instruction Hiring Announcement
- [III.A-22](#) Faculty Handbook
- [III.A-23](#) Part-Time Faculty Resource Booklet
- [III.A-24](#) Online Course Quality Criteria
- [III.A-25](#) Foothill Online Learning Program Review
- [III.A-26](#) Travel and Conference Form
- [III.A-27](#) Board Policy 4140 Equivalency
- [III.A-28](#) Minimum Qualifications FAQs
- [III.A-29](#) Education Records Evaluation Service (ERES)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[III.A-59](#) Program Review Examples

[III.A-60](#) Classified Staff Employment Policy and Hiring Procedures

[III.A-61](#) ACE Classification and Compensation Study

[III.A-62](#) Campus Leadership Team

[III.A-63](#) Office of Instruction

[III.A-64](#) Office of Finance and Administrative Services

[III.A-65](#) Office of Student Services

[III.A-66](#) President's Office

[III.A-67](#) Office of the Chancellor

[III.A-68](#) Office of Instruction Program Review

[III.A-69](#) Office of Student Services Program Review

[III.A-70](#) OPC Resource Request Spreadsheet

[III.A-71](#) Division Resource Request Prioritization Sheet

[III.A-72](#) District Personnel Policies

[III.A-73](#) Temporary Employee Policies and Procedures

[III.A-74](#) Board Policy and Administrative Procedure Manual

[III.A-75](#) District Hiring Manual

[III.A-76](#) Program Review Committee

[III.A-77](#) Program Review Introduction

[III.A-78](#) Tenure Review Handbook

[III.A-79](#) Student Handbook

[III.A-80](#) Program and Course Approval Handbook

[III.A-81](#) Online Course Evaluation Process

[III.A-82](#) Institutional Effectiveness Indicators

[III.A-83](#) Heritage Months

[III.A-84](#) Disability Resource Center

[III.A-85](#) Veterans Resource Center

[III.A-86](#) Proposal to Add Equity/Diversity Prompt to District's Employment Application

[III.A-87](#) Course Outline: Aging and Diversity

[III.A-88](#) STEM Diversity Scholar Program Flyer

- [III.A-89](#) In the News: Beyond Diversity
- [III.A-90](#) Professional Development: Multicultural Competence
- [III.A-91](#) Professional Development Opportunities, Training, Workshops, and Events
- [III.A-92](#) Heritage Month Series
- [III.A-93](#) Board Policy 3121-Standards of Ethical Conduct
- [III.A-94](#) Academic Senate Statement of Professional Ethics
- [III.A-95](#) ACE Agreement
- [III.A-96](#) Administrator Handbook
- [III.A-97](#) AP4640 Procedures to Resolve Complaints Regarding Harassment and Discrimination
- [III.A-98](#) Professional Development Committee Meeting Minutes, May 16, 2016
- [III.A-99](#) Foothill College Academic Senate Resolution
- [III.A-100](#) Academic Senate Orientation for New Faculty, Spring 2016
- [III.A-101](#) Online Learning: Professional Development for Online Faculty
- [III.A-102](#) Center for Training and Solutions
- [III.A-103](#) Board Policy 4150
- [III.A-104](#) Board Policy 6401: Audit and Finance Committee

Standard III.B - Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

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

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

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

Planning, design and construction efforts are guided by multiple resources. The 2007 Facilities Master Plan was completely revised in 2015-16 [[III.B-2](#)]. The planning process was a participatory one, during which shared governance input was a key theme. Students, faculty, staff, and administration all had an opportunity to contribute to the plan. The planning team worked closely to define goals, discuss the analysis of existing conditions, review planning data, and evaluate a series of development options and recommendations for site and facilities development. In addition to planning meetings, additional presentations and meetings were conducted to broaden the planning perspective and maximize participation. Other documents used to inform the process were the Educational and Strategic Master Plans, the Sustainability Master Plan (2010) which was also updated this year, and the Technology Master Plan [[III.B-3](#), [III.B-4](#), [III.B-5](#)]. Key goals and initiatives from each of these plans were linked to recommendations for the site and facilities.

An overarching set of facilities planning principles were developed during the planning process and served as the basis for detailed recommendations. The principles that align with physical resources are: Improving campus connectivity, improving efficiency of facilities, the right-size facilities to address program needs, and enhancing security and safety.

District Measure E (\$108.4 million allocated to Foothill College) presented the first opportunity for major renovation and new construction on the campus in 39 years. New construction included small facilities built to house support programs (Building 4000: Krause Center for Innovation, Building 6600: Japanese Cultural Center, and Building 6700 serving the respiratory therapy program). Renovations included repair and replacement of outdated infrastructure in existing facilities, which improved the safety and efficiency for the campus community. Documents used to inform design and construction decisions include: Board Policy 3200: Facilities Philosophy & Priorities Statement [III.B-6]; the Educational and Strategic Master Plan [III.B-3]; the Facilities Master Plan [III.B-2]; and the Technology Master Plan [III.B-5]. Additionally, specific projects were evaluated to anticipate the impact on the environment, and the projects were reviewed under the California Environmental Quality Act (CEQA) requirements [III.B-7] and the Environmental Impact Report(s) [III.B-8].

District Measure C (\$190 million allocated to Foothill College) was approved to meet the needs of a fast-growing student population, to improve facilities, and to acquire property for an education center. The new Campus Center, lower campus Student Services and Life Sciences buildings, Central Plant and Temporary Village, Physical Sciences and Engineering Center (PSEC), new athletic fields and the Foothill Sunnyside Education Center were all built under this bond funding. Renovations were completed in nearly all of the original classroom buildings, including adding multimedia technology for instructional excellence, removal of hazardous materials, and upgrading the conditions of the structures to meet the Americans with Disabilities Act (ADA) requirements, and they were built to meet or exceed Division of State Architect standards.

In 2012, the District obtained 9.15 acres of the 18.9-acre former Onizuka Air Force Base property in Sunnyside from the U.S. Department of Education through the federal public benefit conveyance process [III.B-9]. Documents used to guide the design criteria included the Facilities Planning Manual for the California Community Colleges [III.B-10] and Building Summary Report [III.B-11].

A Five-Year Construction Plan is an annual submission to the state chancellor's office detailing the capital outlay needs over the next five years. This report indicates whether five specific space categories tracked at the college level are underutilized, adequately used, or require additional space [III.B-12]. The plan is evaluated on a global level for the efficiency of facility scheduling efforts by the scheduling office, and includes an annual summary of current and proposed capital outlay projects established by the capacity-to-load ratio for the five space categories: lecture, lab, office, audio-video/television, and library. The Building Summary Report provides a room analysis for each building in the District, identifying quantitative data on room, size, type, and program [III.B-11].

The College manages its facilities program through a coordinated effort with the Foothill-De Anza Community College District Facilities, Operations & Construction Management Department, whose mission is "to support the colleges in achieving their goal of excellence in providing quality teaching, sound educational programs, and service to the community" [III.B-13]. The organizational structure is shown in the Operations & Construction Management Organization Chart with the various groups and reporting structure [III.B-14]. The District Executive Director supervises this group and interfaces directly with the Foothill College Vice President of Finance & Administrative Services (formally Educational Resources & Instruction), the Foothill College Director of Facilities & Special Projects, and the Foothill College District Bond Manager. Daily work is tracked through an online work order system [III.B-15].

Additionally the college interacts with the District Risk Manager and the District Environmental Health & Safety (EH&S) Director. Accidents and injuries are reported to the District Risk Manager as part of the Injury and Illness Prevention Plan [III.B-16]. Hazardous or environmental issues are reported, tracked, and managed by the District's EH&S Director.

The District's Hazardous Materials Management Plan (HMMP) [III.B-17] is annually (or more often when needed) updated by the Director of EH&S and uploaded in pieces to the state website

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

The District provides online training for hazardous materials awareness and certification and hazardous materials waste inspection training [III.B-18]. This year, the EH&S Director also provided in-person training to the Plant Services employees. A hard copy of the presentation resides with the EH&S Director. Foothill College's Physical Sciences, Math and Engineering (PSME) Division has published very specific rules while working in their classrooms/labs [III.B-19]. It is an Occupational Safety and Health Administration (OSHA) requirement to inform all persons within an area of the hazards that reside in the area. It includes such items as knowing and communicating which materials are present, posting Material Safety Data Sheets (MSDS) as an information resource, and planning information to guard against a potential spill.

The district's Environmental Health & Safety Office conducts a safety inspection based on the OSHA guidelines in all of the plant services work areas. All best operating procedures and standards are recorded during the inspection and shared with Plant Services so that Foothill-De Anza and the Sunnyvale Center remain current with regulations and take part in a process of continuous improvement. The College's PSME division has very specific classroom standards that apply to both the conduct of students and requirements for the inspectors. These include the wearing of safety equipment (goggles, closed-toed shoes, appropriate clothing), and understanding the availability and use of a safety shower, eye washes, fire extinguishers, and exit procedures. In addition to student safety, the departmental standards support the regulatory requirements for compliant disposal of hazardous material and restriction of disposal into drains or municipal garbage.

Equipment needs for the main campus and the Sunnyvale Center are maintained by funds made available through general funds, grants, Perkins funds, and Measure E and C bond funds. Several committees provide input and feedback when a structure is built or renovated and new equipment is required. This can include course-specific items as well as technological equipment such as digital connections and presentation equipment. Upgrading and retrofitting facilities is funded through the general College budget on a priority-ranking basis. Foothill College supports instructional equipment needs through its Education Technology Advisory Committee (ETAC) [III.B-20]; Operations Planning Committee (OPC) [III.B-21], Planning and Resource Committee (PaRC) [III.B-22]; Technology Committee [III.B-23] and 2016-19 Foothill College Technology Master Plan [III.B-5].

Foothill College has been ranked the safest community college in California and number two in the United States [III.B-24]. Foothill's onsite Safety & Security Office enforces the philosophy that the safety of students on campus is a major priority in order for all students to successfully reach their goals and potential. Maintenance of safe facilities at Foothill College involves the oversight of campus activities in several areas. Safety concerns are considered for individuals' personal safety and protection from crime, acts of violence, and natural disaster, as well as protection from unseen hazards in structures and the environment. Safety needs are determined by evaluating incidents and monitoring established criteria, then addressing issues through changes in facilities procedures, policies, processes, and behavior modifications. For an example of facility modifications to meet student safety, see the Foothill campus map for gender-neutral restroom locations [III.B-25]. The new Sunnyvale Center utilizes cameras at locations where money is exchanged and at all entrances. The CLERY Report is a review of statistics on safety and security activities reported for the District each year [III.B-26].

In the 2011 Foothill College Self-Evaluation, a need for campus wide site improvements was identified which included better exterior campus lighting, updated signage, additional emergency telephones on the main campus, and video cameras and loud speakers in strategic areas. Thereafter, a study was

conducted to identify dark areas of the campus and develop a design that implemented additional light fixtures. Additional way-finding signage was added throughout the campus. Ticker-tape style signage was added at many of the thresholds to the campus to provide visual means to impart emergency information to hearing-impaired students, should the need arise. New emergency phones were added on the main campus. The new phones can also be used for emergency broadcasts, and cameras can be added in the future. A plan is underway through Plant Services to replace or repair the existing emergency phones on campus to ensure that they are all operational and can also be used for emergency broadcasting. Video cameras are present where money is exchanged for student and staff safety. It is recommended to install video cameras at the two entrances of the campus in the future.

Title IX Regulations [\[III.B-27\]](#) are followed and prohibit sex (gender-based) discrimination and harassment in educational programs and activities at institutions that receive federal financial funding, including for employment, academic, education, extracurricular and athletic activities. Building modifications have been made to meet new requirements such as gender-neutral restrooms.

Second-hand smoke has become a safety concern in the past few years. The District's Smoking Policy prohibits smoking on campus. The College has provided designated smoking areas in specific parking lots located away from building entrances. The College has initiated a warning and citation program for repeat smoking offenders [\[III.B-28\]](#). This year, Foothill was awarded a \$10,000 grant from Truth Initiative to continue to educate the campus community about Foothill's non-smoking campus policies and cessation programs. Hiring student employees is in process. Throughout 2017, student monitors will be the "eyes and ears" of the campus, directing smokers away from the main campus and distributing cessation information.

Foothill College has two dedicated Emergency Operations Centers (EOCs). One is located in the President's Conference Room (Room 1901) and the other in the District Safety & Security Office (Room 2103 in the Campus Center). Both are equipped with resources and powered by backup generators to provide the campus with secure locations from which to operate, direct activities, and provide leadership in an emergency. Emergency training and protocols are based on the National Incident Management System (NIMS) [\[III.B-29\]](#) and the Standardized Emergency Management System (SEMS) [\[III.B-30\]](#).

