



**Institutional Self Evaluation Report
in Support of Reaffirmation of
ACCREDITATION
2017**



Foothill College
Upgrade. Advance.



Institutional Self Evaluation Report

In Support of Reaffirmation of Accreditation

Submitted by:
FOOTHILL COLLEGE
12345 EL MONTE ROAD
LOS ALTOS HILLS, CA 94022

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

July 2017

FOOTHILL COLLEGE SELF EVALUATION

CERTIFICATION

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

From: Thuy Thi Nguyen
President, Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the District office community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Laura Casas, President of the Board, Foothill-De Anza Community College District Date

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

Thuy Thi Nguyen, J.D., President, Foothill College Date

Carolyn Holcroft, President, Academic Senate, Foothill College Date

Erin Ortiz, President, Classified Senate, Foothill College Date

Ramiel Petros, President, Associated Students of Foothill College

Date

Andrew LaManque, Accreditation Liaison Officer, Foothill College

Date

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FOOTHILL COLLEGE SELF EVALUATION

INTRODUCTION

Background & Demographics

ABOUT FOOTHILL COLLEGE

Founded in 1957, Foothill College is one of two accredited institutions in the Foothill-De Anza Community College District. Along with its sister college De Anza, the Foothill-De Anza District serves the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and west San Jose, which have a population of over 400,000 residents. Located in the heart of California's Silicon Valley, the college sits on 122 rolling acres in Los Altos Hills and is 40 miles south of San Francisco and 20 miles north of San Jose. Foothill College celebrates its 59th anniversary in Fall 2016 and is locally, nationally and internationally regarded. From the first graduating class of 37 students in 1960, the institution has grown to serve over 28,000 students in 2014-15 and employed over 750 faculty, classified staff and administrators in Fall 2015.

Foothill College has constructed a 50,000-square-foot education facility in Sunnyvale near Moffett Business Park. The Sunnyvale Center will house a variety of academic programs and student services and met LEED standards for a green building. Programs and services currently offered at the satellite Middlefield Campus in Palo Alto have been relocated.

As of January 2016, Foothill College offers 20 Associate Degrees for Transfer, 26 Associate of Arts degrees, 27 Associate of Science degrees and 25 Certificates of Achievement programs. Beginning in Fall 2016, the college will begin offering dental hygiene bachelor's degree courses as part of the state's new baccalaureate degree pilot program. The new program permits 15 community colleges (out of the system's 113 institutions) to develop and offer bachelor's degrees in fields of study not historically available by the California State University or University of California systems. As one of the first California community colleges to offer instruction via the internet, the institution is committed to providing educational opportunities and student support in both face-to-face and online (internet/web-based) modalities. The college also offers fee-based community education courses geared toward personal development.

Community Demographics

While community can be defined in many ways, Foothill College's discussion regarding population is bound by specific geographic contexts, which include Santa Clara County, the Foothill-De Anza service area and the enrolled students' residence.

Santa Clara County is projected to experience moderate 6% population growth between 2015 and 2022 (an increase of 115,102 individuals), which is a higher rate than the state-level projections (4%). Within the county, Milpitas is expected to increase at the greatest rate (13%). [ESMI]

Between 2014 and 2015, the population in the six cities served by the Foothill-De Anza Community College District (Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto and Sunnyvale) remained steady, with only Mountain View and Sunnyvale increasing by two-

and one-percentage point(s) respectively. The overall population increase in this area was roughly 3,000 individuals. [CA Dept. of Finance]

Growth within the service area between 2015 and 2022 is anticipated to increase at a slightly lower rate compared to county projections (5% vs. 6%) with each service area city increasing in population ranging from two-percentage points (Los Altos) to six-percentage points (Mountain View, Sunnyvale). [EMSI]

Student Characteristics

Foothill College recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services, and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator. The College's planning efforts rely on an understanding of key variables affecting Foothill College and its ability to serve students.

Key Student Characteristics, Fall 2015

- Students from Foothill's service area represent 9% of the student population.
- Half of all students reside in cities of San Jose (21%), Mountain View (9%), Sunnyvale (8%), Palo Alto (7%) or Santa Clara (4%).
- The majority of the students are age 24 years old or younger (60%).
- A little over half of the student population is female (53%).
- Most students self-identify as White (31%), Asian (26%) or Latino/a (24%).
- One in five students have completed a bachelor's degree or higher.
- Thirty-seven percent of students are full time, enrolling in 12 or more units.
- Seventy percent of students identify an educational goal of degree, certificate or transfer.

FOOTHILL COLLEGE SELF EVALUATION

**Presentation of Student Achievement Data
and Institution-Set Standards**

Presentation of Student Achievement Data and Institution-Set Standards

Listing of Key Data

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2. Public High School Participation Rate from Immediate Service Area
3. Ethnic Distribution of Santa Clara County Adults and Foothill College Students
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1. Foothill’s Service Area

The majority of Foothill students reside within Santa Clara County, particularly from the cities of San Jose, Mountain View, Sunnyvale, Palo Alto and Santa Clara. These top five cities account for at least 50% of all Foothill students’ place of residence. Los Altos/Los Altos Hills, which is the immediate city that encompasses Foothill College, has historically been one of the top five cities in which Foothill draws its students. In fall 2013, Los Altos/Los Altos Hills dropped to sixth place, and as of fall 2015, about 3.5% (less than 500) of Foothill students come from this city.

Table 1: Foothill College Top 5 Cities of Residence

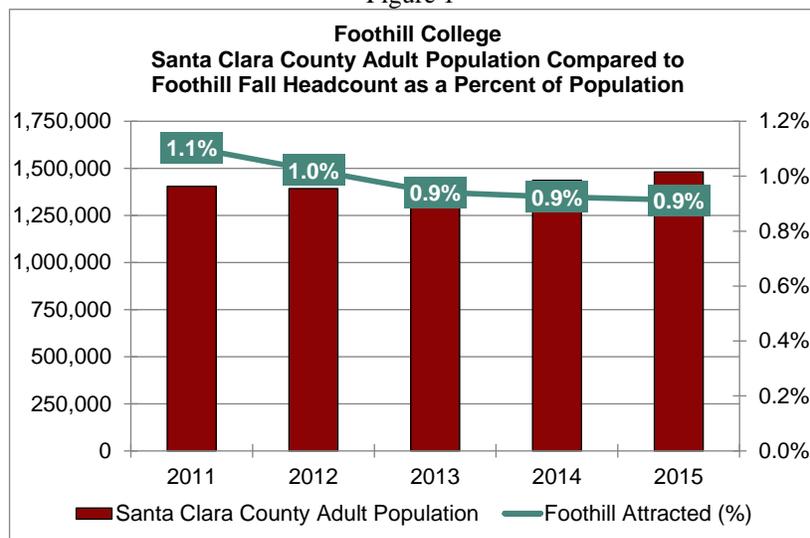
City	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Students	Percent								
San Jose	2,851	18%	2,639	19%	2,685	20%	2,681	20%	2,869	21%
Mountain View	1,925	12%	1,766	12%	1,381	10%	1,299	10%	1,212	9%
Sunnyvale	1,062	7%	1,024	7%	1,082	8%	1,147	9%	1,072	8%
Palo Alto	1,353	9%	1,186	8%	977	7%	960	7%	995	7%
Santa Clara	492	3%	421	3%	483	4%	503	4%	525	4%
Subtotal (top 5 cities)	7,683	50%	7,036	49%	6,608	50%	6,590	50%	6,673	49%
Total	15,500	100%	14,228	100%	13,347	76%	13,277	74%	13,528	78%

Source: FHDA IR&P Factsheet End of Term Credit Headcount

Foothill’s Share of Santa Clara County Adult Population

From 2011 to 2015, the adult population in Santa Clara averaged a little over 1.4 million. During the same time period, Foothill has been able to attract about 14,000 adults each fall term, or about 1% of the adult population in Santa Clara County.

Figure 1

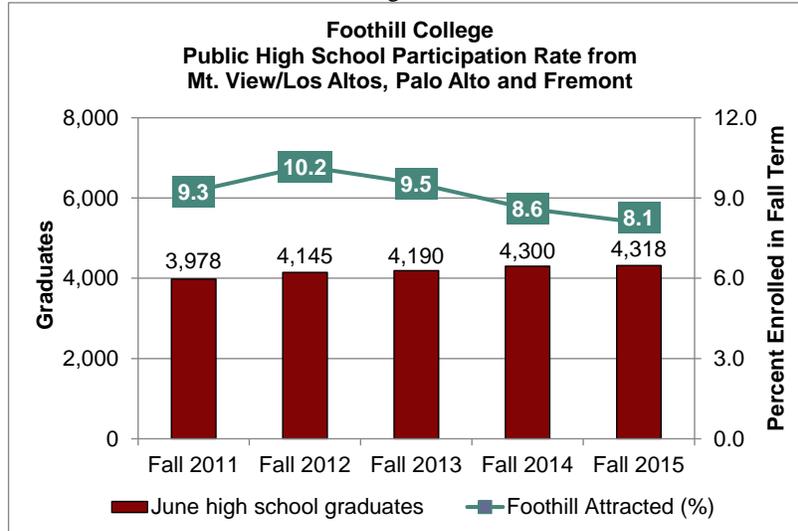


Source: California Department of Finance;
FHDA IR&P Factsheet End of Term Credit Headcount

2. Public High School Participation Rate from Immediate Service Area

From fall 2014 to fall 2015, the number of June high school graduates remained flat. Foothill's first-time college students increasing come from outside the immediate service area as evident by the declining high school participation from the College's immediate service area.

Figure 2

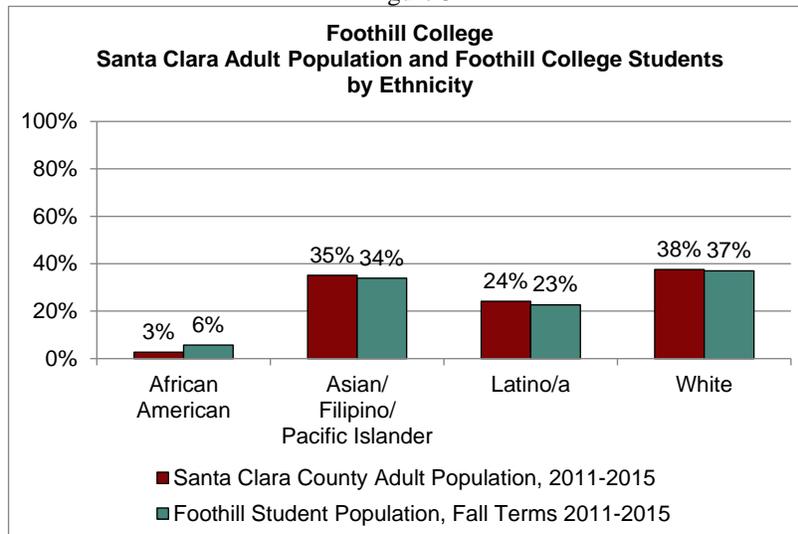


Source: California Department of Finance; FHDA IR&P Factsheet End of Term Credit Headcount

3. Ethnic Distribution of Santa Clara County Adults and Foothill College Students

The student ethnic makeup at Foothill mirrors Santa Clara County. White and Asian/Filipino/Pacific Islander account for nearly 75% of the College and County population. The African American student population at Foothill (6%) is slightly higher than their representation in the County (3%).

Figure 3



Source: American Community, Survey 1-Year Estimates; FHDA IR&P Factsheet End of Term Credit Headcount

Note: Omits multi-ethnic; Native American/Alaskan Native is not shown since they account for less than 1% of the Santa Clara County and Foothill College population.

4. Growth and Decline in Ethnic Groups

From 2011 to 2015, Santa Clara County saw an increase in the Asian/Filipino/Pacific Islander (+17%) and Latino/a adult population (+5%). During the same time period, Foothill saw declines across all ethnic groups. The only exception is Latino/a. Compared to the County, Foothill's Latino/a student population increased at a faster rate, 14% versus 5%.