The College completed its first lock-down, shelter-in-place drill on February 9, 2016. Locations requiring window covering or repairs were identified and implementation is in process. The lock-down drill and door lock issues were discussed with campus constituents through the Planning and Resource Committee meeting [\[III.B-31\]](#).

Analysis and Evaluation

Foothill College meets the Standard. As a result of the last two bond Measures (E & C), the past 20 years have been focused on maintaining or improving physical resources with a focus on safety for all.

Standard III.B.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

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

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

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

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

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

The Measure C website [[III.B-36](#)] lists the status and schedule of College projects. The Citizen's Bond Oversight Committee reviews the projects for financial accountability [[III.B-37](#)]. Below are examples of specific projects undertaken through the bond measures that address the statement above.

Acquisitions

Sunnyvale Education Center: Since 1984, Foothill College has leased space in Palo Alto, California as the site of its Middlefield Campus, located at the Cubberley Community Center. This facility hosted 1,500 full-time equivalent students (FTES) and was a full-service center offering student services, admissions, student activities, a bookstore, and laboratories. This facility met the basic requirements for classrooms, but lacked the updates and innovations necessary to consider them equal to the standard for classrooms on the main campus. As part of the Measure C Bond, a new center was built in Sunnyvale, California on 9.15 acres, replacing the Middlefield facility. The new center is a

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

Builds

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

Upgrades

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

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

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

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

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

Offsite Locations: For classes located at other off-campus sites, such as the Veterans Administration Center in Palo Alto or other community centers, the College ensures when it contracts with the outside agency that classrooms provided meet specific requirements for instruction success. A full list of off campus locations is available online [[III.B-39](#)].

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

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

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

Occasionally outside contractors may perform projects on site in addition to the College's in-house trades. This is done utilizing the new UPCCAA system. On July 1, 2016, the district adopted the Uniform Public Construction Cost Account Act (UPCCAA). Agencies that have adopted the procurement procedures required by the act will not be required to undertake formal bidding unless the public project exceeds \$175,000. Districts are able to utilize the increased bid threshold in lieu of otherwise applicable statutory bid limits [[III.B-40](#)].

Other Assets

Computer Equipment: Technology equipment at Foothill College is evaluated quarterly by Educational Technology Services (ETS) for maintenance issues and repairs. Requests for upgrades to classroom equipment are generated by division deans, the program review process, and the Operations Planning Committee [[III.B-41](#)]. Money is available through departmental operating funds, bond funding, or instructional equipment dollars. ETS supports and administers the campus network and communications infrastructure; maintains security; supports instructional and administrative electronic resources and applications; procures hardware; backs up systems; and provides training and support to faculty, staff and student users. ETS staff works to maintain instructional technology and provide support in classrooms and student computer labs. Miscellaneous parts, projector bulbs (high-value, long-lead time items), etc., are stocked by ETS and available at a moment's notice to support classrooms. ETS operates a call center to provide assistance and respond to user issues. The issues that are addressed are analyzed via Administrative Unit Outcomes and are fed into the resource allocation process.

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

Sustainability & Conservation: Per Board Policy 3214, "Environmental sustainability is critically important to the Foothill-De Anza Community College District, the State of California, and the nation. Efficient use of resources is central to this objective. The District is committed to stewardship of the environment and to reducing the District's dependence on non-renewable energy sources" [III.B-42]. The College's Sustainability Committee [III.B.43] was established to help meet the goals of the Board of Trustees' policy. The committee is comprised of students, faculty, staff, and administrators. One of the core beliefs of the committee is that "data must be monitored for it to have value." The first "Sustainability Report Card" [III.B-44] was published in 2014 noting achievements and challenges. The 2015-16 Report Card is in process.

The Sustainability Master Plan [III.B-4] was updated in 2014, and a complete revision is anticipated in 2017 based on new information from the 2016-17 Facilities Master Plan Update. There are five areas the committee used to categorize interest: civic engagement; hazardous and solid waste; transportation-energy conservation-CO2 reduction; water use; and green buildings. During the past two years, California has had a severe drought and water use has been a major concern. The College has successfully reduced water use by 50 percent. Energy saving continues to be a key initiative at the College. Foothill has had great success using photovoltaic solar panels in lowering electricity use from the grid as noted in the 2016-17 Sustainability Section of the Facilities Master Plan [III.B-2].

Mission: The primary purpose of the institution is student learning, and the process is based in faculty evaluation of student learning outcomes (SLOs). As part of their quarterly reflection on SLOs, faculty are asked to respond to any specific equipment and facility needs that created issues for a class and to make recommendations as to improvements. This information is included in program review and prioritized by the Operations Planning Committee (OPC). The OPC formalizes and sends recommendations to the Planning and Resource Council (PaRC) and then to the president for a final decision. Program and service needs are forwarded to the budgeting process on a regular basis for prioritization and, resources permitting, funding. Items not funded are maintained in the system until resources become available or the item is no longer required.

Effective Utilization: The institution utilizes its physical resources well and is improving its technological capabilities in monitoring facilities used to further maximize classroom space utilization. Foothill College employs a full-time academic scheduling coordinator and a full-time academic services technician to manage room assignments and conflicts. One of the tools used by this office is the Resource 25 software program. The College is moving towards implementing a new version of Resource 25 that will allow various offices to view a centralized calendar. This will allow multiple divisions and departments to view the schedule in order to plan maintenance activities, outside events, or utility shutdowns when rooms are not in use.

Foothill College uses a block schedule system, in which most classes meet Mondays, Wednesdays, and sometimes Fridays, or Tuesdays, Thursdays, and sometimes Fridays. This type of schedule is beneficial to students by maximizing the time spent on campus. Block scheduling is known for creating a potential for underutilized classrooms in the early morning hours before 10 a.m., after 2 p.m., and on Fridays. With growth in the physical sciences, math, and engineering offerings, this trend has changed, and classrooms are being used most days, including Friday mornings. Community Education classes, professional development, and rental offerings are scheduled during instructional downtime to maximize facility use.

The scheduling office oversees room assignments and works with the division deans to ensure that classes are scheduled into the correct size and type of room (ensuring that the classroom has the basic utilities needed to perform coursework), and works with divisions to prioritize rooms for their specific functions and time offerings. In general, a classroom featuring standard technology-enhanced equipment consisting of a laser projector, audio/video presentation switcher, control panel or touch panel, document camera, and computer accommodates most class instruction. Assisted listening systems, wireless microphones, and wireless video are provided as needed.

Scheduling reports provide timely data to ensure that rooms are scheduled efficiently on a quarterly basis. Conference rooms are scheduled and managed through the District's Outlook email/calendaring system. Scheduling access is limited to key personnel. The academic scheduler and the academic services technician schedule instructional space on the main campus. The facilities rental coordinator schedules space on the main campus for external rentals and internal events. The Fine Arts facilities coordinator schedules the Smithwick Theatre, the Lohman Theatre, and other areas within that division. Student meeting rooms and indoor-outdoor event facilities in the campus center are scheduled through the senior administrative assistant in the Office of Student Affairs & Activities.

Analysis and Evaluation

Foothill College meets the Standard. Bond funding of \$298 million was used for improvement projects on the Foothill campus and the Sunnyvale Center. Many of these Measure C projects have been highlighted above. All of the projects are results of the facilities planning process, which has been implemented through a linkage of program reviews, shared governance, and a vision for the future while meeting state requirements.

Methods are in place to repair and maintain the campus infrastructure as noted above. Daily communication with campus constituents through the work order system guarantees that multiple people and departments walk the campus daily, note items requiring correction, and provide follow-up. Additionally, on campus construction projects usually lead to additional inquiries regarding utilities, upgrades, and as-built documentation, which ultimately taps the institutional memory of the Plant Services workers, many of whom have worked for the district for years.

Standard III.B.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Primarily, the Educational Master Plan and the Facilities Master Plan inform the feasibility and effectiveness of Foothill College's physical resources in supporting institutional programs and services. Additionally, supporting information from Student Learning Outcomes (SLOs), the Planning and Resource Committee (PaRC), the Operations Planning Committee (OPC), and the Program Review Committee (PRC) is incorporated. Within the College curriculum, assessment of facilities extends to the course and program levels through the use of the SLO assessment model and the program review documents. The purpose of SLOs is to establish cyclical processes developed by Foothill faculty and staff to define and assess observable outcomes that demonstrate evidence of learning as a result of a specific course, program, or activity. An effective program review supports continuous quality improvement to enhance SLOs [III.B-45] and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection and to ensure that program planning is related to goals at the institutional and course levels.

In each of these assessment tools, faculty is asked to determine the effectiveness of facilities used to deliver instruction and to reflect on needs to improve the classroom experience. Programs and divisions use this data to determine funding needs for equipment and space. That information is forwarded to PaRC for approval, and then to the College president. Requests for facility improvements for instructional and non-instructional spaces are reviewed and prioritized by divisions using the program review process. OPC determines which source of funding is most appropriate to address the priorities, such as bond funding, career technical education funding, Plant Services budget, etc. If a request is urgent and is a health or safety issue, it is sent to the President's Cabinet for review and determination of immediate funding.

In the spring of 2016, the PRC [III.B-46] gave recommendations on providing critical tutoring services to students and options for supporting student engagement through a centralized meeting place. In the new PSEC building, open, flexible study spaces are located outside of faculty offices. Students are encouraged to use the space individually, or meet one-on-one, with a group, or with their instructor. Flexible furniture that can be reconfigured in minutes and a large glass board for capturing ideas promote planned or spontaneous interactive collaboration. The "one-size-does not-fit all" study space was carried over in the design and construction of the newly renovated Library and the Teaching and Learning Center (TLC). The library facility offers private rooms, group study rooms with multimedia, a quiet study area, computer access, and social interaction spaces. The TLC provides computer access and tutorial spaces (private or open). Many of Foothill's student community learning programs such as Pass The Torch, Puente, First Year Experience (FYE), and Umoja (African American Learning Community) utilize the space as well. The Facilities Master Plan focuses on campus connection opportunities, continued ADA compliance, as well as promoting gathering spaces for students to promote a sense of community. Further study will be required to ensure that long range plans support a campus culture that values ongoing improvement and stewardship of resources; developing, implementing and maintaining the physical campus; and emphasizing well-being, health, and comfort in facilities design, as stated in the Educational Master Plan [III.B.4].

Plant Services' primary process for evaluating facility use is the annual submission of the Five-Year Construction Plan to the State Chancellor's Office. This report includes numerous measures of facilities utilization and indicates how the College is using space—for example, adequately using

lecture space or requiring additional lecture space. The plan is evaluated from a global perspective and identifies areas of improvement. The report evaluates the efficiency of facility scheduling efforts by the College's scheduling office and includes an annual summary of current and proposed capital outlay projects established by the capacity-to-load ratio for five space categories: lecture, lab, office, audio-video/television, and library. The 2012-16 Facilities Master Plan [III.B.3] indicated that the College had adequate space for lecture, laboratory, and office spaces, but demonstrated additional need for library and audio-video/television facilities, which was addressed with Measure C bond funds. The recently updated 2016-22 Facilities Master Plan shows that lecture and office space are adequate, and with renovation and re-purposing could provide needed space for lab, instructional media, library, study, and tutorial spaces.

Bachelor's Degree

Facilities and Physical Resources

The District has passed two bond measures, which have funded state-of-the-art capital improvements, furniture, fixtures, and equipment for Foothill College's dental hygiene baccalaureate degree program. The College community takes great pride in showcasing dental hygiene, and visitors have come from all over the world to see the program's facilities. Operational funding has been stable during the most volatile economic times to ensure adequate supplies and timely replacement of equipment.

The dental hygiene clinic, the classrooms assigned exclusively to the dental programs, and the laboratory area were remodeled in 2008 and 2009. Remodeling of the dental hygiene clinic involved replacement of all equipment and cabinets, new flooring, new delivery system, and installation of hardware and software for patient records and digital X-rays. A new suction system was recently installed this year. Remodeling of the classrooms and the laboratory area involved dividing the space into two classrooms, one for dental hygiene and the other for dental assisting. Measure C and E funds were allocated for these projects.

The dental program classrooms have a maximum capacity of 35. Classrooms have the following available: two overhead projectors, two projection screens, video visualizer, projection system for computer, VCR/DVD, and laser pointer.