Table 2: Change in Ethnic Group, Santa Clara County vs. Foothill College

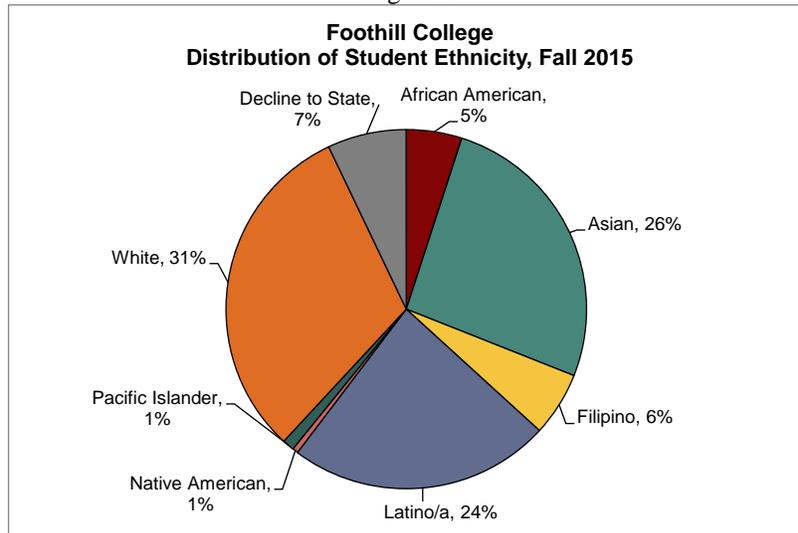
Ethnic Groups	2011		2015		Change (Headcount)		Change (%)	
	Santa Clara County	Foothill						
African American	36,894	748	37,594	674	700	-74	2%	-10%
Asian/Filipino/Pacific Islander	450,252	4,513	528,387	4,447	78,135	-66	17%	-1%
Latino/a	330,985	2,779	348,087	3,181	17,102	402	5%	14%
Native American/Alaskan Native	7,442	108	6,752	69	-690	-39	-9%	-36%
White	523,584	5,898	525,510	4,200	1,926	-1,698	0%	-29%
Total	1,349,157	14,046	1,446,330	12,571	97,173	-1,475	7%	-11%

Source: American Community, Survey 1-Year Estimates; FHDA IR&P Factsheet End of Term Credit Headcount

Foothill College Student Headcount by Ethnicity, Fall 2015

In fall 2015, the majority of Foothill students self-identify as Asian, Filipino or Pacific Islander (33%), followed by White (31%) and Latino/a (24%).

Figure 4

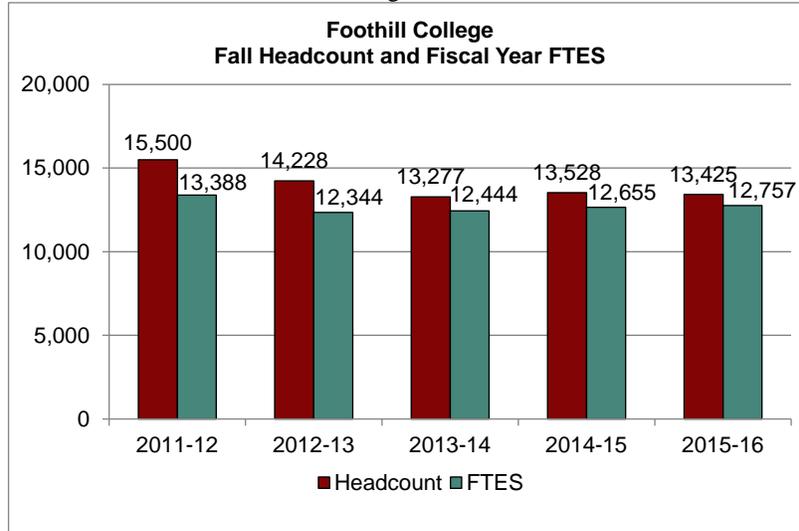


Source: FHDA IR&P Factsheet End of Term Credit Headcount

5. Fall Headcount and Full-time Equivalent Student (FTES)

While headcount has been on the decline, in fall 2015, headcount increased by about 250 or +2% from fall 2014. Since 2012-13, FTES has been relatively flat.

Figure 5

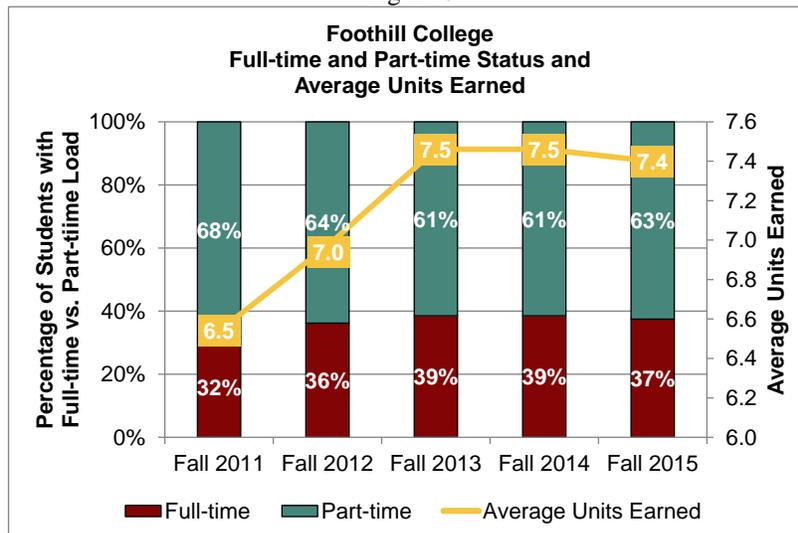


Source: FHDA IR&P Factsheet End of Term Credit Headcount and FTES Trend

6. Course Units Load

From fall 2011 to fall 2015, most of Foothill students enrolled as part-time students (64%) and earned an average of 7.2 units each term.

Figure 6

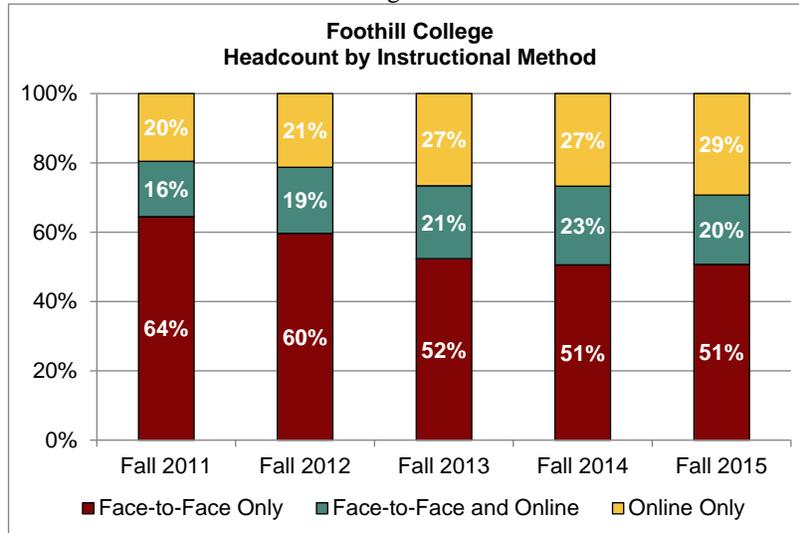


Source: FHDA IR&P Factsheet End of Term Credit Headcount

7. Online Enrollment

Students enrolled exclusively in face-to-face sections decreased from 64% in fall 2011 to 51% in fall 2015. At the same time, headcount for those enrolled exclusively in online sections grew from 20% to 29%. The enrollment and FTES derived from those enrolled exclusively online also increased, by 47% (6,843 vs. 4,666) and 37% (760 vs. 556), respectively. The number of online sections offered at Foothill increased from 218 in fall 2011 to 293 in fall 2015 (+34%). In comparison, the number of face-to-face sections, while still comprising the majority of sections offered at Foothill, 67% as of fall 2015, decreased by 138 sections (-14%).

Figure 7

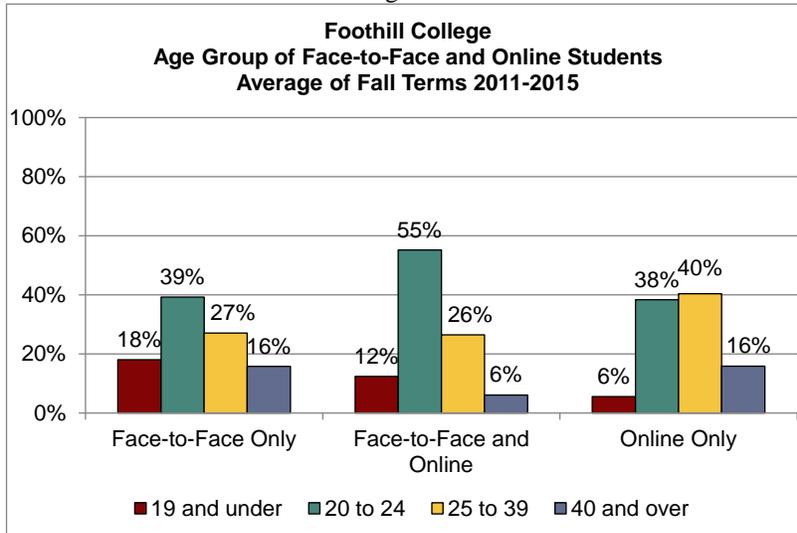


Source: FHDA IR&P Credit Headcount

Note: Omits apprenticeship; face-to-face includes hybrid

Students who enrolled exclusively online tend to skew older in age, 40% are between the ages of 25 and 39 compared to 27% of face-to-face students. There is no difference observed for ethnicity. Half of all online only students identify an educational goal of “other” (e.g. personal enrichment, acquire/advance career skills). In contrast, face-to-face only students are more likely to want to transfer to a four-year institution.

Figure 8

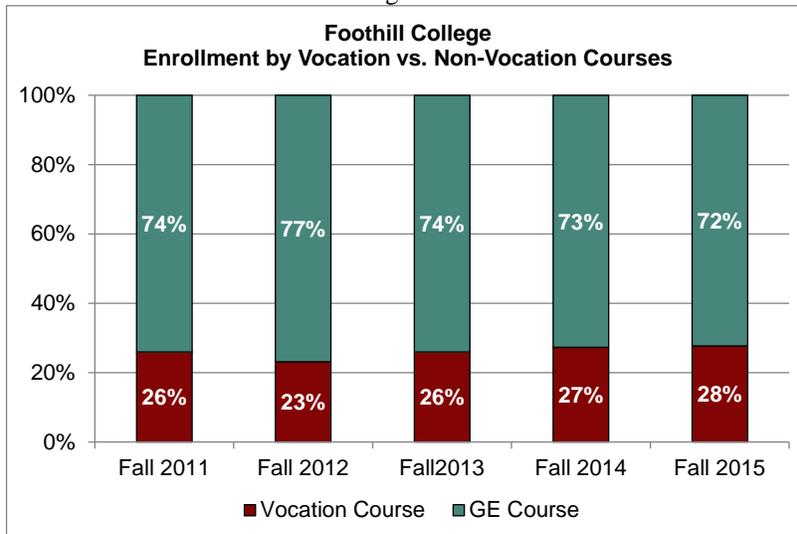


Source: FHDA IR&P Credit Headcount
 Note: Omits apprenticeship; face-to-face includes hybrid

8. Vocation Course Enrollment

Vocation courses comprise about 26% of Foothill’s fall enrollment. With the opening of Sunnyvale Center, vocational course enrollment is expected to increase.

Figure 9

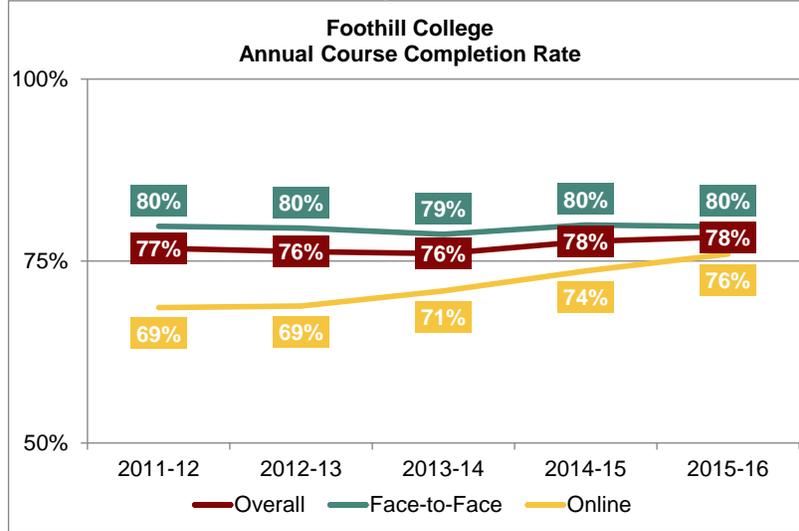


Source: FHDA IR&P Credit Headcount
 Note: Vocation course omits apprenticeship, but includes SAM code B, C and D.

9. Annual Course Completion Rate: Overall, Face-to-Face and Online Courses

Over the past five years, Foothill’s course completion rate averaged 77% and is primarily driven by successful completions in face-to-face sections. The achievement gap has narrowed for online from 69% in 2011-12 to 76% in 2015-16.

Figure 10

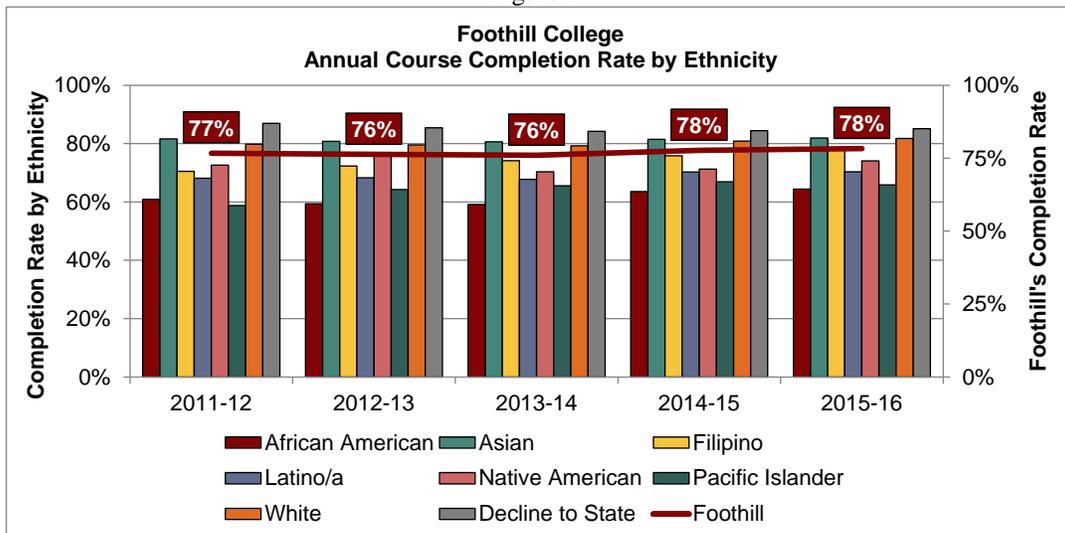


Source: FHDA IR&P Credit Headcount
 Note: Omits apprenticeship; face-to-face includes hybrid

10. Annual Course Completion Rate by Ethnicity

With the exception of Asian and White students, all other ethnic groups’ course completion rate falls below the College overall rate. Latino/a and African American students, while their course completion rates have improved in the past two years, as of 2015-16, there continues to be an achievement gap of -8 and -14 percentage points, respectively.

Figure 11

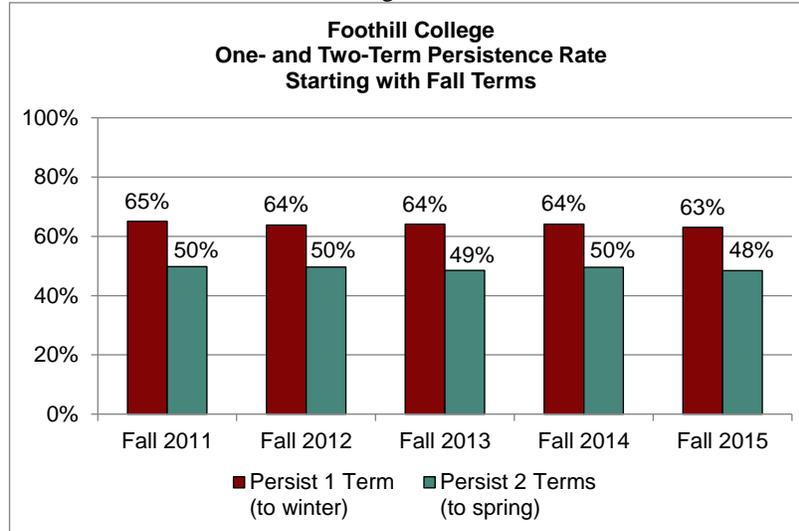


Source: FHDA IR&P Credit Headcount
 Note: Omits apprenticeship; face-to-face includes hybrid

11. Persistence Rate: One and Two Consecutive Terms

Between fall 2011 and fall 2015, the rate of students who persist one term (to winter) and persist two terms (to spring) fell. One-term persistence rate was 65% in fall 2011 compared to 63% in fall 2015. Two-term persistence rate was 50% in fall 2011 compared to 48% in fall 2015.

Figure 12



Source: FHDA IR&P, credit only and omits apprenticeship

Asian is the only ethnic group whose one- and two-term persistence rates has been at or higher than the College rate. White and Latino/a students are among the top three largest student ethnic groups at Foothill, accounting nearly 60% of the fall 2015 student population, and their persistence rate is essential to improving the declining enrollment trends. Moreover, low persistence rate has implications for degree and transfer outcomes.

Table 3: One- and Two-Term Persistence Rate by Ethnicity, Fall Terms 2011-2015

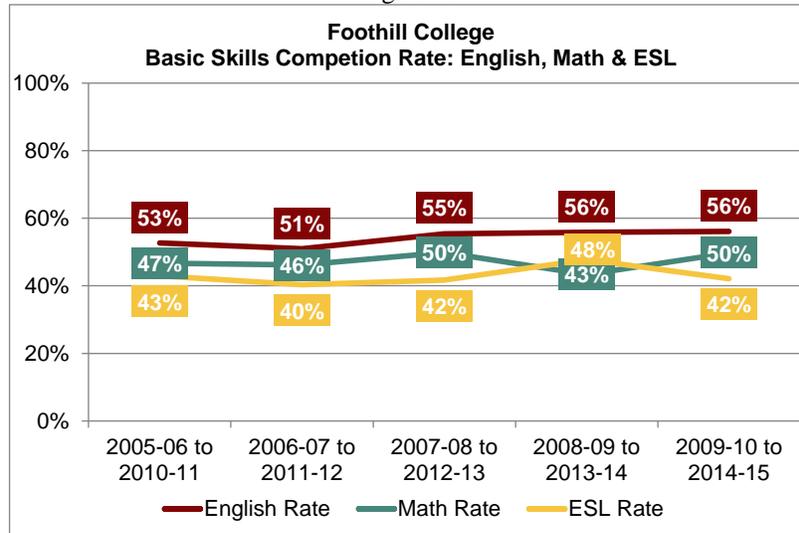
Ethnic Groups	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Persist 1 Term	Persist 2 Terms								
	Rate	Rate								
African American	60%	43%	55%	37%	57%	36%	56%	39%	54%	38%
Asian	68%	55%	67%	55%	67%	53%	67%	53%	65%	50%
Filipino	62%	46%	62%	47%	61%	46%	62%	47%	64%	51%
Latino/a	64%	49%	64%	49%	63%	46%	64%	49%	63%	47%
Native American/Alaskan Native	67%	54%	69%	55%	64%	48%	60%	47%	61%	48%
Pacific Islander	59%	42%	60%	45%	59%	42%	56%	38%	60%	50%
White	64%	48%	62%	48%	62%	46%	61%	46%	59%	43%
Decline to State	69%	54%	69%	58%	82%	73%	81%	72%	84%	76%
Foothill College	65%	50%	64%	50%	64%	49%	64%	50%	63%	48%

Source: FHDA IR&P Credit Headcount; omits apprenticeship

12. Basic Skills Sequence Completion Rate: English, Math and ESL

While the English and Math basic skills completion rates have improved slightly, based on the current rate, only half of all students who started in basic skills have completed a college-level English (56%) or Math (50%) course. The sequence completion rate for ESL is lower at 42%.

Figure 13

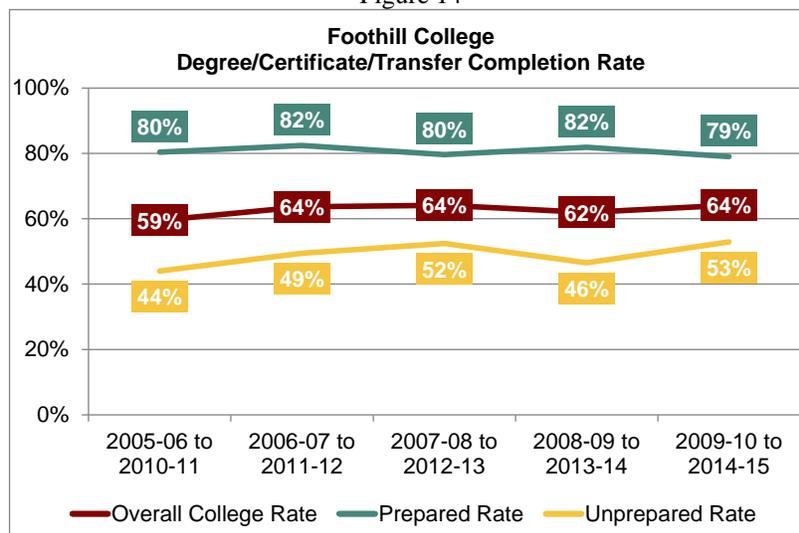


Source: CCCCO Student Success Scorecard; cohort tracked for six years

13. Degree/Certificate/Transfer Completion Rate

The completion rate of first-time students who achieved a degree, certificate, transfer or transfer-prepared outcome within six years is relatively flat, and is primarily driven by college-prepared students. While the gap has narrowed for unprepared-college students, there remains an 11 percentage point difference when compared to the overall College rate.

Figure 14

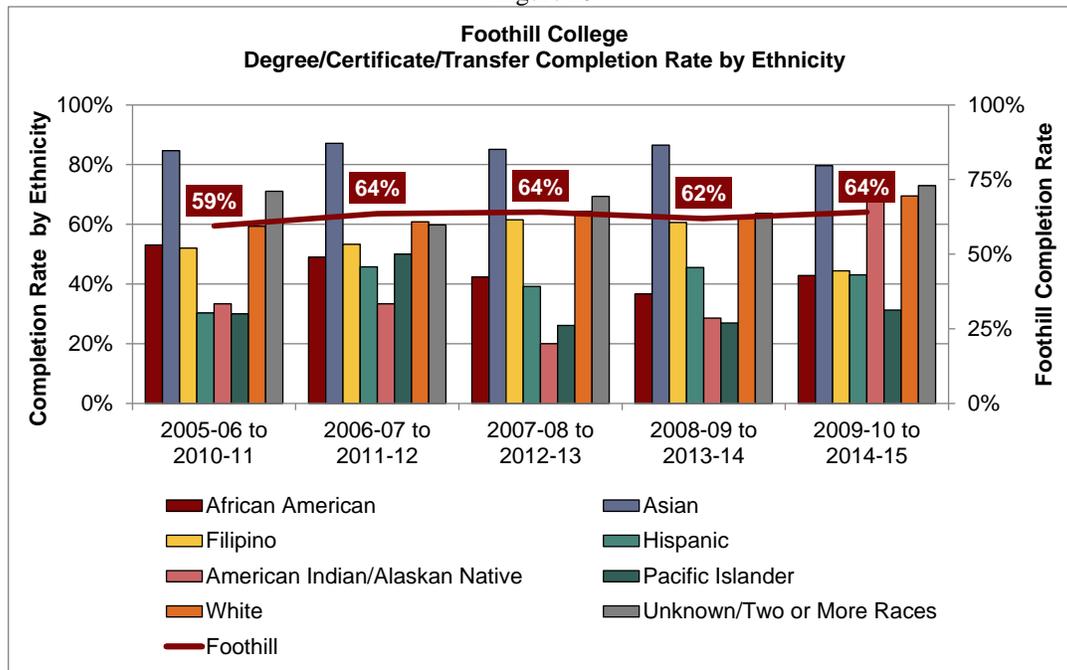


Source: CCCCO Student Success Scorecard; cohort tracked for six years

14. Degree/Certificate/Transfer Completion Rate by Ethnicity

With the exception of Asian and White students, all other ethnic groups' completion rates consistently fall below the College rate. Currently, there is a 21 percentage point gap in completions for both African American and Latino/a when compared to the College rate.