The department monitors equipment, and the clinical, laboratory and classroom facilities for needed upgrades to keep current with dental technology and science. The department has been given funding through the program review and resource allocation process annually to update the facilities and dental-related technology such as digital radiographic equipment, electronic patient records, lasers, ultrasonic scalers, instruments for interim therapeutic restorations, new student chairs and desks, and improvements to classroom facilities. Student achievement and learning outcomes assessments are up-to-date. The dental hygiene program completes an annual program review examining both SLOs and achievement, as well as making resource requests. The Program Review Committee examines program review data as part of its integrated planning and resource allocation process [[III.B-47](#), [III.B-48](#), [III.B-49](#)].

Analysis and Evaluation

Foothill College meets the Standard. Evidence of the feasibility and effectiveness of physical resources in supporting institutional programs and services and the planning and evaluation of its facilities and equipment on a regular basis is illustrated in this section. Items identified in the past two Facilities Master Plans have come to fruition or are in the final stages of completion. Safer and more accessible vehicular and pedestrian paths have been created. Aging facilities have been upgraded with new infrastructure, utilities, finishes, and technology. The Physical Sciences and Engineering Center and the Sunnyvale Center have been built as state-of-the-art instructional spaces. Methods are in place to repair and maintain the campus infrastructure. The process is evident in furniture, and philosophies supporting different learning styles.

Standard III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

To assure the lifelong feasibility of capital purchases, a total cost of ownership is used to support acquisition and planning decisions for a wide range of district and campus assets that contribute significant maintenance or operating costs.

“The total cost of ownership (TCO) is a dollar per square foot value (\$/#) associated with a facility. It is a calculation of all facilities-specific costs (not including furnishings or non-facility specific equipment) divided by the estimated lifespan of the building (30-50 years) and the total gross area. Facilities specific costs include all construction, preservation, maintenance, and operations costs. TCO, therefore, includes the representation of the sum total of the present value of all direct, indirect, recurring, and non-recurring costs incurred or estimated to be incurred in the design, development, production, operation, and maintenance of a facility/structure/asset over its anticipated lifespan (inclusive of site/utilities, new construction deferred maintenance, preventive/routine maintenance, renovation, compliance, capital renewal and occupancy costs). Land values are specifically excluded.” These costs can be broken down into three categories:

- One-time development costs
- Annual recurring costs
- Periodic recapitalization costs

In addition to the three main categories, the effects of sustainability policies and practices become a core issue in any new development project. The desire to include sustainable materials and change or revise policies may place additional demands upon the project and change potential programmatic requirements and the total cost of ownership.

After a capital project is approved, the District awards a contract to an architectural design firm. The firm takes four categories into consideration: performance, spatial requirements, educational requirements, and regulatory requirements. Building a new facility begins with developing programming data, a design schedule, and a preliminary cost estimate. Upon approval by the College, the next step is the three phases of construction design: schematic, design development, and construction documents. The schematic phase uses the programming data to begin laying out the building, focusing on proper adjacencies in a preliminary floor plan and the skeleton of the building. In the design development phase, approximately one-half of the overall design is completed. Floor plans are further advanced, and elevations, sections, and the building systems are developed. The final construction documents phase is used to provide details, complete the finishes, signage, etc., pulling the entire facility together and preparing the documents for bidding. At the end of each phase, participants have a chance to review and make comments, and a cost estimate is generated and reconciled focusing on the total cost of ownership. Final plans are presented to the Academic Senate, Building & Grounds Committee, Classified Senate, President’s Cabinet, and Board of Trustees. Additionally, storyboards are often displayed in the Administration Building to share each phase of the process and current status of various projects with employees and campus visitors.

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

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

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

Analysis and Evaluation

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

Standard III.B Evidence List

[III.B-1](#) FHDA District Website: Bond Measures (Measure C and Measure E)

[III.B-2](#) 2016 Facilities Master Plan

[III.B-3](#) Educational and Strategic Master Plan

[III.B-4](#) Foothill College Sustainability Master Plan

[III.B-5](#) Technology Master Plan

[III.B-6](#) Board Policies 3200 Facilities Philosophy & Priorities Statement

[III.B-7](#) California Environmental Quality Act (CEQA) Requirements

[III.B-8](#) Environmental Impact Report(s)

[III.B-9](#) Accreditation Report 2011 Substantive Change Proposal, Page 3

[III.B-10](#) Facilities Planning Manual for the California Community Colleges

[III.B-11](#) Building Summary Report

[III.B-12](#) A Five-Year Construction Plan

[III.B-13](#) Community College District Facilities, Operations & Construction Management Department, Mission Statement

[III.B-14](#) Operations & Construction Management Organization Chart

[III.B-15](#) Work Order System

[III.B-16](#) Injury and Illness Prevention Plan

[III.B-17](#) District's Hazardous Materials Business Plan (HMMP) - Uploaded to California Environmental Reporting System

[III.B-18](#) Hazardous Materials Awareness and Certification

[III.B-19](#) PSME Classroom Rules

[III.B-20](#) Education Technology Advisory Committee (ETAC)

[III.B-21](#) Operations Planning Committee (OPC) Minutes

[III.B-22](#) Planning and Resource Committee Meeting (PaRC) Website and Minutes

[III.B-23](#) Technology Committee Webpage

[III.B-24](#) StateUniversity.com Top 500 Ranked Colleges – Highest Safest Community Colleges

[III.B-25](#) Campus Map: Gender-Neutral Restroom Locations

[III.B-26](#) CLERY Report

[III.B-27](#) Title IX Regulations

- [III.B-28](#) Campus Non-Smoking Policy
- [III.B-29](#) National Incident Management System (NIMS)
- [III.B-30](#) Standardized Emergency Management System (SEMS)
- [III.B-31](#) Planning and Resource Committee (PaRC) Meeting Minutes, Feb. 3, 2016
- [III.B-32](#) Space Inventory Report
- [III.B-33](#) Report 17
- [III.B-34](#) Room Detail Report
- [III.B-35](#) FHDA Facilities Documents
- [III.B-36](#) Measure C Citizens' Bond Oversight Committee Website
- [III.B-37](#) Measure C Citizens' Bond Oversight Committee Report
- [III.B-38](#) *San Jose Mercury News*, Monday Jan. 11, 2016
- [III.B-39](#) List of On and Off Campus Locations
- [III.B-40](#) California Uniform Public Construction Cost Accounting Act (UPCCAA) – Aug. 2016
- [III.B-41](#) Operations Planning Committee
- [III.B-42](#) FHDA District Board Policy 3214: Environmentally Sustainable
- [III.B-43](#) Sustainability Committee Meeting Minutes
- [III.B-44](#) Sustainability Report Card
- [III.B-45](#) Student Learning Outcomes
- [III.B-46](#) Program Review Committee
- [III.B-47](#) Comprehensive Program Review Dental Hygiene
- [III.B-48](#) Program Review Data: Dental Hygiene
- [III.B-49](#) Dental Hygiene Program Report

Standard III.C - Technology Resources

Standard III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College and District have a comprehensive plan and set of policies in place to provide students, faculty, and staff with a robust and secure technical infrastructure.

The Hardware Standards Policy establishes district wide standards for desktop computers and software [III.C-1]. Board Policy Section 508: Standards for Electronic and Information Technology Accessibility guides the purchase of hardware and software and the development of web content that meets accessibility requirements [III.C-2]. The Foothill College Web Policy states: "Web pages that are generated and supported by Foothill College resources should reflect the college goals contained in the College Mission Statement. Content should in no way negate or detract from that statement" [III.C-3]. It describes the appropriate use of websites generated by all segments of the campus community, particularly compliance with accessibility standards proposed by the Americans with Disabilities Act.

Administrative Procedures 3260 Computer and Network Use: Rights and Responsibilities covers issues of privacy interests, District rights, user rights, user responsibilities, and enforcement. The policy "applies to all members of the District community using the District Network including faculty, administrators, staff, students, independent contractors, and authorized guests. The policy covers use of computer equipment and communication systems at any District facility in computer labs, classrooms, offices, libraries and the use of the District servers and networks from any location" [III.C-4].

The District developed a security policy (Board Policy 3260) and accompanying procedures in 2009. These procedures articulate the extent to which information must be secured, as well as address the privacy rights of employees and students [III.C-4].

Of the respondents to the Employee Accreditation Survey conducted in spring 2016 by the College research office, 65 percent agreed with this statement on Question 29: "The College replaces and maintains technological equipment on a previously determined basis to ensure that my program/unit needs are met." Employee groups with more than 65 percent agreement include administrator (86 percent) and full-time faculty (70 percent) compared to classified professional (63 percent) and part-time faculty [III.C-5].

Of the respondents to the Employee Accreditation Survey conducted in spring 2016 by the College research office, 72 percent of employee respondents agreed with this statement in Question 27: "The College assures that any technology support it provides is designed to meet the needs of the learning, teaching, college wide communications, research and operational systems."

Employee groups with more than 72 percent agreement include administrator (79 percent) and full-time faculty (78 percent) compared to classified professional (70 percent) and part-time faculty (62 percent) [III.C-5].

Foothill College has four primary sources of input for identifying types of technology needs: Program Reviews; the Technology Committee; the Technology Plan; and the IT Project Request Entry and Tracking Tool.

Program Review

Foothill College evaluates the effectiveness of its technology primarily from information provided in program reviews, especially reflections on Administrative Unit Outcomes (AUOs) and Student Learning Outcomes (SLOs), as well as input shared at Technology Committee meetings. Foothill College engages in review of programs, departments, and academic divisions on an annual basis. The program review process serves to identify various types of technology needs across campus. The program reviews support “continuous quality improvement to enhance SLOs and, ultimately, increase student achievement rates. Program review aims to be a sustainable process through which the College stakeholders review, discuss, and analyze current processes and best practices. The purpose of an annual review is to encourage program reflection and to ensure that program planning is related to goals at the institutional and course levels” [[III.C-6](#)].

Program reviews, especially reflections on AUOs and SLOs, provide information needed to evaluate the effectiveness of technology in terms of meeting needs at the program level. Also, feedback about effectiveness is shared at monthly Technology Committee meetings and recorded in minutes. In some cases, tickets submitted to the District’s Call Center and the Foothill Online Learning Help Desk indicate when technology is not effectively meeting a particular need.

The resource alignment process, which is based on annual program reviews, is “designed to align resource allocation or elimination with the College Mission, Core Mission Workgroups, Educational Master Plan (EMP), and program planning and review information. Any new resource requests must be made through the resource alignment process which is part of the Integrated Planning & Budget (IP&B) structure” [[III.C-6](#)].

The vice president of finance is responsible for the oversight of technology for the College and makes the final decision regarding use and distribution of technology resources. Demonstrations and presentations about specific technology services, facilities, hardware, and software are given at PaRC meetings to collect feedback.

PSME

Most technological needs in the Physical Science, Mathematics and Engineering Division (PSME) originate from the development of new technologies out in the field and the need to train students in said technologies. Each department under PSME meets and decides which software and hardware standards are needed to teach their materials. After a decision has been made, it is presented to the division and the managing staff for analysis and deployment.

Student Support Services

Most technological needs for student support services originate from the development of new technologies out in the field and the need to train students in said technologies. For example, EduNav, software to assist students in educational planning, is being implemented after campus wide dialogue about student needs. The need was discussed at the 3SP Advisory Committee [[III.C-7](#)] and brought to the Board of Trustees as a recommendation for purchase. The technology is being integrated into the Quality Focus Essay project for educational pathways.

Technology Committee

Foothill College integrates technology and college planning through its institutional planning model and shared governance committees. The Technology Committee is an auxiliary shared governance group that reports to the College’s Planning and Resource Council (PaRC) and includes membership from the Academic Senate, Classified Senate, District Educational Technology Services (ETS), administration, distance education, faculty, and staff. The Technology Committee is co-chaired by the dean of Foothill Online Learning and the director of marketing and public relations. The Technology Committee meets monthly to hear and discuss input from members and guests about technology needs across campus. Agendas and minutes of the meetings are posted on the College website in a timely manner [[III.C-8](#)].

With ongoing input from faculty, staff, administrators, and students, the Technology Committee is the major entity responsible for educational technology planning at Foothill College. The Technology Committee serves to facilitate and create a dynamic learning environment; support stakeholders' expectations for access to informational resources, the Internet and support for computing devices; provide high-quality learning environments supported by technology in a secure, reliable, and safe manner; reach the cutting edge of higher educational computing and technology deployment to support students; offer the highest quality online learning tools/systems in a secure manner for students, staff, and faculty; and ensure that all students have access to the technology necessary for student success.

Technology Master Plan

The College Technology Committee is responsible for updating the Foothill College Technology Master Plan, providing plans for technology infrastructure for the College in support of instruction and student services, and coordinating technology training efforts.