Figure 15

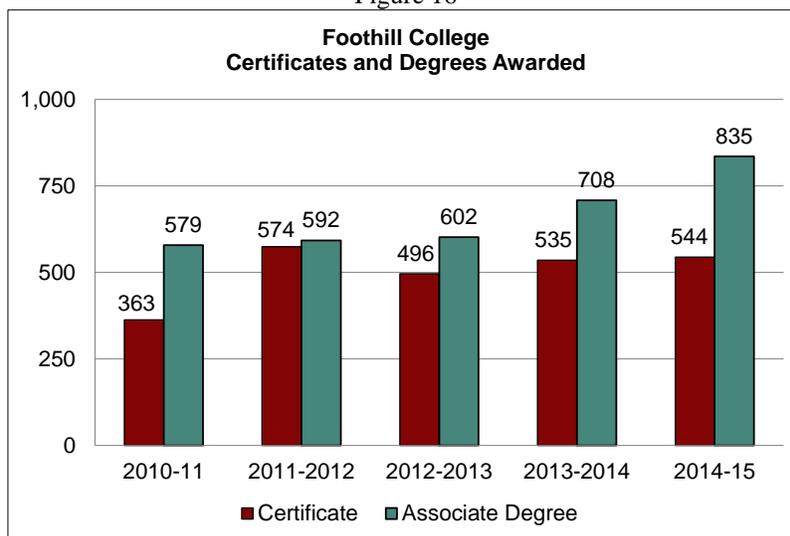


Source: CCCCO Student Success Scorecard; cohort tracked for six years

15. Certificates and Degrees Awarded

Over the past three years, the number of certificates conferred has remained relatively flat, whereas the number of degrees has increased. While associate degree for transfer (ADT) comprise a small proportion of total degrees awarded, the number of ADTs awarded is increasing with 140 ADTs awarded in 2014-15 compared to 39 in the prior year.

Figure 16

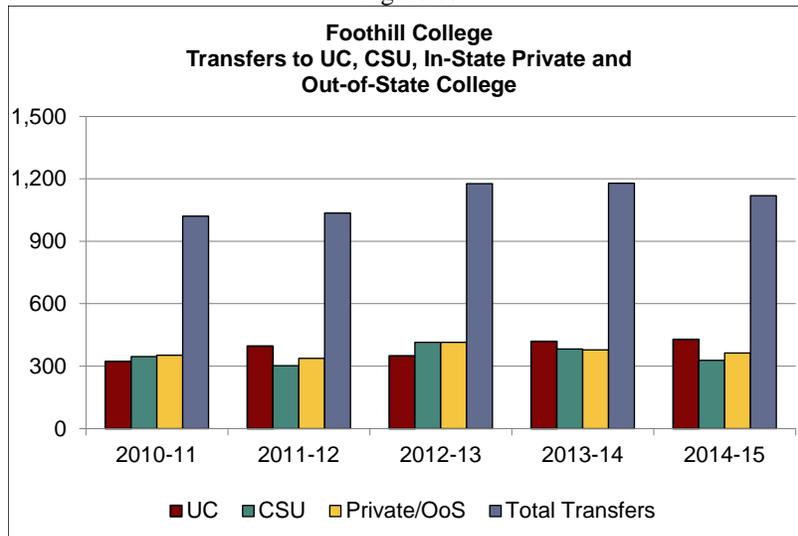


Source: FHDA IR&P

16. Transfer to Four-Year Institutions

In 2014-15, a total of 1,119 students transferred to a four-year institution, a decrease of 5% from the prior year. The majority of Foothill’s students continue to transfer to a University of California (35%) or California State University (32%) campus.

Figure 17

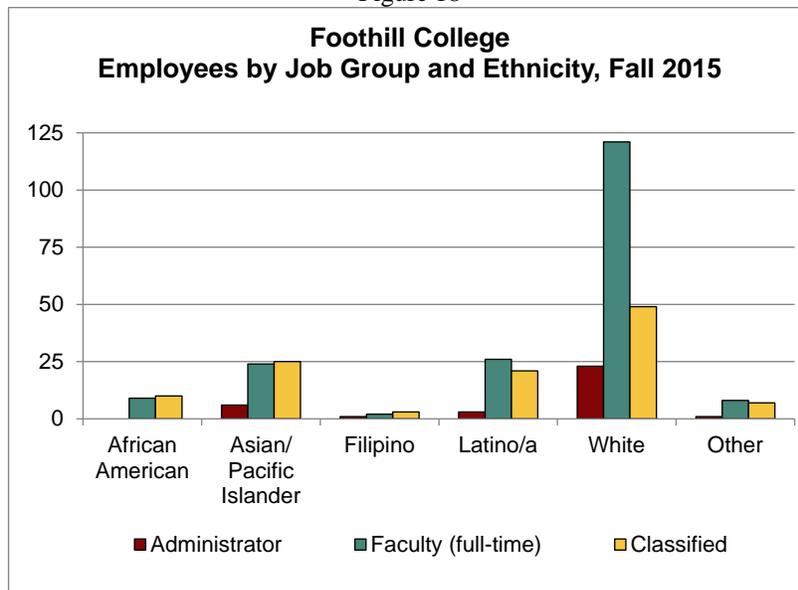


Source: FHDA IR&P

17. Employee Headcount by Occupational Category

In fall 2015, the majority of Foothill’s administrators, full-time faculty and classified professionals are White, followed by Asian and Latino/a.

Figure 18

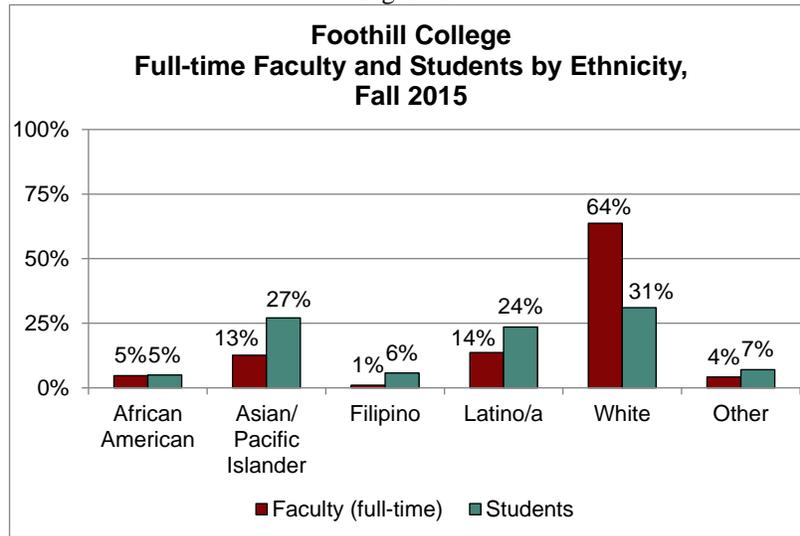


Source: FHDA IR&P

18. Ethnic Distribution of Faculty and Students

Comparison of the fall 2015 faculty-to-student ethnic distribution reveals that White faculty account for more than half of the faculty population (64%), whereas White students comprise 31% of the student population. The proportion of full-time Asian and Latino/a faculty represented on campus does not mirror the student population, as there are 13% Asian faculty compared to 27% Asian students and 14% Latino/a faculty compared to 24% Latino/a students.

Figure 19



Source: FHDA IR&P

FOOTHILL COLLEGE SELF EVALUATION

Organization of the Self-Evaluation Process

Organization of the Self-Evaluation Process

Although the College began a more intensive self-evaluation process in spring 2016 to prepare this report, the College maintains an ongoing effort to comply with the best practices of Accreditation Standards. This self-evaluation is embedded in a college-wide collaborative and reflective process to determine the challenges, accomplishments, improvements, and efforts in place to better serve our students. Following the 2011 reaffirmation by the Accrediting Commission for Community and Junior College (ACCJC), Foothill College continues to address the standards in a participatory, transparent, and collegial way with opportunity for feedback throughout.

Accreditation Steering Committee

The Accreditation Steering Committee consisted of representatives from administration, faculty, and classified staff. The Accreditation Steering Committee is a standing committee of the Planning and Resource Council (PaRC) that was instrumental in developing consistency across the self-study teams and provided support and guidance to the teams for researching and gathering evidence, and writing and editing the self-study report. The Accreditation Steering Committee was also responsible for monitoring the progress of the self-study report and served as a key mechanism to seek and incorporate the feedback from the college community into the final draft.

Accreditation Steering Committee (2016-2017)

Accreditation Steering Committee	
Andrew LaManque	Accreditation Liaison Officer, Interim Vice-President of Instruction & Institutional Research
Andrea Hanstein	Director, Marketing and Public Relations
Carolyn Holcroft	Academic Senate President
Erin Ortiz	Classified Senate President

Throughout the planning of the self-evaluation, the Accreditation Steering Committee maintained an ongoing communication with college constituent groups and provided updates on self-study plans, activities, and timelines. In addition, the Accreditation Steering Committee website provided college stakeholders a central location to share information about the self-evaluation teams' meetings, events, and progress and related resources about the Accreditation Standards and best practices.

Self-Evaluation Standards Teams and Resource Membership

In spring 2016, all members of the college community were invited to join the discussions and formation of the self-study teams. Members were provided sufficient knowledge about the self-evaluation process and the entailing work of all teams to familiarize themselves with the 2014

Accreditation Standards. Four teams were formed each focusing on one of the accreditation standard. Unlike the 2011 accreditation self study that relied on a “co-chair” model to form teams, the Accreditation Steering Committee members acted as team “leads” and not “co-chairs” to form a more cohesive and engaging method for building the teams and making steady work progress. In an effort to bring together the participation of the entire college community in the self-evaluation process, the self-study teams invited and encouraged their constituent groups to partake in the accreditation survey distributed during summer and fall 2016.

Self Study Standards Team: Standard I		
Andrea Hanstein <i>(Team Leader)</i>	Administration	Marketing
Kirsi Engels	Classified	Library
Kimberly Escamilla	Faculty	English
Claudia Flores	Classified	Allied Health
Craig Gawlick	Classified	Sunnyvale
Elaine Kuo	Classified	Institutional Research
San Lu	Administration	Veterans + DRC
Bruce McLeod	Faculty	Theatre
Patrick Morris	Faculty	Math
Simon Pennington	Administration	Fine Arts
Thom Shepard	Administration	Student Affairs
Nanette Solvason	Administration	Bio Health
Denise Swett	Administration	Student Services
Marco Tovar	Classified	Outreach
Josh Westling	Faculty	Bio Heath
Sam White	Faculty	English
Teresa Zwack	Faculty	Math

Self Study Standards Team: Standard II		
Carolyn Holcroft <i>(Team Leader)</i>	Faculty	Bio Health
Valentin Garcia	Adjunct (NC)	FEI
Katherine Schaefers	Adjunct	Anthropology
Rosa Nguyen	Faculty	Chemistry
Lisa Collato	Adjunct	ESLL
Craig Gawlick	Classified	Sunnyvale
Micaela Agyare	Faculty	Library
Enjoli Flynn	Adjunct	Language Arts
Anthony Cervantes	Classified	DRC
Issac Escoto	Faculty	Counseling
Bernie Day	Faculty	Honors
Lan Truong	Administration	Counseling
Lori Silverman	Faculty	Math
Debbie Lee	Faculty	Math
Paul Starer	Administration	Language Arts
Lisa Drake	Faculty	Accounting
Katie Ha	Faculty	TLC
Laureen Balducci	Administration	Student Services
Eric Reed	Faculty	STEM Center
Dawn Girardelli	Administration	Sunnyvale
Jazmine Garcia	Classified	CTE/Outreach
Robbie Reid	Faculty	Art History
Casie Wheat	Classified	Assessment

Self Study Standards Team: Standard III		
Erin Ortiz <i>(Team Leader)</i>	Classified	Student Activities
Teresa Ong	Administration	Business
Romeo Paule	Administration	Bookstore
Brenda Davis Visas	Administration	Finance + Admin
Judy Baker	Administration	Online Education
Sherri Mines	Classified	International
Kevin Harral	Administration	Financial Aid
Jose Nava	Faculty	Business
Kamara Tramble	Classified	Student Activities
Josh Pelletier	Classified	Learning Center
Kurt Hueg	Administration	Business and Social Science

Self Study Standards Team: Standard IV		
Andrew LaManque <i>(Team Leader)</i>	Administration	Instruction
Justin Schultz	Classified	Instruction
Juston Glass	Adjunct	Business
Joni Hayes	Administration	District Finance
Carla Maitland	Classified	District Finance
Kate Jordahl	Faculty	Fine Arts
Nazy Galoyan	Administration	Enrollment Services
Kathy Perino	Faculty	Math
Art Hand	Classified	Library
Marietta Harris	Administration	Human Resources
Paula Norsell	Confidential	Chancellor
Karen Smith	Classified	Library
Vinita Bali	Administration	International Programs
Paul Starer	Administration	Language Arts
Rachelle Cambell	Faculty	Radiologic Technology
Mike Mohebbi	Classified	Finance

Building Collegial and Participatory Processes

Foothill College recognizes the importance of building broad based collegial and participatory processes for this self-evaluation to be meaningful. To this effect, the Accreditation Steering Committee organized activities to increase awareness and participation among college stakeholders in accreditation related activities. For example, in fall 2016 staff, faculty and administration from both Foothill and its sister college De Anza College came together to learn and share thoughts about “[Linking Accreditation with Student Equity](#)” during the District Opening Day.

Additionally, a two-day [Accreditation Leadership Summit](#) was organized in November 2016 in an off campus setting to bring together individuals participating in the self-study process. The retreat provided the self-study teams an essential opportunity to discuss, collaborate, and develop a shared understanding on the full breadth of the accrediting process and recognize each other’s role as leaders in the initiatives surrounding accreditation. The outcome of this retreat was unanimity and clarity among the teams on the topics of the Quality Focus Essay and plans for implementation.

The Planning and Resource Council (PaRC) is a campus shared governance council and is composed of members from all constituent groups at the College. The PaRC received regular updates on the accreditation related activities. The [PaRC](#) meetings and documents are published on its website and the meetings are open to all students, staff, faculty, and administration. The Academic Senate also provided regular updates to faculty about the accreditation related activities on campus. The Academic Senate [meeting minutes](#) are posted on their website.

The resulting outcome of these open and transparent collegial and participatory processes is the presentation of this Institutional Self-Evaluation. Foothill College undertook the active participation of all constituent groups to comprehensively describe and substantiate with relevant evidence, that the College fully meets the 2014 Accreditation Standards.

Accreditation Self-Study Timeline

Draft Timeline Milestones
Spring 2016 <ul style="list-style-type: none">• Assign standards and training to Self Study teams• Add accreditation info to website
Fall 2016 <ul style="list-style-type: none">• Gather and organize evidence• Accreditation survey and results• ACCJC training/workshop• Teams complete first draft• Website development

Winter 2017

- Quality Focused Essay (QFE) complete
- Teams continue work on Self Study
- Continue to incorporate campus feedback; finalize Self Study (Winter & Spring 2017)
- Editor puts document into a single voice and format (as per ACCJC Manual)

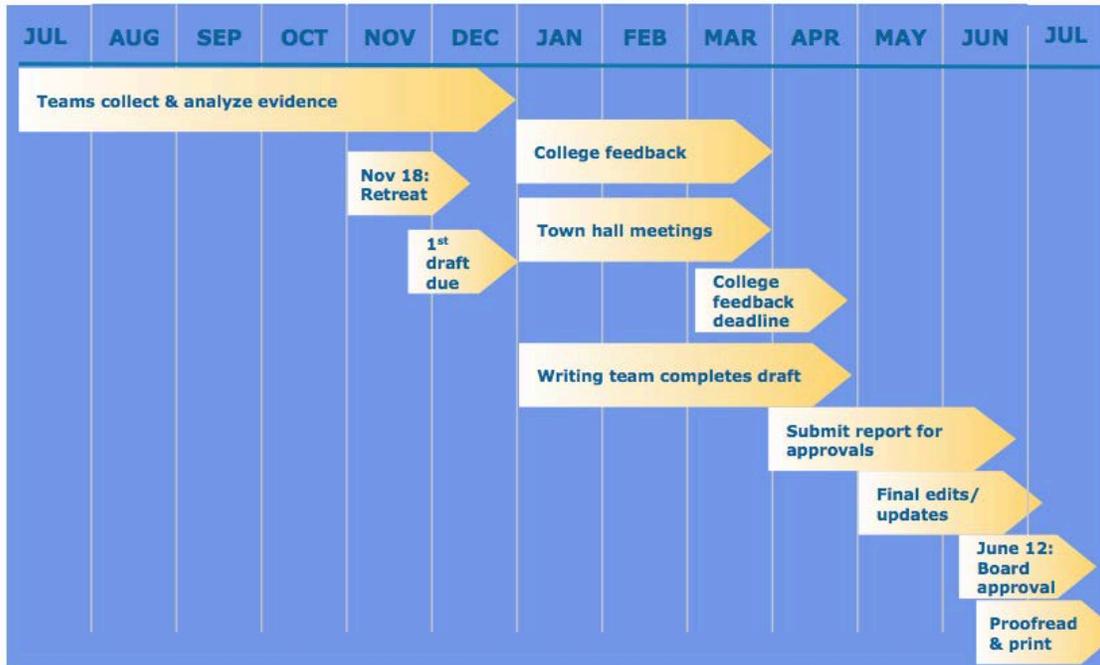
Spring 2017

- Draft approval by Board of Trustees
- Incorporate changes, check links
- Continue to incorporate campus feedback; finalize Self Study (Winter & Spring 2017)
- Final editing and distribution to constituent groups for approval
- Self Study to print; copies to teams; compile hard copies of evidence for team visit

Fall 2017

- File the Comprehensive Self Study with the ACCJC
- Countdown to site visit
- Team welcome packets/brochure

Foothill College Accreditation Timeline 2016 - 2017

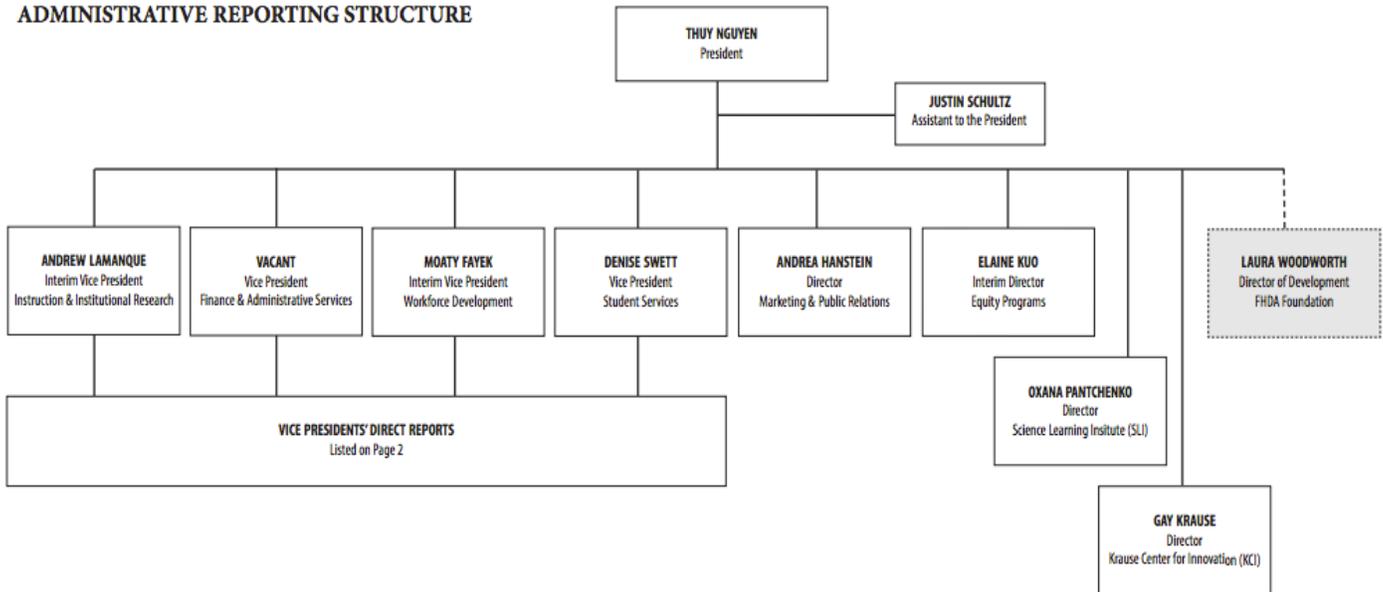


Organizational Information

Organizational Information

Organizational Structure

FOOTHILL COLLEGE 2016 - 2017 ADMINISTRATIVE REPORTING STRUCTURE



District-College Functional Map

http://research.fhda.edu/downloads/2016%20District%20Function%20Map_FINAL%20-%202011.09.16.pdf

Delineations of Functions Map

Foothill-De Anza Community College District

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

College	District

4D: Multi-College Districts or Systems

4D1	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
4D2	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
4D3	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4D4	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
4D5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
4D6	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
4D7	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

FOOTHILL COLLEGE SELF EVALUATION

**Certificate of Continued Institutional Compliance
with Eligibility Requirements**

Certificate of Continued Institutional Compliance

with Eligibility Requirements

As outlined in the *Manual for Self-Evaluation* (October 2015), this section illustrates how the College meets Eligibility Requirements 1-5. The remainder of the Eligibility Requirements is addressed in the Accreditation Standards within the relevant sections of “Evidence of Meeting the Standard” and “Analysis and Evaluation.”

Eligibility Requirement 1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Foothill College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Foothill-De Anza Community College District.

The Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges accredits Foothill College. The Council on Postsecondary Accreditation and the U.S. Department of Education recognizes Foothill as a community college. In addition, Foothill College is accredited by the American Veterinary Medical Association, American Dental Association Commission on Dental Accreditation, American Medical Association Council of Medical Education and Commission on Accreditation of Allied Health Education Programs.

Foothill College meets Eligibility Requirement 1.

Eligibility Requirement 2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Foothill is operational, with students actively pursuing its degree programs. Enrollment history and demographic information about our student population is publicly available through the Institutional Research & Planning website at <http://research.fhda.edu>. The current schedule of classes is posted on the Foothill College homepage at www.foothill.edu/schedule.

Foothill College meets Eligibility Requirement 2.

Eligibility Requirement 3. Degrees

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Foothill College offers 75 two-year Associates of Arts or Science degrees, 23 Associates degrees for transfer, 3 skills certificates, and 66 certificates of achievement. A student enrolled full-time can usually complete the degree requirements in two academic years. The associate degree requirements are completion of 90 quarter units of credit in the prescribed courses, including 32-61 quarter units from the General Education areas based on students' degree goal. These requirements provide a breadth of knowledge outside of the students' focused major. Students seeking a degree must also demonstrate proficiency in reading, written expression and mathematics (Degrees and Certificate Programs: <https://foothill.edu/programs/>)

In 2015-16 the College awarded 1,630 associate degrees, 355 of which were transfer degrees, and 530 certificates (Awards: http://foothill.edu/staff/irs/programplans/PR_Data_16-17/DegreeData/Div-awards-all.pdf)

Evidence

1. Degree and Certificate Programs

<https://foothill.edu/programs/>

2. Awards

http://foothill.edu/staff/irs/programplans/PR_Data_16-17/DegreeData/Div-awards-all.pdf

Foothill College meets Eligibility Requirement 3.

Eligibility Requirement 4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Board of Trustees appointed Foothill College's chief executive officer, Thuy Thi Nguyen who serves as the seventh President of Foothill College in Los Altos Hills, California, and a position she has held since July 2016. Board policy ([BP 2430](#)) delegates the authority for district management to the chancellor, who, in turn, has delegated authority for the administration of the College to the president. The president leads the College in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Foothill College president has primary responsibility for the quality of the College.

Foothill College meets Eligibility Requirement 4.