The 2016-19 Foothill College Technology Master Plan, in conjunction with the Educational Master Plan and the Foothill-De Anza Community College District Educational Technology Services (ETS) Master Plan, describes how technology is integrated with College wide planning and decision-making in support of student success [\[III.C-9\]](#). The academic and administrative capabilities desired by Foothill College that require technology implementation and support fall into four categories: business processes; communications; information and knowledge management; and instruction and student services. These capabilities were identified by soliciting input from faculty, staff, and administrators using interviews, meetings, and surveys during the 2015 fall quarter. The 2016-19 Foothill College Technology Master Plan was presented to the President's Cabinet on November 6, 2016 and to PaRC on November 16, 2016 [\[III.C-10\]](#).

Distance Education

The 2015-16 Comprehensive Foothill Online Learning Program Review details the decisions about technology services, hardware, and software to meet the needs of faculty responsible for distance education [\[III.C-11\]](#).

Distance education planning is addressed by several shared governance committees at Foothill College: the Technology Committee, the Distance Education Advisory Committee (DEAC), and the Committee on Online Learning (COOL). The DEAC is the group with primary oversight of the delivery of Foothill's distance education programs, and DEAC has been involved in planning Foothill College's distance education technology, equipment, and infrastructure needs, including development and improvements to Foothill's website and online district faculty and student resources.

In conjunction with COOL, DEAC is in the process of updating the existing 2010 Distance Education Plan and developing the 2017 Distance Education Plan, which includes establishing processes to ensure high-quality standards in online courses and instructional and student support services [\[III.C-12\]](#).

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

Online Education Initiative (OEI) Course Exchange Pilot

As one of the eight colleges participating in the full launch of the OEI Course Exchange pilot, Foothill has benefited from access to technology services and software in support of DE/CE faculty. Foothill College was actively involved in the development and testing of the Etudes-to-Canvas content migration tool as a result of participation in OEI. The OEI provides faculty at the College with a software tool for migrating course site content from Etudes to Canvas. OEI also provides student success services at no cost to the College, including remote proctored testing by Proctorio, online tutoring by NetTutor, and student readiness assessment by SmarterMeasure.

Foothill College has a contractual agreement with Instructure for Canvas course management system hosting and services. The following services are provided, as stated in Instructure's Canvas Security Overview:

- **Automatic updates:** We automatically install security patches as soon as they're available.
- **Data access:** The Canvas API uses the industry-standard OAuth2 protocol, which provides secure access to Canvas data while preventing direct access to Canvas databases.
- **Authentication:** Canvas supports external identity providers (IdPs), including Active Directory, CAS, LDAP, OpenID, and SAML/Shibboleth.
- **Physical security:** All Canvas user data is stored in highly stable, secure, and geographically diverse Amazon Web Services (AWS) data centers.
- **Protocol and session security:** To ensure the privacy and security of your data, Canvas uses HTTPS for all communication and encrypts all inbound and outbound traffic using 128-bit TLS/SSL.
- **Backup and recovery:** Canvas data is backed up redundantly (every day). In case of emergency or disaster, data is recovered from Amazon servers or from our own off-site backup. [[III.C-13](#)].

Sunnyvale Center

Technology resource needs, use, and distribution for the new Sunnyvale Center were discussed at regular meetings of the Middlefield Campus Education Center Transition Task Force from October 2015 through October 2016 [[III.C-7](#)]. Members of this Task Force included representatives from Gilbane Building Company as well as:

Foothill College

- Dean of FHDA Education Center
- Coordinator of Furniture, Fixtures & Equipment
- Vice President of Finance and Administrative Services
- Director of Facilities & Special Projects
- Dean of Foothill Online Learning
- Director, Campus Bookstore
- Interim VP of Workforce Development and Institutional Advancement
- Campus Supervisor of Sunnyvale Center
- Interim Vice President of Instruction
- Director of Marketing & Public Relations

District ETS

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

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

IT Project Request and Tracking Tool

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

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

Bachelor's Degree

The Bachelor of Science in Dental Hygiene (BSDH) degree program started in fall 2016. Students are supervised during their clinic experience on patients. As stated in the "Special Report - Baccalaureate Degree" (October 1, 2016):

"The department monitors equipment, the clinical, laboratory and classroom facilities for needed upgrades to keep current with dental technology and science. The department has been given funding through the program review and resource allocation process annually to update the facilities and dental-related technology such as digital radiographic equipment, electronic patient records, lasers, ultrasonic scalers, instruments for interim therapeutic restorations, new student chairs and desks, and improvements to classroom facilities. Student achievement and learning outcomes assessments are up to date.

The Dental Hygiene program completes an annual program review examining both SLOs and achievement, as well as making resource requests. The Program Review Committee examines program review data as part of its integrated planning and resource allocation process. 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. The District has passed two bond measures, which have funded state-of-the-art capital improvements, furniture, fixtures, and equipment for the program.

The Foothill College community takes great pride in showcasing the dental hygiene pilot program and visitors have come from all over the world to see the program's facilities. Operational funding has been stable during the most volatile economic times to ensure adequate supplies and timely replacement of equipment. Our current facility meets the needs of the pilot program. The facility is continually upgraded as new dental or educational technology is available. Requests for new equipment are made through the program review process. For the 2016-17 year the College plans to improve the dental hygiene classroom fixtures and in the dental hygiene clinic add a dental laser and several ultrasonic scaling units. The clinic has digital radiographic equipment and electronic patient records. The classroom and laboratory has the following available: two overhead projectors, two projection screens, video visualizer, projection system for computer, VCR/DVD, visualizer, laser pointer. The district has an ETS department that assists faculty and staff with technical support for computers, hardware, software and class or lab equipment. All classrooms and labs have appropriate technology resources for the Bachelor of Science in Dental Hygiene (BSDH) degree program. The program has experience and infrastructure to assist the BSDH degree pilot program with coursework that may be offered in a hybrid format." [III.C-14].

Analysis and Evaluation

Foothill College meets the Standard. Based on the results of the 2016 Employee Accreditation Survey, a majority of employees believe that the College replaces and maintains technological equipment on a previously determined basis to ensure that program/unit needs are met, and they believe that the College ensures that any technology support it provides is designed to meet the needs of the learning, teaching, college wide communications, research, and operational systems. These results indicate that employees are satisfied with the level of technology support at Foothill College.

Annual Program Reviews, especially reflections on Administrative Unit Outcomes and Student Learning Outcomes, are the primary and most valuable source of input for identifying types of technology needs and information needed to evaluate the effectiveness of technology in terms of meeting needs at the program level. Foothill needs to make greater use of the Technology Committee, the Technology Plan, and the IT Project Request Entry and Tracking Tool as resources in order to engage in design thinking which is necessary for developing a responsive and flexible culture of technology support.

Standard III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Foothill College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet the needs of the College, including computer refresh cycles and classroom multimedia upgrades and installations. The results of an analysis completed in 2010 by ETS set a standard for replacing desktop and laptop computers every five years for faculty, staff, and administrators. A five-year replacement cycle extends the available funding in Measure C Bond funds to refresh computers. In addition, the College maintains a coordinated plan for the updating of all classrooms with multimedia equipment for instructional use.

Key Roles and Committees

Foothill College has a full-time coordinator of furniture, fixtures, and equipment (FFE) who is responsible for working with ETS to maintain a database of all computers on campus and to coordinate with the Technology Committee and the campus technology coordinator for ordering new computers and arranging for timely installations.

The director of facilities, the FFE coordinator, and the campus technology coordinator work with ETS to develop timelines for classroom renovations and multimedia upgrades; to schedule the updating of existing multimedia equipment on a five-year refresh cycle; and to handle immediate issues that come up such as equipment failure. Computer labs on campus are coordinated in the same manner, and deans and faculty are consulted so that appropriate computer equipment is ordered and installed to meet the needs of the specific division, program area, students and faculty. In practice, individual reports of equipment failure tend to drive the prioritization of computer refreshes, multimedia upgrades, and installations. Each year, the College enters into a Service Level Agreement Memorandum of Understanding with ETS [\[III.C-15\]](#).

Representatives from Foothill College serve on the Student Banner Committee, which is led by the Director of Information Systems and Operations in the District's Educational Technology Services. The charter of this committee is: "To coordinate the EIS (Banner) student related modules, its enhancement and maintenance, among different colleges and district departments. This Committee meets on a weekly basis" [\[III.C-16\]](#).

The Technology Committee endeavors to increase transparency about campus technology planning, processes, purchases, and decisions. This will increase coordination and decrease duplication of effort. Technology Committee meeting agendas and minutes are posted on the Technology Committee webpage.

The Hardware and Software Standards Committee, a subcommittee of the District Educational Technology Advisory Committee (ETAC), is responsible for setting computer hardware, computer peripherals, and software standards for both Foothill College and De Anza College. Foothill College employees serve on the ETAC and the Hardware and Software Standards Committee. Representatives from Foothill College attend regularly [\[III.C-17\]](#). The Policy states that: "The standards are expected to meet more than 90% of our office users' needs." These standards cover computers, keyboards, external monitors, printers, and scanners. The committee meets several times annually to review the needs of the Colleges and the product offerings of vendors and makes changes to standards that are posted on the District Technology website [\[III.C-18\]](#). College staff may purchase computers in accordance with this standards list or request an exception based on need.

Program Review and Resource Allocation

Processes for requesting technology purchases and new technology projects are defined and linked to program review, the institutional planning model, and the College's shared governance body, the Planning and Resource Council (PaRC). "Resource allocation and resource redirection requests are made through the annual Resource Alignment Process. All programs and services must participate in the program review process that includes annual updates in the years a program does not complete a full review. Program review and program review updates, Student Learning Outcomes and Assessment, and related supporting data will be reviewed as part of each request" [\[III.C-19\]](#).

The Operations Planning Committee of PaRC collaborates with the Technology Committee annually when technology-related resource requests associated with program reviews are under consideration (see "OPC Recommendation for Flow for Resource Requests") [\[III.C-20\]](#).

Resource Prioritization

All resource requests (personnel, B-budget, facilities, technology, equipment) are forwarded to and prioritized by the appropriate academic, administrative, or student services division or by the appropriate subcommittee for prioritization of committee plans. Additionally, the ETS project requests tool is used as a process for prioritization. As stated in the 2016-19 Foothill College Technology Master Plan, criteria used to determine priority funding include feasibility, impact, and total cost of ownership: "All proposed technology initiatives and projects should have a plan for monitoring of ongoing utility, feasibility, and cost-effectiveness as well as availability of technology support and training to determine when/if upgrades, replacement, or phase-out is appropriate" [\[III.C-8\]](#).

The 2016-19 Foothill College Technology Master Plan provides evidence of specific technology decisions that were based on results of evaluation of program and service needs [\[III.C-8\]](#). For example, Foothill based its technology decisions on the results of evaluation of program and service needs with respect to development of the program review data tool and integration of Clockwork software in Banner.

The program review data tool is designed to provide departments with standard information for analyzing trends in enrollments and course success, which can be used to help assess the strength of a program. The decision to develop and provide the program review data tool was made as a result of feedback provided to the Program Review Committee by administrators, staff, and faculty about the need to have ready access to enrollment data for the program review process [\[III.C-21\]](#).

The decision to integrate Clockwork software with Banner was made as a result of the Disability Student Services program review, which determined a need for an automated way for instructors to verify exam information and accommodations and upload testing materials.

Technology Resources for Distance Education

Typically, decisions about use and distribution of technology resources in relation to distance education follow the resource alignment process, which is driven by the program review of the Foothill Online Learning program—a part of the Integrated Planning & Budget (IP&B) structure. Program review is reviewed as part of resource requests. The Operations Planning Committee of PaRC collaborates with the Technology Committee annually when technology-related resource requests associated with program reviews are under consideration [\[III.C-22\]](#).

Canvas Course Management System and the OEI

Colleges commonly review their course management systems (CMS) on a regular basis, especially if the CMS has been in use for over five years. Because Foothill College has used Etudes since 2006, the College was overdue for a CMS review. Furthermore, the selection of Canvas by the California Community College Online Education Initiative (OEI) as its CMS for use by colleges at no cost meant that Foothill had an affordable alternative to Etudes that had not been available in the past. Based on the lengthy and extensive review by the OEI's Common Course Management System Committee, Canvas can be considered as a high-quality alternative to Etudes.

During spring 2015, the Academic Senate charged the Committee on Online Learning (COOL) with making a recommendation for a CMS. After six open town hall meetings, three division meetings, and a faculty survey, COOL recommended Canvas for adoption by Foothill College to the Academic Senate by a significant margin [III.C-23]. The Academic Senate accepted the recommendation. Subsequently, in June 2015, Foothill College adopted Instructure's Canvas as its campus wide CMS.

All online and hybrid classes must use a college-supported course management system. In October 2015, the Canvas Migration Planning Group made a recommendation to COOL about the timetable for when Foothill College will no longer use Etudes. The COOL committee presented the timetable to the Academic Senate that month. Accordingly, Etudes will no longer be available after the 2017 spring quarter. Etudes course sites will be archived for one year.

A Canvas Migration Planning Group was convened in June 2015 and met on October 2, 2015 to determine a timetable for the process of migrating from Etudes to Canvas. Membership included representatives from Biological and Health Sciences, Business and Social Sciences, Counseling, Fine Arts, Language Arts, Library, Foothill Online Learning, and the Office of Instruction [III.C-24, III.C-25].

As one of the eight colleges participating in the full launch of the OEI Course Exchange pilot, Foothill has benefited from early access to Canvas. The OEI provides the College with a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering DE/CE courses and programs that include the Canvas course management system, Proctorio remote proctoring services, and NetTutor online tutoring services.

The dean of Foothill Online Learning served on the hiring committee for the selection of the executive director of the OEI. One administrator and one faculty member served on the Statewide Online Education Initiative (OEI) Committee on Course Management System (CCMS), which selected Canvas. Foothill College joined the OEI Consortium in 2015 and has attended meetings regularly [III.C-26].

Results of evaluation of program and service needs with regard to distance education are the basis of the technology decision to switch course management system from Etudes to Canvas. These results were gleaned from the survey conducted by the Community College Online Education Initiative in 2015 [III.C-27] and the Foothill Online Learning Program Review.

Analysis and Evaluation

Foothill College meets the Standard. The evidence indicates that ample processes, primarily by virtue of employee participation on the Operations Planning Committee of PaRC and other committees, are in place to ensure ongoing maintenance and upgrading of an adequate technological infrastructure. Greater effort needs to be made to honor the approved process for prioritization of computer refreshes, multimedia upgrades, and installations rather than allowing individual reports of equipment failure to take priority.

Standard III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Both Foothill College and the District have policies and procedures regarding appropriate use of technology. Foothill College and the Sunnyvale Center have policies and procedures that guide compliance with federal accessibility requirements, web policy, and distance education. The District ETS has policies and procedures that guide the purchase of technology equipment and software, computer and network use, and compliance with Federal Section 508 accessibility requirements.

The College and the District together provide the staffing, organization, funding, and participatory governance structures necessary to ensure the effective management, maintenance, and operation of technological infrastructure and equipment.

Central IT

The management, maintenance, and operation of the College's technological infrastructure and equipment are primarily handled through the District's central technology organization, ETS. ETS is organized to support the development, improvement, and maintenance of IT systems including software applications, networks, instructional computer labs, smart classrooms, personal computing, and telephones for the District's two colleges. In addition to providing direct technical support through staff, ETS manages some of its systems through outsourcing contracts.

College Staffing

In addition to the staffing in ETS, Foothill College provides a limited number of IT staff (primarily at the instructional associate level) to directly assist with instruction in computer labs and support a few other instructionally related systems. The Physical Science, Mathematics, and Engineering (PSME) Division employs staff to maintain and support servers at the Physical Sciences and Engineering Center building (PSEC) for use for the STEM courses. PSME has two systems administrators in charge of installing, configuring, and maintaining various computer labs and server infrastructure. The College also has a web coordinator who maintains the College's website and the curriculum management system (C3MS).

In 2013, the dean of Foothill Online Learning was assigned the role of campus technology coordinator. Working in conjunction with staff in the District's ETS, the dean of Foothill Online Learning has served as the systems administrator for the Canvas account at Foothill College since 2015.

Banner Student Information System

The District has a disaster recovery server in Carlsbad, California, for its Banner system [[III.C-28](#)].

Website Operation

All public web servers are co-administered by the College senior web coordinator/webmaster and ETS system administrators. Daily operation and administration is primarily the responsibility of the webmaster with ETS administrators handling system and security updates. The Marketing and Public Relations Office and ETS deployed an industrial strength firewall service around the main web server at the Lundy Data Center in February 2016 and have strengthened internal firewalls around the Xserves located in Building 1900's data closet.

Website Reliability

In general, the Foothill College website is distributed across three physical servers. The main web server is located in the San Jose Lundy Data Center. The servers are synced with each other every 15 minutes.

During this past year, there have been no unscheduled outages of the Foothill College website. The College webmaster performed several system reboots to clear out run-away processes that degrade the performance of the website. A reboot generally lasts two or three minutes, during which time the website is unavailable.

If the main web server at the Lundy Data Center fails, the College falls back to the secondary web server at De Anza in the L7 data center. A daily backup copy of the entire website is performed and stored on a secondary disc drive on the secondary web server. On a weekly basis, one of the back-up copies is archived to a workstation in Building 1900 in the webmaster's office. The webmaster performs this task.

On-Campus Servers

Currently all the PSME servers are virtual machines hosted by a cluster of seven servers configured as a high availability cluster. If a physical host goes down, the virtual machines migrate automatically to a host that is up and running. This is made possible by the usage of a centralized storage array running in a RAID configuration. All files are stored in this appliance and it is backed up by the use of file system snapshots daily. The PSME senior instructional computer lab administrator is in charge of monitoring, running, and managing all the snapshots in the disk array. The average up time is 96 percent. The remaining 4 percent downtime is usually caused by long-term power or network outages.

High-end computers in combination with the Virtualized Desktop Infrastructure (VDI) system create a uniquely adaptable instructional computing environment at the Foothill campus and Sunnyvale Center. Pervasive self-service wireless networking is available for the casual visitor and full-time students. Cutting-edge multimedia classroom equipment enhances the collaborative learning experience through the use of the latest digital, laser, and wireless technologies. Remotely managed and monitored technology equipment increases reliability and reduces response time to requests for assistance.

Starting in fall 2016, there is the capability for students at the Sunnyvale Center to be able to speak with instructional aide faculty who are located at the Foothill College main campus, such as at the STEM Success Center. This occurs through video face-to-face using Zoom, a blog interface, or a virtual whiteboard. Student Services staff are available for students to meet one-on-one at the Sunnyvale Center. When this is not available, students will be able to use similar interfaces as the ones provided for academic assistance, as well as a dedicated video terminal from Cisco called Telepresence.

Course Management System Reliability

Canvas by Instructure

On October 10, 2016, the security team at Instructure stated: “Canvas was architected, and built, from inception to be ‘cloud aware,’ durable, and secure. Specifically, Canvas takes advantage of the resiliency and durability that leveraging the AWS availability zones (e.g. the ability to locate cooperating resources over separate physical locations) architecture offers. Because AWS availability zones are able to absorb the vast majority of incremental failures, the need for a ‘hot’ or ‘warm’ DR site is obviated significantly. Along with being durable, the Canvas platform is designed to keep student data private and secure by employing a ‘defense in depth’ strategy, which places security measures and logical data isolation at various levels within the technology stack. This type of security approach is widely used within financial, governmental, and health care systems and platforms.”

Etudes

Foothill College has a contractual arrangement for hosting services annually from Etudes, Inc., which has delivered most of the online courses sites until the migration to Canvas. These are “managed services” that are managed by the hosting provider and data center staff. All monitoring tools are accessible to Etudes staff 24 hours a day, seven days a week. In the event of a disaster and backup restoration, the hosting service agreement includes (at no additional cost to Client), a restore of the entire database and file-system from the latest backup” [\[III.C-29\]](#).

Analysis and Evaluation

The College meets the Standard. Foothill continuously collaborates and coordinates with District ETS as well as several vendors to monitor and address support for technological infrastructure and equipment. The evidence indicates that reliable access, safety, and security of the technological infrastructure and equipment at all locations are adequate.

Standard III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

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

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

- **Constant Contact:** an online service for scheduling and registration of professional development events
- **SurveyGizmo:** an online survey service used to collect participant feedback about professional development events
- **Zoom:** a videoconferencing tool
- **Lynda.com:** a service that provides online tutorials for professional development

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

Training for Online Learning

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

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

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

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

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

Training Events

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

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

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

Help Desk Tickets

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

Surveys

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

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

Committee Meetings

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

Analysis and Evaluation

Foothill College meets the Standard. Records of employee use of Lynda.com and attendance at in-person training sessions show that employees are taking advantage of self-directed training in the use of the Canvas course management system technology as well as Office 365. Based on the results of the 2016 Employee Accreditation Survey, a majority of employees believe that the College provides sufficient training in the use of technology to effectively carry out work responsibilities, including supporting student learning. These results indicate an overall positive perceived satisfaction by employees with the level of technology training available at Foothill.

Standard III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Foothill College has defined processes for decision-making for technology resources that are detailed in the 2016-19 Foothill College Technology Master Plan. A valuable tool for making decisions about technology resources is the Automated IT Project Request Workflow Process available in MyPortal. As explained in Standard III.C.2, technology decision-making is integrated into the College planning and budget structure.

Decisions about technology services, hardware, and software to meet the needs of faculty responsible for distance education are described in the 2015-16 comprehensive Foothill Online Learning program review. Many of these decisions are discussed and approved at meetings of the Academic Senate and its Committee on Online Learning as well as the Distance Education Advisory Committee. After receiving input via committee discussion, town hall meetings with faculty, presentations at division meetings, and a survey of faculty, the Committee on Online Learning recommended to the Academic Senate that Foothill College adopt Canvas as the college-supported course management system. The Academic Senate approved a “Recommendation to Academic Senate from the Committee on Online Learning on Adoption Of Canvas” on June 1, 2015 [[III.C-35](#)].

The College publicizes the technology-related decision-making process by posting the 2016-19 Foothill College Technology Master Plan, program reviews, Technology Committee meeting minutes, Academic Senate meeting minutes, and PaRC meeting minutes on the College website.

Analysis and Evaluation

Foothill College meets the Standard. The routine use of the Automated IT Project Request Tool has proven to provide a structured and transparent workflow for decision-making about technology resources as well as documentation of the entire process. The 2016-19 Foothill College Technology Master Plan effectively documents decision-making and guides implementation.

Standard III.C Evidence List

- [III.C-1](#) ETS Standards Policy
- [III.C-2](#) Board Policy 508: Standards for Electronic and Information Technology Accessibility
- [III.C-3](#) Board Policy 3250: Computer and Network Use: Rights and Responsibilities
- [III.C-4](#) Board Policy 3260: Electronic Information Security
- [III.C-5](#) Employee Accreditation Survey Results, Dec. 2016
- [III.C-6](#) Program Review Database
- [III.C-7](#) 3SP Advisory Council Meeting Discussions
- [III.C-8](#) Technology Committee Agendas and Minutes
- [III.C-9](#) Technology Master Plan
- [III.C-10](#) Planning and Resource Council Meeting Minutes, Nov.16, 2016
- [III.C-11](#) Online Learning Program Review
- [III.C-12](#) Distance Education Plan 2017-2020
- [III.C-13](#) Canvas Security
- [III.C-14](#) Substantive Change Proposal BSDH Degree Program
- [III.C-15](#) ETS Service Level Agreement 2016
- [III.C-16](#) ETS Banner Meeting Minutes
- [III.C-17](#) ETAC Webpage
- [III.C-18](#) ETS: Standards Policy
- [III.C-19](#) Resource Allocation Process
- [III.C-20](#) OPC Recommendation for Flow for Resource Requests
- [III.C-21](#) FHDA Program Review Tool
- [III.C-22](#) Operations and Planning Committee
- [III.C-23](#) Academic Senate Meeting Minutes, June 1, 2015
- [III.C-24](#) Academic Senate Meeting Minutes, Oct. 26, 2015
- [III.C-25](#) Canvas Migration Planning Group Meeting Minutes, Oct. 2, 2015
- [III.C-26](#) Online Education Initiative Progress Report
- [III.C-27](#) OEI Full Launch Survey Results, Fall 2015
- [III.C-28](#) EIS Core Committee Meeting Minutes

- [III.C-29](#) Statement of Work by Etudes 2016-2017
- [III.C-30](#) Sunnyvale Center Technical FAQ
- [III.C-31](#) Canvas Student Orientation Course Site
- [III.C-32](#) Foothill College Online Learning Help Desk
- [III.C-33](#) Report Survey PD Needs of Faculty
- [III.C-34](#) Report Survey PD Needs of Staff
- [III.C-35](#) 2016 2019 Foothill College Technology Master Plan

Standard III.D - Financial Resources

Standard III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

Foothill College is committed to maintaining sufficient resources to support and sustain student learning programs and services, as well as ensuring that the distribution of resources supports the development, allocation and reallocation, and enhancement of its programs and services with integrity and financial stability. It embodies this commitment by using its mission and goals as the foundation for financial planning as detailed in its Educational Master Plan 2016-22. This guiding document provides an equity and student success-driven framework for the Foothill College decision-making process by reinforcing the practice of continuous reflection and improvement in budget and planning, which drives the shared governance process by providing input to the budget decisions. The College planning and resource prioritization cycle includes four areas: the Planning and Resource Council (PaRC), Core Mission Workgroups, Program Review, and Evaluation of Planning and Resource Prioritization. The Educational Master Plan clearly identifies the campus missions and related goals for developing a governance and budget process that is inclusive, transparent, open, and understandable [\[III.D-1\]](#).