Eligibility Requirement 5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Board of Trustees of the Foothill-De Anza Community College District provides for an annual external financial audit by an independent CPA firm of its federal, state, grant, foundation and bond funds. The audit reports are widely presented to various committees including the Audit and Finance Committee of the board of trustees, district budget committee, and the Citizen's Bond Oversight Committee. The final audit report is reviewed and accepted by the board of trustees.

For fiscal year 2015-16, the district was issued an unmodified audit opinion. Foothill college did not receive any audit findings in the most recent audit report and has not received a finding in the last five years.

Foothill-De Anza Community College District Annual Financial Report June 30, 2016:
<http://business.fhda.edu/downloads/FHDACCDAuditedFY1516final.pdf>

Foothill-De Anza Community College District Measure C Bond Statements June 30, 2016:
[http://www.boarddocs.com/ca/fhda/Board.nsf/files/AG8QSK6AB7A9/\\$file/Financial%20Audit%20%26%20Performance%20Audit%20-%20Measure%20C%20Bonds%20-%20June%202016.pdf](http://www.boarddocs.com/ca/fhda/Board.nsf/files/AG8QSK6AB7A9/$file/Financial%20Audit%20%26%20Performance%20Audit%20-%20Measure%20C%20Bonds%20-%20June%202016.pdf)

The default rates for Foothill College fall within an acceptable range. The college's three-year cohort default rates during the last cohort years were well below the Department of Education's 30 percent threshold. In 2011 the default rate was 16 percent, in 2012 it was 14 percent and in 2013 it was 20 percent. Additional information regarding Foothill's compliance with Title IV federal regulations can be found in the college's response to the Policy on Institutional Compliance with Title IV.

Evidence

1. District Financial Statements
<http://business.fhda.edu/financial-reports/index.html>
2. District Bond Statements
<http://measurec.fhda.edu/annual-reports/>

Foothill College meets Eligibility Requirement 5.

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Founded in 1957, Foothill College is one of two accredited institutions in the Foothill-De Anza Community College District. Along with its sister college De Anza, the Foothill-De Anza District serves the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale, and west San Jose, which have a population of over 400,000 residents. Located in the heart of California's Silicon Valley, the college sits on 122 rolling acres in Los Altos Hills, is 40 miles south of San Francisco and 20 miles north of San Jose. Foothill College celebrated its 59th anniversary in fall 2016 and is locally, nationally, and internationally regarded. From the first graduating class of 37 students in 1960, the institution has grown to serve over 28,000 students in 2014-15 and employed over 750 faculty, classified staff, and administrators in fall 2015 [[I.A-1](#), [I.A-2](#)].

As of January 2016, Foothill College offered 20 Associate Degrees for Transfer, 26 Associate of Arts degrees, 27 Associate of Science degrees, and 25 Certificates of Achievement programs [[I.A-3](#)]. Beginning in fall 2016, the college began offering dental hygiene courses for the bachelor's degree as part of the state's new baccalaureate degree pilot program. The new program permits 15 community colleges (out of the system's 113 institutions) to develop and offer bachelor's degrees in fields of study not historically available by the California State University or University of California systems.

As one of the first California community colleges to offer instruction via the Internet, the institution is committed to providing educational opportunities and student support in both face-to-face and online (internet/web-based) modalities. The college also offers fee-based community education courses geared toward personal development.

The Foothill College Mission Statement has undergone 3 revisions since the last accreditation self-study, in 2013, 2016, and 2017. In addition, the College Vision Statement was reviewed in fall 2014. The first mission review in 2013 was scheduled as part of the accreditation planning calendar [L.A-4]. In that review, PaRC recommended a mission statement that continued the college's focus on diversity/equity and community for students seeking transfer as well as career opportunities. In fall 2014, PaRC approved a new vision statement, which continued to focus on the themes of equity and community:

Our Vision

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good.

During that time there was a discussion about the differences between Mission and Vision statements. The information below was shared with PaRC in fall 2015 [L.A-5]. See Figure X below.

Figure X – Mission Statement Review Background Information

A Mission Statement:

- Defines the present state or purpose of an organization;
- Answers three questions about why an organization exists - **WHAT** it does; **WHO** it does it for; and **HOW** it does what it does;
- Is written succinctly in the form of a sentence or two, but for a shorter timeframe (one to three years) than a Vision statement; and
- Is something that all employees should be able to articulate upon request.

A Vision Statement:

- Defines the optimal desired future state - the mental picture - of what an organization wants to achieve over time;
- Provides guidance and inspiration as to what an organization is focused on achieving in five, ten, or more years [L.A-6].

From the discussion, a summary of themes emerged relating to the College:

- Serving students from less advantaged backgrounds
- Important for students to learn specific academic content
- Helping to develop good citizens

The 2016 mission revision was approved “out of cycle” as feedback from the community in spring 2015, in conjunction with the development of the revised Educational Master Plan, was thought to warrant an additional review [I.A-7]. The feedback, grounded in data on Foothill students and programs, resulted in robust discussions about college goals. That review resulted in PaRC approving a new mission statement that brought back some of the previous language but continued the focus on equity and community. Environmental Scan data was presented that reviewed data on the college’s student populations [I.A-8].

The discussion considered the term "members of the workforce as future students and as global citizens" as an indication of the types of degrees and certificates the college offered. It was intended to be a broad statement that included our transfer and Career Technical Education (CTE) programs as well as our bachelor degree program. While it did not specifically mention "associate, bachelor degrees and certificates," the intent was the same. The words were selected to be more student-friendly, more focused on student outcomes, and less bureaucratic in nature.

The term "for all California student populations" was chosen deliberately as the college does see its intended student population as being from communities outside the district service area. The college offers courses and programs, which attract students from all over California. The reference to serving a broader geographic area is also noted in our Vision Statement: "educates students from diverse backgrounds that represent the demographics of the Bay Area."

The term “obtain equity in the achievement of student outcomes” was deliberately chosen to focus on equity in terms of student learning and student achievement. The focus on student learning is thus the foundation on which college goals and plans are built.

During the six-month substantive change visit for the Dental Hygiene Bachelor Degree in February 2017, the team recommended “that the college review the Mission statement and ensure it includes offering a B.S. degree as part of the Mission.” Given that mentioning the types of awards does add some clarity for some constituents, and the ACCJC standards specifically mentions these terms, PaRC once again decided to review the mission statement. During this discussion it was decided in spring 2017 to add the sentence: “Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.” Figure X below summarizes the recent changes to the mission statement.

Figure X - Recent Changes to the Foothill College Mission Statement

2011 Self Study (Approved in 2009 by the Board??)

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

May 1 - June 2013, PaRC

Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

February 2016

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

May 2017

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

[I.A-9, I.A-10]

The current mission statement focuses on students but also speaks to the work that employees do in helping students to learn and achieve their goals.

Data shows that most of our online students are from Santa Clara County and the Bay Area [I.A-11]. We also have online students from around California, for example, UC and CSU students taking a class with us during the summer [I.A-12].

Student Accreditation Survey results in spring 2016 indicated that the vast majority of student respondents (92%) did strongly agree or agree that “the mission of this college describes its broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement” [I.A-13].

Our international students (about 1,000 students representing about 8% of credit headcount in fall 2016) live primarily in Santa Clara County [I.A-14]. The International Student Program (ISP) supports the college institutional learning outcome of Community/Global Consciousness and Responsibility as well as the Educational Master Plan goals of equity, community, and resources. ISP also works toward the goal of enabling all students to become global citizens. ISP not only supports students from different social, religious, and ethnic backgrounds, it is also part of Foothill’s international recruitment strategy to visit developing and underserved countries. By doing this, ISP is able to meet one of its goals to provide domestic students from underserved backgrounds, who may never have an opportunity to travel abroad, a chance to interact and get to know people from over 70 countries. International education and cross cultural exchange is one approach in fostering world peace and helps to create positive relationships between people from different backgrounds. Foothill brings the world to students, equipping both domestic and international students with a global skill set and cultural competency. In the process, Foothill has become a leader in international education and is currently listed #11 in the nation for the number of international students at the Associate’s Degree level according to the International Institute of Education’s 2016 Open Doors report [I.A-15].

Online students now represent about 30% of total credit enrollment [I.A-16].

Many of these students are also enrolled in an on-campus course at the college [I.A-17]. Foothill seeks to serve these students to empower them to achieve their goals as members of the workforce, as future students, and as global citizens and thus, offers a variety of courses online. The online courses allow us to provide access to an education for students that otherwise would not have the opportunity, thus fulfilling our mission and educational master plan goals.

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

- A2: Reduce barriers and facilitate students’ ease of access across the District and region; and
- A5: Partner with business and industry to prepare students for the workforce.

Instructional and student services are focused on increasing access and success for underserved students in the careers and transfer pathways more represented and needed in Silicon Valley. The Onizuka site is close to population growth areas and the source of much of Foothill-De Anza’s current student population. The site is located in an attractive area in Moffett Business Park, a

dynamic and growing part of Sunnyvale with access and proximity to key employers in the region [I.A-18, I.A-19].

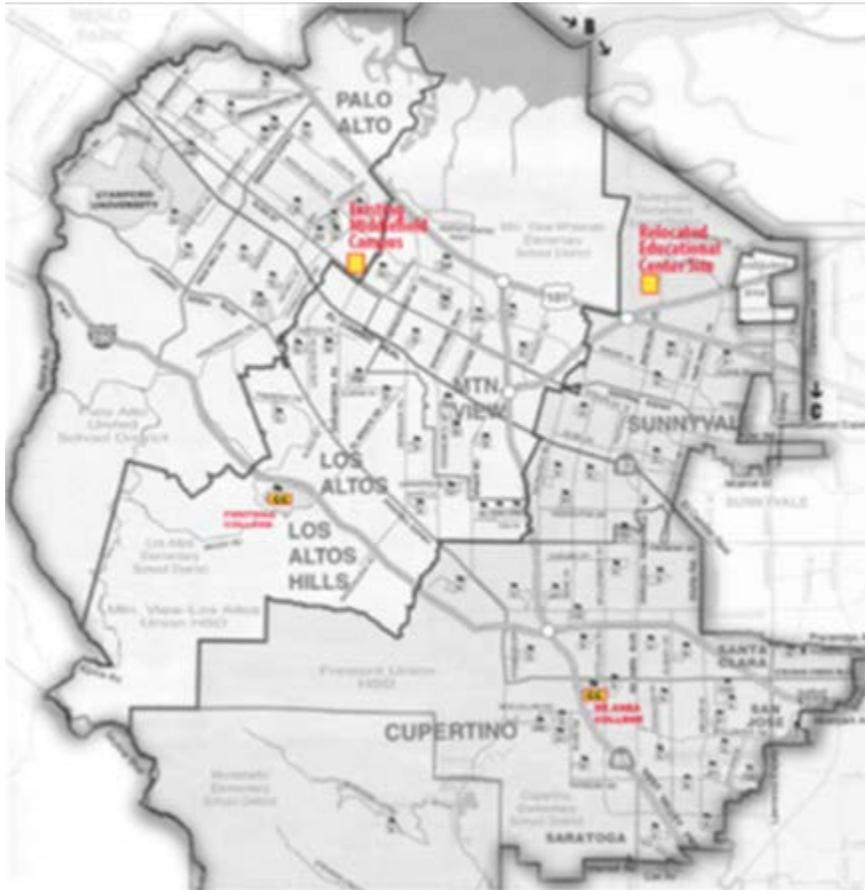


Figure X - Foothill College Mission Statement Annotated with ACCJC Standard IA1

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

Legend

- Institution's broad educational purposes
- its commitment to student learning and student achievement
- its intended student population
- the types of degrees and other credentials it offers

Bachelor Degree

The bachelor degree is explicitly mentioned as part of the Foothill College Mission Statement. In addition, the Dental Hygiene program is consistent with the college mission statement to focus on “career preparation and enhancement.” Foothill College has a long history of serving students for career preparation and enhancement, offering a range of Allied Health and other Career and Technical Education programs. The new baccalaureate degree serves our community by providing career preparation demanded by practitioners in the field.

Analysis and Evaluation

Foothill College meets this standard. The mission statement addresses the college’s educational purpose, defines its student population, demonstrates a commitment to student learning and achievement, and addresses the types of degrees awarded. The college has used data and dialogue to inform revisions to the mission statement to keep the college focused on its goals.

Standard I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The 2016 mission statement revision came after community input and data analysis connected to the development of our Educational Master Plan and Goals. Throughout the year, the college looks at data to see how it is accomplishing its mission. This data includes CCCC Score Card data presented to the Board of Trustees, Program Review data, IEPI Indicators, and ACCJC Standards all presented to PaRC [\[I.A-20\]](#). This data includes an examination of student success rates, transfer and degree attainment, as well as licensure passage rates.

In addition, in fall 2016 the college agreed to a set of Annual Strategic Objectives. The purpose of the college’s strategic objectives is to operationalize the Educational Master Plan on an annual basis, thus enabling the college to make progress toward implementing its Educational Master Plan. The strategic objectives serve as a framework to prioritize college resources and workflow for the year, thus providing organizational focus and direction.

Figure X

2016-17 Strategic Objectives

The Educational Master Plan has three goals: Equity, Community, and Improvement and Stewardship of Resources. The four college strategic objectives that will operationalize these 3 EMP goals for academic year 2016-17 are:

I. Sunnyvale and Enrollment Growth – more than 1.5% FTES growth, with successful operation of Sunnyvale Education Center

II. Hispanic Serving Institution (HSI)– 22.3% to 25% Latino students

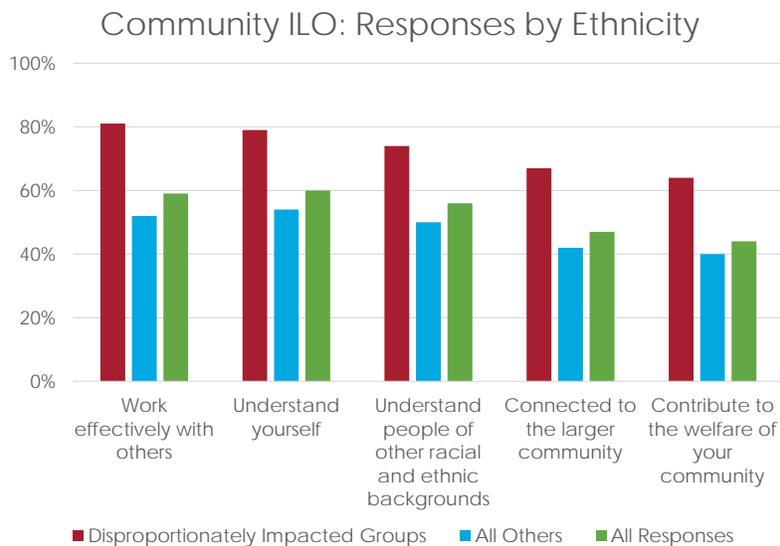
III. Equity plan – implementation and assessment

IV. Accreditation – College Self-Study & BS dental hygiene

[\[I.A-21, I.A-22\]](#)

The college also periodically examines the Institutional Learning Outcomes using survey data. For example, in spring 2016, a student accreditation survey was conducted asking students to respond to questions on how well they thought the college had prepared them in the competency areas covered by the ILOs. As noted in Figure X below, the majority of students responded favorably, and interestingly, disproportionately impacted students had more positive responses than other students.

Figure X



[\[I.A-23\]](#)

An employee accreditation survey also asked whether “Educational programs are regularly reviewed (e.g. program review, program learning outcomes) for consistency with the college mission and master plan goals” and 77% responded Strongly Agreed or Agreed. In addition, each year we conduct a Governance Survey to assess how the college is doing [[I.A-24](#), [I.A-25](#), [I.A-26](#)].

An online program review tool is available to all faculty and staff. The tool allows programs to complete the comprehensive program review template but also allows analysis of student achievement by various subpopulations. For example, separate reports are run to compare online sections to on-campus sections at the department and course level. [[I.A-27](#), [I.A-28](#)]

The online program review tool also allows the analysis of different cohorts of students such as EOPS and First Year Experience. In addition, institutional research conducts studies that track student progress through a sequence of courses for different groups such as Puente [[I.A-29](#)]. The data and surveys are examples of how the college monitors progress towards meeting the needs of students as articulated in the mission statement.

The Educational Master Plan outlines a set of suggested metrics for tracking institutional effectiveness. The indicators include scorecard metrics and IEPI goals that had been used to monitor institutional progress towards achieving its mission and goals. In spring 2017 these metrics were formalized and recommended by PaRC as a means for tracking institutional progress.

Bachelor Degree

The Dental Hygiene program monitors degree completion, licensure passage rates, and job placement on a continuous basis. The department engages in a continuous dialogue about student learning and program improvement within the college and with its advisory board. The program conducts annual and comprehensive program reviews to analyze its performance.

Analysis and Evaluation

Foothill College meets this standard. The institution has implemented structures and processes to assess how well it is meeting its mission. The institution uses assessment results to set institutional priorities and improve practices and processes towards meeting its mission.

Standard I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Foothill College's Mission and Vision statement state:

Mission

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student population and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene. (Approved by the Board of Trustees, May 1, 2017)

Vision

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good.

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

The college planning and resource prioritization process is documented in the annual planning calendar, which is posted on the PaRC website [I.A-30]. The calendar, which sets the agenda and priorities for the year, is reviewed every summer and presented for approval at the first PaRC meeting in the fall quarter. The annual calendar is aligned with the six-year planning calendar, which captures a more extended timeline for key planning processes, including accreditation, SLOs/PLOs, program review, planning, and resource prioritization. Both documents are publicly available and distributed to the college community so that all constituents are informed of the upcoming agenda items.

PaRC serves as the centralized organization where planning and resource prioritization discussions occur, and these conversations are documented through detailed minutes and posted on the PaRC website, all of which are accessible to any interested constituents [I.A-31]. This

communication is also used to help with evidence-based decision making related to planning and resource allocation. The annual governance survey continues to serve as a primary vehicle to evaluate the college's planning and resource prioritization process.

Both quantitative and qualitative data are used in the planning and resource prioritization process, specifically as it relates to evaluation and assessment of institutional effectiveness. The district's Institutional Research & Planning Office continues to play a key role regarding data dissemination, discussion, and interpretation. One example includes the use of program review data sheets that provide detailed information regarding enrollment, student demographics, and success rates down to course-level detail. Labor market data are also generated to assist with the program review process [\[I.A-28\]](#).

The Foothill College Master Plan goals encompass three themes that flow from the Mission Statement: Equity, Community, and Stewardship. The themes guide institutional decision-making, planning, and resource allocation and focus on student success in the classroom. Institutional plans, including the equity, facilities, and technology plans, have been guided by these themes and thus, by the mission statement.

In addition, program review incorporates questions that ask programs to reflect on aspects of the Educational Master Plan, including the EMP goals. Reflections on equity, community (dialogue), stewardship of resources, and student learning and achievement are all included in the comprehensive program review template and require programs to indicate how they contribute to these campus goals [\[I.A-32\]](#). The Program Review Committee evaluates the documents and provides feedback to the programs and the college. Starting in 2016, the PRC also provides institutional suggestions on improvements based on themes found in the program reviews [\[I.A-33\]](#).

The Facilities Master Plan is driven by three Facilities Planning Principles:

- Equity – Promote Student Success
- Community
- Resources

The Facilities Planning Principles were derived from the college, Mission, Vision, and Educational Master Plan ([Figure X](#)).

Figure X

Foothill College Facilities Planning Framework



[I.A-34]

The Technology Master Plan aligns with the College Mission by guiding use of technology to meet strategic capabilities that enhance student access to instructional and student services regardless of location, time, and ability [I.A-35].

The Foothill College Student Equity Plan supports the College Educational Master Plan goal of reducing barriers and facilitating students' ease of access across the District and region. As stated in the Educational Master Plan, the college is committed to implementing activities to improve the achievement of student outcomes among those population groups experiencing disproportionate impact. The College is also committed to creating a culture of equity that promotes student success, particularly for underserved and underrepresented students [I.A-36].

Each year, the Mission Workgroups present to PaRC their Objectives and Reflections for the year, using a standard form that includes a mapping to educational master plan goals as well as Institutional Learning Outcomes [I.A-37].

The employee accreditations survey indicates that it is widely understood that the college mission statement is used to guide institutional planning and resource prioritization with 75 percent of respondents indicating agree or strongly agree [I.A-38]. See Figure X below for additional data from the accreditation survey regarding the mission statement.

Figure X- Summary of the Results from the Employee Accreditation Survey for Standard I

The majority of respondents (about 70% or more) strongly agreed/agreed with each statement.

- Q5: The college mission statement is used to guide institutional planning and resource prioritization.
 - 75% of employee respondents agreed with this statement.
 - Employee groups with more than 75% agreement include administrator (93%) and classified professional (84%) compared to full-time (73%) and part-time (58%) faculty.

- Q6: The college mission statement is reviewed and updated as necessary.
 - 70% of employee respondents agreed with this statement.
 - Employee groups with more than 70% agreement include administrator (87%), classified professional (81%) and full-time faculty (74%) compared to part-time (42%) faculty. Most of the part-time faculty chose do not know/does not apply (54%).

- Q7: The college mission maintains ongoing dialogue about the continuous improvement of student learning and institutional processes.
 - 87% of employee respondents agreed with this statement.
 - Employee groups with more than 87% agreement include administrator (100%) and classified professional (93%) compared to full-time (83%) and part-time (81%) faculty.

5. The college mission statement is used to guide institutional planning and resource prioritization

Response	N	%
Strongly Agree	21	19%
Agree	63	56%
Disagree	10	9%
Strongly Disagree	1	1%
Don't know/Doesn't apply	17	15%
Total	112	100%

30. Financial planning is linked to college mission and goals

Response	N	%
Strongly Agree	12	11%
Agree	49	45%
Disagree	14	13%
Strongly Disagree	1	1%
Don't know/Doesn't apply	34	31%
Total	110	100%

[I.A-39]

Resource requests are included on the program review template. The Operations Planning Committee (OPC) reviews these requests using a rubric that is published each year. The rubric includes a minimum requirement that the request aligns with the college mission and at least one educational master plan goal.

Figure X – OPC Rubric Excerpt

Meets Minimum Requirements Yes / No

- Minimum requirements include alignment with college mission and having a completed program review that includes the resource request.
- Minimum requirements align with at least one goal of Education Master Plan.

OPC recommendations are presented to the Planning and Resource Council (PaRC) each year, with PaRC making the final recommendation to the college president. Faculty Prioritization Requests are reviewed using Program Review data which focuses on student success/achievement [L.A-40].

The college includes an analysis of enrollment by location each term at census. The information in Figure X was extracted from a recent census report [L.A-41].

Figure X

Students residing near South Santa Clara County had a higher rate of change in headcount. For example, Latino/a headcount increased the most near the East Bay corridor (+69), a 7% increase from the previous winter term. In comparison, their headcount near South Santa Clara County increased by 14%.

Table 15. Headcount among Target Groups within Santa Clara County, Winter 2016 and Winter 2017

Ethnicity	Zip Code Grouping	2016	2017	Change	% Change
		HC	HC	HC	HC
African American	Cupertino, Sunnyvale, Los Altos, Mountain View, Palo Alto, Los Gatos, Saratoga	102	95	-7	-7%
	San Jose East of 880, Alviso, Milpitas, Fremont, Union City, Newark, Hayward, East Palo Alto	166	173	7	4%
	San Jose Other, Santa Clara, Morgan Hill, Gilroy, Campbell	66	69	3	5%
	Subtotal	334	337	3	1%
Filipino	Cupertino, Sunnyvale, Los Altos, Mountain View, Palo Alto, Los Gatos, Saratoga	113	118	5	4%
	San Jose East of 880, Alviso, Milpitas, Fremont, Union City, Newark, Hayward, East Palo Alto	333	356	23	7%
	San Jose Other, Santa Clara, Morgan Hill, Gilroy, Campbell	50	58	8	16%
	Subtotal	496	532	36	7%
Latino/a	Cupertino, Sunnyvale, Los Altos, Mountain View, Palo Alto, Los Gatos, Saratoga	549	601	52	9%
	San Jose East of 880, Alviso, Milpitas, Fremont, Union City, Newark, Hayward, East Palo Alto	1,005	1,074	69	7%
	San Jose Other, Santa Clara, Morgan Hill, Gilroy, Campbell	274	311	37	14%
	Subtotal	1,828	1,986	158	9%
Total	2,658	2,855	197	7%	

The linkage between the mission and planning is reflected in shared governance meeting minutes. See Figure X for examples.