At the time of this report, Foothill College and the district have been experiencing a downturn in FTES (full-time equivalent students) [\[III.D-2\]](#). Potential causes for the reduction have been attributed to the last economic recession and resulting reductions in state funding, student tuition fee increases, changes in repeatability eligibility, and an improved economy and job market in the Bay Area. As a result, the District has been in stabilization for several years.

Efforts to increase attendance include but are not limited to “in reach” activities to retain students; an increase of late sessions and hybrid sections; STEM Center and TLC academic support; Assessment-Multiple Measure pilot for accurate placement of students; and new learning communities and retention programs for disadvantaged students. Other strategies to increase enrollment include increasing dual enrollment, developing new Associate Degree for Transfer (ADT) programs, and developing guided pathways for CTE programs.

The opening of the Sunnyvale Center in fall 2016, participation in the state’s Online Education Initiative (OEI), recognizing the importance of expanding outreach efforts for students inside and outside of the College’s service area, creatively reviewing marketing strategies, and analyzing institutional data to see if particular groups or instructional areas are growing or declining are ways in which the College is working to improve enrollment [\[III.D-3\]](#), [III.D-4](#), [III.D-5](#)].

The College has sufficient resources to support educational improvement and innovation. Allocation of resources starts at the district level with revenue and expense assumptions clearly stated and developed in the budget approved by the Board of Trustees with most of the attention focused on the unrestricted general fund. Based on Foothill College’s earned FTES, combined with De Anza College’s earned FTES, the Foothill-De Anza Community College District receives funds under a state apportionment formula that includes local property taxes, enrollment fees, Education Protection Act funding, and apportionment allocations from the state [\[III.D-2\]](#). Using its

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

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

Foothill College's finances are managed with integrity in a manner that ensures financial stability. The campus has a long history of transparency regarding financial information to all account holders through shared governance information sharing and advisory committees [III.D-8]. In 2009, the Banner enterprise resource system was implemented to enhance research, financial transparency, and student access. This state-of-the-art integrated information technology system provides enhanced financial access and query abilities. Data from the system is used for fiscal analysis and projections. Budget and finance information is presented to the Operations and Planning Committee (OPC) and Planning & Resource Council (PaRC) to update constituency groups on the status of funding [III.D-9].

Program plans and reports for categorical programs, including the Student Success and Support Program (SSSP) and Student Equity, are available on the public College website [III.D-10]. Campus financial information is also available through District documents such as the adopted budget, quarterly reports, and the annual audited financial statements. The most recent information available at the time of this report was the 2016-17 Second Quarter Budget and 2015-16 Audited Financial Statements [III.D-11] [III.D-12]. Internal controls are a key component of ensuring that public funds are being used effectively and there are many policies in place to ensure that standards are being met [III.D-12]. Board Policy 3000 directs designated employees to adhere to certain policies, including internal controls, which will ensure financial stability and integrity [III.D-13].

The resource allocation process provides a means for setting priorities for the funding of institutional improvements. As a multi-college district, after allocation of salaries, benefits, and District wide costs such as audits, utilities, and insurance, unrestricted funds are distributed to the campuses based on the average FTES generated by each campus. Categorical and grant funds may be issued by the state based on either actual campus performance (SSSP/Equity) or at the District level (Instructional Equipment/Scheduled Maintenance) based on a prior year campus estimated FTES split. Campuses also generate some revenue at the local site, through fundraising or other campus-level activities and fees. The College has control over the allocation of the unrestricted discretionary funding referred to as "B" budget: non-permanent salary/benefits costs, supplies, services, and capital outlay, which is approved through the shared governance process as reflected in the PaRC minutes approving the OPC recommendation for funding requests [III.D-7]. Program plans and self-assessments performed by each department on campus identify current and future needs and are used to assess, rank, and recommend funding as resources become available [III.D-14]. Depending on the program requirements, grant and self-generated funds are allocated as appropriate [III.D-10].

Institutional resources are sufficient to ensure financial solvency. The District and College maintain reserve balances to cover unexpected expenses or reductions in income [III.D-2, III.D-7]. In the past, when expense cuts have become inevitable, the campus has implemented a comprehensive and

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

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

Bachelor's Degree

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

Analysis and Evaluation

Foothill College meets this Standard. The College regularly evaluates its resources and the effectiveness of the allocation process. It has processes in place to deal with significant increases or decreases in funding levels, as well as methods to determine which departmental areas will most benefit from changes in funding. Planning includes long-term assessment of fiscal solvency and reserves to accommodate any sudden changes in funding levels. Financial resources and budgetary practices are sound and are aligned with the other operations of the College to best meet the institutional mission. Foothill College meets Eligibility Requirement 18.

Standard III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Foothill College reviews its mission and goals as part of the annual fiscal planning process [III.D-15]. The College has several plans that incorporate its mission statement as an integral part of the planning process, including the Educational Master Plan [III.D-1], the Facilities Master Plan [III.D-16], and the Technology Plan [III.D-17]. In addition, the campus Planning and Resource Council (PaRC) Planning Calendar includes an evaluation of both the mission and goals as part of its ongoing process [III.D-18]. As part of their annual planning process, the shared governance groups reflect upon their activities during the year, including how their work assisted in furthering the mission and goals of the College [III.D-19].

The College identifies goals for achievement throughout the budget cycle. The annual budget has established goals in place as a guide for the evolution of District wide budgeting [III.D-12]. As detailed in the Planning and Resource Council (PaRC) Planning Calendar [III.D-18], the program review process allows the divisional areas to analyze their services, accomplishments, and needs and determine which resources are required to continue to provide exemplary service to students, faculty, and staff [III.D-14, III.D-6, III.D-20]. Institutional key performance measures have been established and are reflected in the 2016-22 Foothill College Educational Master Plan (EMP) to assist the campus in planning and resource prioritization. The EMP also helps determine whether progress is being made in strengthening student equity and success by tracking various important measures. These measures will allow the College to evaluate the effectiveness of the services and instruction offered to students [III.D-1].

Foothill establishes priorities amongst competing needs to better predict future funding needs. Institutional plans, such as the Educational Master Plan, Facility Plan, and Technology Plan exist and are clearly linked to both short-term and long-range financial plans [III.D-1, III.D-16, III.D-17]. State categorically funded programs such as the Student Equity Program and the Student Success and Support Program (SSSP) require individual plans that align with the goals and mission of the College, while addressing the requirements of the state funding guidelines [III.D-21]. Participants from the four main divisions on campus—Instruction & Institutional Research, Student Services, Finance & Administrative Services, and Workforce Development & Institutional Advancement—participate in the shared governance process and resource allocation and review, ranking and prioritizing funding needs, current and future, within each of the different areas [III.D-14, III.D-6, III.D-20].

The financial planning process primarily relies on College plans for content and timelines. The College has several plans that incorporate its mission statement as an integral part of the planning process, including the Educational Master Plan [III.D-1], the Facility Master Plan [III.D-16], and the Technology Plan [III.D-17]. In addition, the campus Planning and Resource Council (PaRC) Planning Calendar includes an evaluation of both the mission and goals as part of its ongoing process [III.D-18]. These documents drive the decision-making process of the various shared governance groups on campus.

The College provides evidence that past fiscal expenditures have supported the achievement of institutional plans. For example, after the program review process is completed during winter quarter, budget requests from those program reviews are compiled. The list of budget requests is shared through the governance process including the Operations Planning Committee (OPC), as well as the Planning and Resource Council (PaRC). The budget requests are reviewed and ranked

based on whether they meet institutional learning outcomes and core mission work group objectives. Possible funding sources for the budget requests including General Fund, Categorical Fund, Capital Outlay Fund, etc. are identified. Planning is done in a way that both the program plans and the priorities of the campus are met [III.D-14, III.D-6, III.D-20]. The College program plans include the outcomes of the resources allocated to various departments and divisions on campus [III.D-14, III.D-6, III.D-20]. Every year the annualized “B” budget (unrestricted discretionary budget for the campus) is reviewed by various College shared governance committees and forwarded to PaRC for review and approval [III.D-20].

Institutional leaders, including the vice chancellor of business services, present information about fiscal planning demonstrating its link to institutional planning to the Board of Trustees. The Board of Trustees reviews and accepts the College’s Educational Master Plan, Facility Plan and Technology Plan [III.D-1, III.D-16, III.D-17]. In addition, the Board, as well as the Audit and Finance Subcommittee, are given a fiscal overview as part of both the Tentative [III.D-22] and Adopted Budget [III.D-12] approval processes. The District performs a self-assessment to review the various fiscal and internal control components related to the fiscal health of the district [III.D-23]. The Board has also received updates specifically directed toward the use and accomplishments of the equity and SSSP funding [III.D-24].

The ending balance of unrestricted funds for the institution’s immediate past three years is sufficient to maintain a reserve needed for emergencies. The District has both a District wide and campus carry-forward balance that can be used to mitigate emergency needs.

Following are the District General Fund balances as a percent of total budgeted expenses and transfers [III.D-25, III.D-26, III.D-2, III.D-27].

FIGURE 65:
District General Fund End Balances

Fiscal Year	Actual Expenses & Transfers	District Fund End Balance	Percent
2013/14	185,772,771	53,632,777	28.87%
2014/15	187,686,020	56,299,232	30.00%
2015/16	208,789,350	66,412,337	31.81%

Foothill College s is allowed an unrestricted general fund carry-forward balance that is a subset of the District’s General Fund balance.

FIGURE 66:
Foothill College General Fund End Balances

Fiscal Year	Foothill Fund End Balance
2013/14	6,499,823
2014/15	4,929,667
2015/16	4,832,313

Foothill College primarily receives its revenue from the state apportionment formula that includes property taxes, enrollment fees, Education Protection Act funding, and allocations from the state government. As noted in the fiscal self-assessment document presented to the Board of Trustees, the District does not have cash flow difficulties. The District has experienced a positive cash flow

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

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

Analysis and Evaluation

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

Standard III.D.3

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The processes for financial planning and budget for the District are documented in the Board of Trustees' Board Policy (BP). These policies include BP 3000: Principals of Sound Management. This policy establishes responsible stewardship of available resources and fiscal planning that involves constituency input [[III.D-28](#)]; BP 3100: Budget Preparation states that "in accordance with Title 5 regulations, the tentative budget shall include estimated income and proposed expenditures in sufficient detail to permit comparisons between the proposed budget and the actual revenues and expenses in the current year" [[III.D-29](#)]; and BP 3110: Final Budget, which reflects that "on or before September 15 each year the Board of Trustees shall adopt a final budget for the fiscal year [[III.D-27](#), [III.D-30](#)]. The final budget shall reflect all relevant provisions in the state budget act, closing balances from the prior year and changes identified following approval of the tentative budget." Budget documents including the Tentative Budget [[III.D-31](#)] and the Adopted (Final) Budget [[III.D-32](#), [III.D-27](#)] are presented to the Board of Trustees for approval at times established by BP 3100 and BP 3200. The processes are made known to Foothill College through the Operations Planning Committee (OPC) and the Planning and Resource Council (PaRC) [[III.D-33](#), [III.D-34](#), [III.D-35](#)].

Foothill College has processes to ensure constituent participation in financial planning and budget development. BP 3000 states, "Budgets are shared with constituency groups including student representatives." Through Foothill College's shared governance process, all constituencies may participate in the development of the campus General Fund discretionary budget and program plans related to the restricted programs including SSSP and Student Equity [[III.D-33](#), [III.D-34](#), [III.D-36](#), [III.D-37](#)].

Analysis and Evaluation

Foothill College meets the Standard. The College has established clearly defined guidelines and processes for its financial planning and budget development. In particular, the College ensures that there is clarity and transparency in the information it provides to its constituency groups. The input received is evaluated and implemented where effective and practical.

Standard III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Individuals involved in institutional planning at Foothill College receive accurate information about available funds, including the annual budget, showing ongoing and anticipated fiscal commitments. The District presents the Tentative and Adopted Budgets for all funds to the Board of Trustees, as well as the Audit and Finance Committees and District Budget Committee [III.D-38, III.D-39]. The information includes a presentation given by the vice chancellor of business services. At the campus level, the District wide budgets are addressed in the Operations and Planning Committee (OPC) [III.D-40] and Planning and Resource Council (PaRC) [III.D-41] as well as the Academic and Classified Senates [III.D-42, III.D-43].

Quarterly reports assessing the actual expenses versus budgeted forecasts for the District are prepared and presented to the College, District, and Board [III.D-44]. The District also performs a self-assessment that evaluates its fiscal health and shares that information with various groups including the Board of Trustees and District Budget Committee [III.D-45].

The College is responsible for allocating and monitoring grant, self-sustaining, enterprise, and the discretionary unrestricted "B" budgets. College personnel are updated on the needs and status of the "B" budget that covers supplies, services, capital assets, and non-permanent salaries on a monthly basis through the distribution of monthly financial reports made to OPC and PaRC [III.D-40, III.D-41]. Planning for special grant funding, such as SSSP and equity grants, are approved through the shared governance process [III.D-46]. Through OPC and PaRC, over the past several years, the College has made a conscious and informed decision to use the campus carry-forward balance to fund needed expenses. The shared governance groups were integrally involved in the process [III.D-40, III.D-47].

On an individual basis, appropriate personnel are trained in how to access the financial information needed for their respective areas. There are several methods for accessing this information, including Banner Self Service, Argos Reports, and monthly reports distributed by College budget personnel [III.D-47]. Categorically funded programs and grants are assisted by both District and College staff in creating budgets and forecasting expenditures and revenue needs.

Foothill College is focused on student learning. The success of students is the primary focus with emphasis given to programs and services that support student learning. The College is committed to equity and to closing the achievement gap. To achieve the mission and goals, Foothill College establishes funding priorities. The College has a planning cycle reviewed by the Integrated Planning and Budget Committee and the Planning and Resource Council (PaRC) [III.D.18]. The College Integrated Planning and Budget Committee works with the Planning and Budget teams (OPC, PaRC) to review and guide planning [III.D-39, III.D-40, III.D-41]. Funding allocations and priorities are reviewed by OPC and recommendations are presented to PaRC [III.D-40, III.D-41]. The College budget is reassessed for changes including additional available resources and/or adjustments based on organizational reductions. Foothill's resource allocation model includes the review of the prior year base, the District budget model, the identification of one-time and ongoing costs, the identification of the College needs, and productivity.

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

Analysis and Evaluation

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

Standard III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Foothill College follows a shared governance process ensuring that funds are allocated in a manner to realistically achieve the institution's stated goals for student learning. All members of the College's constituencies are represented on the Operations Planning Committee (OPC), Integrated Planning and Budget (IP&B) Task Force, and the Planning & Resource Council (PaRC), through representatives from their respective groups [III.D-49]. IP&B Task Force helps to make connections between program reviews and OPC. OPC then makes resource allocation recommendations to PaRC, which originate from program reviews [III.D-50, III.D-51].

All three support judicious budget management and assist in prioritizing budget needs at the College. While PaRC is comprised of representatives from each of the constituent groups at the College, it is also open to all faculty, staff, and students. The College's guiding documents—the mission statement and institutional core competencies, strategic initiatives, educational master plan, program reviews, and various learning outcomes—guide the governance and budgeting process [III.D-52].

In the annual financial audit most recently completed, it is stated: "In our opinion, the financial statements referred to present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely presented component unit, and the aggregate determining fund information of the District as of June 30, 2016, and the respective changes in the position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America." The financial management of the College is secure. The most recent audit did not identify any deficiencies in internal control over compliance and found that the District "complied, in all material respects, with the compliance requirements" in the California Community Colleges Chancellor's Office District Audit Manual [III.D-53].

Foothill College's institutional budget reflects planning and decision-making of the District, PaRC, OPC, and various subcommittees, such as the IP&B Task Force [III.D-32]. The annual adopted budget and quarterly reports are posted publicly to the FHDA website for review. Chapter 6 of the Foothill-De Anza District board policy manual governs the College's fiscal management practices [III.D-54].

The Board of Trustees and the Audit and Finance Committee, which includes members of the public, review any audit findings that have been communicated to College leaders [III.D-55]. The Board reviews the annual audit at a regular public Board meeting and directs College administration to make any appropriate responses [III.D-56]. District audit reports are available online [III.D-53].

The College has an annual external audit to provide feedback on its processes [III.D-55]. Foothill reviews the effectiveness of its past financial planning as part of current and future planning. The constituents of PaRC and the OPC evaluate program review resource requests, administrative unit outcome assessments, and recommendations which include past budgeting information [III.D-49, III.D-58, III.D-59].

Analysis and Evaluation

Foothill College meets the Standard. The shared governance process of the College assures that funds are allocated in a manner that aligns with its mission and Educational Master Plan, and that the College budget processes are accountable to the constituent groups on campus and in the District. The annual audit statements show that the financial management of the District is secure. Annual budget information, quarterly reports, and annual audits are freely available online for review by any interested party and are also communicated to institutional leadership. The Board of Trustees also reviews the annual audit at a regular public Board meeting. As part of current and future planning, departments and programs at the College and their constituents conduct program reviews, administrative unit outcome assessments, and continuous self-improvement studies to evaluate their financial management practices.

Standard III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Foothill College funds are allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning. The mission statement [\[III.D-15\]](#) and values, Educational Master Plan [\[III.D-1\]](#), Facility Plan [\[III.D-60\]](#), and Technology Plans are the guiding documents for the College. All resource allocation ties back to meeting the goals and objectives described in those documents. Specifically designated funds, such as SSSP and equity have guiding documents that specify their spending and planning [\[III.D-61, III.D-62\]](#). Self-sustaining and enterprise funds are responsible for maintaining services while keeping within a budget that will meet their revenue generation.

The audit documentation notes that the District financial statements "present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely presented component unit, and the aggregate determining fund information of the District as of June 30, 2016, and the respective changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America" [\[III.D-63\]](#).

When appropriate, the College provides timely corrections to audit exceptions and management advice. Foothill College has had no audit findings over the most recent few years [\[III.D-64\]](#). The College and District budgets are an accurate reflection of spending and they have credibility with stakeholders. All financial reports are issued and reviewed to ensure that the College employs appropriate allocation and use of financial resources. The Audit and Finance Committee of the Board of Trustees oversees the district budgeting processes and reviews the annual budget, audit statements, 311, bond reports, financial self-assessment, and any other applicable financial information [\[III.D-55\]](#). The district also engages the services of an independent certified public accounting firm to perform annual audits of the district's financial statements, including Foothill-De Anza Community College District, Foothill-De Anza Foundation, and the Measure C General Obligation Bond Program [\[III.D-12\]](#).

Audit findings are communicated to appropriate institutional leadership and constituent groups. Annual audits are presented to all oversight committees including the Board, the Audit and Finance Committee [\[III.D-55\]](#), and Citizen's Bond Oversight Committee [\[III.D-56\]](#). The final audit report is reviewed and accepted by the Board of Trustees [\[III.D-57\]](#).

Analysis and Evaluation

Foothill College meets the Standard. Financial information issued by the College has a high degree of transparency, credibility, and accuracy. An independent audit process further confirms the accuracy and credibility of the financial information distributed by the campus. As outlined in the Mission Statement and Educational Master Plan, financial resources are used to support student learning programs and services.

Standard III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Foothill College and the Foothill-De Anza Community College District provide comprehensive and timely responses to all audit findings, and these are communicated appropriately.

An annual budget, quarterly reports, and the annual audit are uploaded and available on the District website [[III.D-11](#), [III.D-12](#)]. The information is made available in a timely manner. A summary of the College budget is reported to PaRC. The budget is presented to the Board of Trustees, the Audit and Finance Committee, the CBOC (Citizens Bond Oversight Committee), and the District Budget Committee. Campus-level reports are made to budget managers, applicable staff, and constituency groups.

The College provides timely corrections to audit exceptions when they exist. There were no audit findings in fiscal year 2012-13, 2013-14, 2014-15, or 2015-16 [[III.D-12](#)].

In the last six years, Foothill College had the following audit findings:

- FY 15-16: None
- FY 14-15: None
- FY 13-14: None
- FY 12-13: None
- FY 11-12: None
- FY 10-11: (1) Student Financial Aid Cluster, Pell Grant
(2) Contact Hours
(3) TBA hours

All Foothill College audit findings were addressed immediately with no reoccurrence of the finding [[III.D-11](#)].

Analysis and Evaluation

Foothill College meets the Standard. Budget and audit information is freely available to any interested parties through the District website and is disseminated to campus and District constituency groups. Audit exceptions are addressed in a timely manner when they occur.

Standard III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

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

The College's special funds are audited regularly per Board Policy 3153: Audit. This policy says that the Board of Trustees will provide for an annual audit of all funds, books, and accounts of the District by certified public accountants. The policy further states that the Board shall provide for a Request for Proposal (RFP) to be issued for audit services at least every five years [III.D-56]. The regular audit is required by California Code of Regulations, Title 5, Section 59.

The audits demonstrate the integrity of financial management practices. In the annual financial audit completed June 30, 2016, it is stated: "In our opinion, the financial statements referred to present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely presented component unit, and the aggregate determining fund information of the District as of June 30, 2016, and the respective changes in the position and cash flows [thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America." The financial management of the College is secure. The most recent audit did not identify any deficiencies of internal control over compliance and found that the District "complied, in all material respects, with the compliance requirements" in the California Community Colleges Chancellor's Office District Audit Manual [III.D-64].

Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source and bond expenditures are consistent with regulatory and legal restrictions. The District prepares a schedule of expenditures for federal and state awards that is part of the annual audit [III.D-64]. There is an annual assessment of debt repayment obligations to ensure that resources are allocated in a stable manner. As part of its annual budget report, the district updates Fund 200 with the activity of all district debt [III.D-27]. The annual audit also examines the long-term debt of the College and tracks the debt issued and repayment obligations [III.D-64].

Foothill reviews its internal controls on a regular basis. In addition to the annual audit, the District also has an external audit firm conduct performance audits targeting select areas for internal control improvements. The District performs a fiscal self-assessment to review the various fiscal and internal control components related to the fiscal health of the District [III.D-45].

Analysis and Evaluation

Foothill College meets the Standard. The financial and internal control systems are evaluated and assessed through an independent audit process as well through its own internal control processes. The College and the District internal controls are reviewed in an ongoing basis. The results of the review are used to revise procedures as needed. Any deficiencies are addressed and corrected.

Standard III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

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

Analysis and Evaluation

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

Standard III.D.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Foothill College regularly assesses its use of financial resources. Every year the District budget is reviewed and approved by the Board of Trustees [[III.D-55](#)] and the Audit and Finance Committee [[III.D-67](#)]. Both the district budget and the applicable amounts of the campus' discretionary unrestricted "B" budget along with any grant funding requiring College wide approval are distributed and reviewed by the shared governance process through the Operational Planning Committee (OPC) and forwarded to the Planning and Resource Council (PaRC) for resource allocation and approval [[III.D-68](#), [III.D-69](#), [III.D-70](#)]. In addition, each division area—Instruction, Student Services, Finance and Workforce Development—review and update program plans to reflect accomplishments, current status, and future needs [[III.D-69](#), [III.D-70](#), [III.D-71](#)].

The College demonstrates compliance with Federal Title IV regulations and requirements by completing an annual independent audit of its processes and transactions. The institution has not had any findings regarding its federal financial aid [[III.D-72](#)].

Foothill ensures that it assesses its use of financial resources systematically and effectively. The College program planning and review include the outcomes of the resources allocated to various departments and divisions on campus [[III.D-69](#), [III.D-70](#), [III.D-71](#), [III.D-72](#)]. Every year the "B" budget (unrestricted discretionary budget for campus use) is reviewed by various shared governance committees through OPC and forwarded to PaRC for a recommendation to the president. Other funding sources are regularly evaluated. For example, the Campus Council reviews the activities of the Associated Students of Foothill College (ASFC) budget allocations and projects [[III.D-73](#), [III.D-74](#)]. Other grants, such as DSPS and EOPS, submit annual reports to the Chancellor's Office. The Student Success and Support Program (SSSP) and Student Equity funding require extensive planning documents and annual reports [[III.D-75](#), [III.D-62](#)].

The College uses the results of the evaluation as the basis for improvement. The institutional evaluation process is directly linked to the planning cycle and the educational and technological master plans [[III.D-76](#), [III.D-1](#), [III.D-17](#)]. When funds become available, division deans work collaboratively with faculty to determine wishes and needs based on the results of the annual program review plans and updates. The annual program review includes explicit self-evaluation requirements, self-evaluation review, planning and budgeting, and annual feedback on assessment and student experience. The list of requests are prepared and submitted by OPC to PaRC for review and prioritization [[III.D-67](#), [III.D-68](#)].

The College's institutional priorities requiring additional resources are addressed in collaboration with the Foothill-De Anza College Foundation.

Analysis and Evaluation

Foothill College meets the Standard. It effectively manages its financial resources through various oversight processes. Furthermore, the College obtains funding from a variety of resources and ensures that its processes encompass effective oversight.

Standard III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District considers its long-range financial priorities and commitments when making short-range financial plans. An Audit and Finance Committee is appointed by the Board of Trustees to act in an advisory role in carrying out its oversight and legislative responsibilities as they relate to the District's financial management [[III.D-77](#), [III.D-55](#)].

The Board of Trustees recognizes the importance of fiscal stability and establishing and maintaining an adequate reserve level. Pursuant to requirements of Title 5, the Board provides direction to the chancellor to establish a prudent budget reserve. The intent of the reserve is to address emergencies or unexpected catastrophic issues that may arise during the course of the year. The District's annual Adopted Budget shall include an undesignated reserve fund to ensure that the District will be in a positive cash position at the end of the fiscal year. In no case shall the Board adopt a budget with a reserve of less than 5 percent of unrestricted general fund revenues [[III.D-55](#)].

The general fund reserve includes a portion of funding called the stability fund. The Board of Trustees reviews and approves the level of funding in the stability fund, in consultation with the district chancellor and senior fiscal executives. These funds help the institution to offset fluctuations in funding from external economic trends and other factors. For the last five years, the level of the Stability Fund has been approximately 5-10 percent of budgeted expenses [[III.D-11](#)].

All long-term obligations are reported in the District financial statements. The District plans for the repayment of all long-term liabilities, including bonds and notes payable, compensated absences, claims payable and capital lease obligations with maturities dates that exceed one year. The District addresses any long-term liabilities where the general fund services the debt in the adopted budget document including payments of Certificates of Participation (COPs) and capital lease obligations [[III.D-11](#)].

In 2012, the District formed a Joint Labor Management Benefits Committee (JLMBC) to agree on a health care plan for all employee groups. The District participates in the CalPERS health care plan. The advantages of the CalPERS plan are that plan rates are assessed by CalPERS and are more predictable and stable compared to the District's prior fully self-insured health care plan. Employees participate in an annual contribution based on the health care plan that they select. The contribution amounts are determined by the District, which allows for predictable budgeting of the health benefits cost estimates for the Adopted Budget [[III.D-12](#)].

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the entity-wide financial statements. Sick leave is accumulated without limit for each employee based upon negotiated contracts. Employees are not paid sick leave balances at termination of employment. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements [[III.D-78](#)].

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

Analysis and Evaluation

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

Standard III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

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

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

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

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

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

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

Analysis and Evaluation

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

Standard III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District allocates resources annually for repaying its locally incurred debt. Payments on Certificates of Participation (COPs) are paid using the debt service funds, whereas payments on general obligation bonds are made by the bond interest and redemption fund.

Payments on the COPs are paid through the debt service fund. Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax revenues. Page 40 of the 2015-16 Financial Statements (Note 9, Long-Term Obligations) provides a June 30, 2016 balance of \$737,464,566 for total bonds and COPs payable [\[III.D-74\]](#).

In FY 2015-16, the District used 1.01 percent of its general fund budget to repay this debt. (III.D-109). The districted budgeted 1 percent of its general fund budget in 2016-17 to repay this debt. [\[III.D-27\]](#).

All obligations are budgeted at the District level and reported in the notes to the financial statements. Long-term debt service is budgeted as a District priority. A debt-service summary is included in the District's annual budget [\[III.D-74\]](#). A detailed debt service schedule is included in the 2015-16 audited financial statements in Note 8, Long-Term Obligations [\[III.D-27\]](#).

The locally incurred debt repayment schedule does not have an adverse impact on meeting current fiscal obligations. In an advisory role, the Audit and Finance Committee carries out its oversight and legislative responsibilities as they relate to the District's financial management. In this capacity, the committee reviews and monitors budget and financial material and reports related to financial matters to be presented to the Board of Trustees, including bonds, certificates of participation, and other funding instruments [\[III.D-67\]](#).

Analysis and Evaluation

Foothill College meets the Standard. It annually assesses its long-term debt and monitors repayment obligations to ensure that resources for repayment are allocated and available.

Standard III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The District uses all financial resources, including debt instruments, with integrity. The District performs an annual assessment of debt repayment obligations to ensure that resources are allocated in a stable manner. As part of its annual budget report, the District updates Fund 200 with the activity of all District debt [[III.D-27](#)]. The annual audit also examines the long-term debt of the College and tracks the debt issued and repayment obligations [[III.D-74](#)].

Analysis and Evaluation

Foothill College meets the Standard. It annually assesses its debt repayment obligations to ensure that it is effectively allocating its resources.

Standard III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

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

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

FIGURE 67:

Student Loan Default Rate

	Cohort Year 2012-13	Cohort Year 2011-12	Cohort Year 2010-11
Student Loan Default Rate (FSLD) (3 year rate)	20%	14%	16%

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

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

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

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

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

Analysis and Evaluation

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

Standard III.D.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

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

The standard agreements include:

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

The agreements are reviewed by District's legal counsel and updated periodically to reflect changing state and federal laws. Most contracts include nondiscrimination and termination clauses. Each of the standard agreements and purchase order terms and conditions include a termination clause for convenience or failure to meet requirements. The District's purchasing department works closely with the College to monitor performance of the contractors [[III.D-86](#)].

Foothill College adheres to a shared governance process that ensures that funds are allocated in a manner that will realistically achieve the institution's stated goals for student learning. All constituent members of the College community are represented on PaRC and OPC through representatives from their respective groups [[III.D-68](#), [III.D-86](#)]. PaRC makes resource allocation recommendations for the College, supports prudent budget management, and identifies budget needs on campus. Its members are representatives from each of the constituent groups at the College [[III.D-87](#)]. Foothill College's guiding documents—the mission statement and institutional core competencies, strategic initiatives, Educational Master Plan, program reviews, and learning outcomes—guide the governance and budgeting process [[III.D-87](#), [III.D-68](#), [III.D-86](#)].

Analysis and Evaluation

Foothill College meets the Standard. It ensures that its contractual agreements support the mission and goals of College. It also takes care to ensure that the agreements it enters protect the campus and provide the services and supplies necessary to maintain the quality of its instruction and services to students.

Standard III.D Evidence List

- [III.D-1](#) Foothill College Educational Master Plan 2016-2022
- [III.D-2](#) Adopted Budget 2015-16
- [III.D-3](#) Office of Instruction and Institutional Research Foothill College Census Enrollment Comparison Report Fall 2015 and 2016
- [III.D-4](#) Foothill Online Learning
- [III.D-5](#) Foothill-De Anza Enrollment Update, Feb. 2017
- [III.D-6](#) 05-09-16 Operations Planning Committee (OPC) Graded Rubric
- [III.D-7](#) 06-06-16 Planning & Resource Council (PaRC) Meeting Minutes
- [III.D-8](#) Participatory Governance Workgroups & Committees
- [III.D-9](#) 06-01-16 Planning & Resource Council (PaRC) Meeting Minutes
- [III.D-10](#) SSSP - Equity
- [III.D-11](#) Annual Budget & Quarterly Reports
- [III.D-12](#) Audited Financial Statements 2015-16
- [III.D-13](#) Board Policy 3000 Principles of Sound Fiscal Management
- [III.D-14](#) Foothill College Program Reviews
- [III.D-15](#) Foothill College Mission Statement
- [III.D-16](#) Foothill College Facility Master Plan
- [III.D-17](#) Foothill College Technology Plan
- [III.D-18](#) Planning and Resource Council (PaRC) Planning Calendar
- [III.D-19](#) Foothill College 2016 Governance Survey Results – Assessment of Shared Governance
- [III.D-20](#) 06-01-16 Planning & Resource Council (PaRC)
- [III.D-21](#) 10-07-15 PaRC meeting minutes, Approval of the Equity and SSSP plans
- [III.D-22](#) Tentative Budget 2016-17
- [III.D-23](#) Fiscal Self-Assessment
- [III.D-24](#) 01-30-16 Equity Presentation to Board of Trustees
- [III.D-25](#) Adopted Budget 2013-14
- [III.D-26](#) Adopted Budget 2014-15
- [III.D-27](#) Adopted Budget 2016-17
- [III.D-28](#) Board Policy 3000 Principles of Sound Fiscal Management
- [III.D-29](#) Board Policy 3100 Budget Preparation
- [III.D-30](#) Education Code 70902 California Community Colleges

- [III.D-31](#) Approval of the 2016/17 Tentative Budget
- [III.D-32](#) Approval of the 2016/17 Adopted Budget
- [III.D-33](#) 01-11-16 Operations Planning Committee Agenda, Budget Training
- [III.D-34](#) 10-07-15 Planning and Resource Committee SSSP Plan Report
- [III.D-35](#) 06-01-16 May Revised Financial Information Presented to Planning & Resource Council (PaRC) Meeting Minutes
- [III.D-36](#) 10-05-16 Planning and Resource Committee Agenda (Operations Planning Committee Resource Prioritization & Funding)
- [III.D-37](#) Planning and Resource Committee (PaRC) Student Equity Plan Review
- [III.D-38](#) 09-12-16 Board Agenda and Meeting Minutes
- [III.D-39](#) District Budget Advisory Committee
- [III.D-40](#) 03-06-17 Operations Planning Committee (OPC) Meeting Minutes
- [III.D-41](#) 10-05-16 Planning and Resource Committee (PaRC) Meeting Minutes
- [III.D-42](#) 02-27-17 Foothill Academic Senate Meeting Minutes
- [III.D-43](#) 03-07-16 Foothill Classified Senate Meeting Minutes
- [III.D-44](#) Annual and Quarterly Financial Reports
- [III.D-45](#) Fiscal Self-Assessment
- [III.D-46](#) SSSP – Credit Plan 2015-16
- [III.D-47](#) Banner Finance User Guides
- [III.D-55](#) Planning and Resource Council (PaRC) Planning Calendar
- [III.D-48](#) Basic Skills
- [III.D-49](#) College Participatory Governance Workgroup & Committees Website
- [III.D-50](#) 06-01-16 PaRC Meeting Minutes
- [III.D-51](#) Integrated Planning and Budgeting Process (IP&B) Task Force Charge
- [III.D-52](#) PaRC Website
- [III.D-53](#) FHDA Audited Financial Statements 2015-16
- [III.D-54](#) Board Policies and Administrative Procedure Manual
- [III.D-55](#) Board Policy 6401: Audit and Finance Committee
- [III.D-56](#) Citizen’s Bond Oversight Committee
- [III.D-57](#) Board Policy 3153: Audit
- [III.D-58](#) Strategic Governance Handbook
- [III.D-59](#) Resource Allocation Flow Chart

[III.D-60](#) Foothill College Facility Master Plan (Draft)

[III.D-61](#) Student Success and Support Program (3SP) 2014

[III.D-62](#) 12-07-15 Foothill College Student Equity Plan

[III.D-63](#) Foothill-De Anza Community College District Annual Financial Report 2016

[III.D-64](#) FHDA Audit Reports 2015-16

[III.D-65](#) 11-04-13 Board agenda item Draft Board Policy 3115 Fund Reserve

[III.D-66](#) 06-01-16 PaRC minutes

[III.D-67](#) Operational Planning Committee, Resource Request Rubric

[III.D-68](#) Planning and Resource Council

[III.D-69](#) Instructional Program Reviews

[III.D-70](#) Student Services Program Reviews

[III.D-71](#) Finance and Administrative Program Reviews

[III.D-72](#) Annual Financial Report 2015-16

[III.D-73](#) ASFC

[III.D-74](#) ASFC Budget 2016 -17

[III.D-75](#) Foothill College SSSP Plan

[III.D-76](#) Foothill College Integrated Planning and Budget

[III.D-77](#) Audit & Finance Committee

[III.D-78](#) Annual Financial Report 2014-15

[III.D-79](#) Actuarial Study of Retiree Health Liabilities, July 1, 2015

[III.D-80](#) District Website: Audited Financial Statements

[III.D-81](#) Financial Audit Statements 2014-15

[III.D-82](#) ACCJC Report 2015

[III.D-83](#) Cohort Default Rate Guide

[III.D-84](#) Electronic Code of Federal Regulations

[III.D-85](#) Cohort Default Rate Guide - Part 2 General Information

[III.D-86](#) Operations Planning Committee Website

[III.D-87](#) Governance Website