Figure X-Examples of Documents and Minutes Which Demonstrate Importance of Mission

Integrated Planning and Budget Process Calendar helps illustrate mission statement drives planning (per Elaine, document will be updated and sent to PaRC this spring) [I.A-42] – Is this the right document for the evidence??]

Added fifth workgroup (equity), which is reflected in mission statement [I.A-43]

Student equity added to program review template [I.A-44]

Program review template [I.A-45]

Governance handbook mentions mission drives planning [I.A-46]

Planning calendar, which includes mission revision schedule [I.A-4]

PaRC discussed updating mission statement, but decides to wait for EMP to be finalized [I.A-47]

Bachelor Degree

The Foothill College offers a Bachelor of Science Degree in Dental Hygiene. The Dental Hygiene program seeks to meet the institutional standard for student achievement. The new Dental Hygiene program is consistent with the college mission statement to focus on “career preparation and enhancement.” Foothill College has a long history of serving students for career preparation and enhancement offering a range of Allied Health and other Career and Technical Education (CTE) programs. The new baccalaureate degree will serve our community by providing career preparation demanded by practitioners in the field.

Figure X

Dental Hygiene Program Mission Statement:

The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists and who will positively impact the oral health status of the community. This education includes courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of Dental Hygiene practice. This education will provide the students with a foundation to pursue life-long learning [I.A-48].

Analysis and Evaluation

The college meets this standard. Planning and decisions are consistently linked to the institution’s mission statement, starting with Educational Master Plan goals. Campus decision-making bodies focus their work on improving student success (as measured by student outcomes and student achievement data). The Mission Workgroups, PaRC, OPC, and PRC analyses and decision-making are all guided by the core themes found in the mission statement.

Standard I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Eligibility Requirement 6 states:

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (ER 6)

Evidence of Meeting the Standard

The college mission statement is reviewed and updated as necessary. Changes to the mission statement were approved by the Board of Trustees on June 17, 2013, February 08, 2016, and May 1, 2017 [I.A-49, I.A-50, [I.A-51](#)]. A periodic review of the mission statement is included in the PaRC planning calendar and is scheduled to be completed before an update to the Educational Master Plan [[I.A-4](#)].

Since the last Accreditation visit in fall 2011, there have been two additional out-of-cycle mission statement revisions. In each case, PaRC – representative of broad campus-wide contingencies -- reviewed proposals and discussed the mission in relationship to changing programs and student demographics.

The out-of-cycle review begun in fall 2015 came as a result of broad campus input on educational goals as part of the development of the educational master plan. The input included qualitative (survey, focus groups, and town hall feedback), as well as quantitative data on our student populations [[I.A-52](#), [I.A-53](#), [I.A-54](#)].

The second out-of-cycle review, which added that the college offers a bachelor degree, was in response to the new Bachelor Degree program in Dental Hygiene approved by the college curriculum committee, PaRC and the Board of Trustees [[I.A-55](#)].

The mission statement is included on the college website and the college catalog, and it is printed in prominent places around campus [[I.A-50](#), [I.A-51](#), I.A-52]. According the employee accreditation survey conducted in spring 2016, most Foothill employees agreed that the mission stated was periodically updated [[I.A-39](#)].

Analysis and Evaluation

The college meets this standard. The mission statement is reviewed periodically in a campus-wide dialogue that is informed by data and the mission statement is widely published. In addition, changes to the college mission statement are approved by the Board of Trustees.

Standard I.A List of Evidence

- [I.A-1](#) Educational Master Plan 2016-2022
- [I.A-2](#) Institutional Research, Foothill Fast Facts
- [I.A-3](#) Foothill website: Degrees, Certificates, and Transfer Programs
- [I.A-4](#) Planning and Resource Council (PaRC) Planning Calendar, 2011-2017
- [I.A-5](#) Planning and Resource Council (PaRC) Meeting Minutes, November 19, 2014
- [I.A-6](#) *Psychology Today*, “Unleashing the Power of Vision and Mission”
- [I.A-7](#) Educational Master Plan (EMP) Meeting Minutes, May 13, 2015
- [I.A-8](#) EMP Steering Committee Presentation: Environmental Scan, May 13, 2015
- I.A-9 Planning and Resource Council (PaRC) Meeting Minutes, April 2017
- I.A-10 Board Minutes, May 2017
- I.A-11 Data showing regional location of online students
- [I.A-12](#) Early Summer 2015 and 2016 Census Enrollment Comparisons Report
- [I.A-13](#) Institutional Research and Planning Memo, November 4, 2016
- I.A-14 IR data on international student location
- [I.A-15](#) International Institute of Education Open Doors Report, 2016
- [I.A-16](#) Fall 2015 and 2016 Census Enrollment Comparisons Report
- I.A-17 ??
- I.A-18 : Relocation From Middlefield (Palo Alto) to the Sunnyvale Center (Sunnyvale), Summary Presentation to PaRC, Andrew LaManque, February 17, 2016
- [I.A-19](#) Substantive Change Proposal: Relocation of Middlefield Center to the Sunnyvale Center
- [I.A-20](#) Foothill website: President’s Office, Institutional Effectiveness Indicators
- [I.A-21](#) 2016-17 Annual College Strategic Objectives
- [I.A-22](#) Foothill College Opening Day Presentation, September 23, 2016
- [I.A-23](#) Accreditation Student Survey: Disaggregated Findings, December 5, 2016
- [I.A-24](#) EMP Goals and Strategies: Building the Bridge, presentation to PaRC, March 2, 2016
- [I.A-25](#) Institutional Set Standards and Goals, presentation to PaRC, March 2, 2016
- [I.A-26](#) CCCCCO Student Success Scorecard presentation to Board of Trustees, August 29, 2016
- I.A-27 From online program review tool on April 20, 2017
- [I.A-28](#) Foothill website: Program Review Data Sheets
- [I.A-29](#) English Integrated Reading Writing (IRW) Program Tracking, 2014-15
- I.A-30 Annual Planning Calendar
- [I.A-31](#) Foothill website: Planning and Resources Council (PaRC)
- [I.A-32](#) Comprehensive Instructional Program Review Template
- [I.A-33](#) Program Review Committee (PRC): College-wide Observations and Institutional Effectiveness Suggestions, Spring 2016
- I.A-34 Facilities Master Plan
- I.A-35 Technology Master Plan
- I.A-36 Student Equity Plan
- [I.A-37](#) Core Mission Workgroup Objectives for 2016-2017, Basic Skills
- [I.A-38](#) Institutional Research and Planning Memo, December 6, 2016
- [I.A-39](#) Foothill College Employee Accreditation Survey results
- [I.A-40](#) OPC 2015-16 Resource Request Rubric for Prioritization
- [I.A-41](#) Winter 2016 and 2017 Census Enrollment Comparisons Report
- [I.A-42](#) Educational and Strategic Master Plan, 2010-2020, version 2.0
- [I.A-43](#) Planning and Resource Council (PaRC) Meeting Minutes, October 16, 2013

- [I.A-44](#) Planning and Resource Council (PaRC) Meeting Minutes, October 15, 2014
- [I.A-45](#) Comprehensive Instructional Program Review Template, 2014-2015
- [I.A-46](#) Integrated Planning & Budgeting Governance Handbook
- [I.A-47](#) Planning and Resource Council (PaRC) Draft Meeting Minutes, December 5, 2012
- [I.A-48](#) Foothill website: Dental Hygiene Department
- [I.A-49](#) Study Session and Regular Meeting of the Board of Trustees Agenda, Feb. 08, 2016
- [I.A-50](#) Regular Meeting of the Board of Trustees Agenda Category, June 17, 2013
- [I.A-51](#) Board of Trustees Meeting Minutes, June 17, 2013
- [I.A-52](#) Foothill website: EMP Planning Documents
- [I.A-53](#) Out-of-Cycle Mission Statement Review Committee, Ideas v.4
- [I.A-54](#) Out-of-Cycle Mission Statement Review Committee, Ideas v.7
- [I.A-55](#) Substantive Change Proposal: Baccalaureate Degree in Dental Hygiene

Standard I.B Assuring Academic Quality and Institutional Effectiveness

Standard I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The college engages in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through a variety of methods and with regularity. Through the participatory governance process, the college collaborates on the creation of a shared vision, which identifies goals related to student learning and achievement. Efforts to communicate these priorities include internal and external stakeholders. Evidence of dialogue and its impact is demonstrated at different levels of the institution, and impacts student learning while supporting ongoing efforts for improvement.

To ensure that the institutional mission centers the discussion about student outcomes, equity, and academic quality, the college undertakes regular review of the mission statement as part of its accreditation six-year cycle planning calendar [\[I.B-1\]](#). Typically, the mission review occurs at least once during this cycle; however, this process is flexible and responsive to ensure alignment with institutional goals and with other planning efforts. In this cycle, these conversations are documented, discussed, and communicated through the participatory governance model that ensures opportunities for feedback [\[I.B-2, I.B-3, I.B-4\]](#). As noted in the Planning and Resource Council minutes (November 21, 2012), "...the Mission Statement must be reviewed every three years" and these discussions must be sustained with presentation of data regarding student demographics, experiences and outcomes [\[I.B-2, I.B-5\]](#). Documented discussion occurs about the integration between the college mission and college planning as it relates to ensuring institutional focus on student learning and achievement outcomes [\[I.B-6\]](#).

In 2015 the Educational Master Plan update prompted a revisit of the mission statement to ensure alignment with the newly identified institutional goals. Dialogue extended beyond the main participatory governance groups and invited all college constituents to participate in the proposed revisions. Consistent with the college's planning processes, the Planning and Resource Council minutes (February 20, 2013; November 15, 2015) document discussion of suggestions resulting from public feedback, such as open forums and online surveys into this mission statement revision process [\[I.B-7, I.B-3, I.B-8\]](#). The final document included the revised mission statement along with various proposed versions demonstrating the evolution of this substantive and collegial process [\[I.B-9\]](#).

When the college was granted to ability to award a bachelor's degree in dental hygiene in 2015, the institution's mission statement was once again revisited and revised to more accurately reflect the college's core educational purpose and student population focus [\[I.B-4\]](#). The mission statement revision process represents how Foothill College applies the cycle of continuous improvement and documents how these discussions evolve and inform the final product.

Planning processes, such as those related to the Educational Master Plan (EMP), rely on the review of student outcomes data as well as a regional data scan to determine whether the institutional goals, indicators, and targets set are being met [I.B-10, I.B-11]. Sustained and continuous dialogue about the Student Equity Plan indicators is another example of how the institutional commitment to institutional effectiveness is purposeful and action-oriented. The Student Equity Workgroup minutes (September 22, 2015) reflect the following prompt: “Using the Student Equity Plan, review the key factors...and identify the three groups with the biggest gap in each success area...begin thinking how we can implement success strategies...” The minutes document the process by which workgroup members reviewed student data and considered how institutional programs and activities can improve student outcomes [I.B-12].

Discussions related to equitable student outcomes in online learning also demonstrate how strategies and practices to narrow the achievement gap should be evidence-based and practitioner-focused [I.B-13]. Assessment of the institutional learning outcomes includes disaggregation by instructional method [I.B-14]. Both the Distance Education Advisory Committee (DEAC) and the Committee on Online Learning (COOL) contribute to the Distance Education Plan, which identifies specific goals based on assessment and evaluation of existing student-level, course-level, and program-level data. As noted in the COOL meeting minutes (December 7, 2016), committee members were asked to review the proposed metrics along with data regarding growth in online course supply and demand [I.B-15]. Beyond the participatory governance setting, individual programs have access to data down to the course level disaggregated by instructional method, allowing them to reflect on online course success rates in their program review [I.B-16].

Additional examples of these higher level conversations about academic quality as related to student experiences and success outcomes are also shared out at other participatory governance bodies, including Academic Senate, Classified Senate, and Associated Students of Foothill College [I.B-17, I.B-18, I.B-19].

The college’s governance process is inclusive and intentional in its organization to ensure a student-centered and mission-based focus. All campus constituents (administrators, classified professionals, faculty, and students) are represented by their respective organizations, all of whom appoint representatives to the main participatory governance body, the Planning and Resource Council (PaRC). Voting members are comprised of the leadership of the primary core mission workgroups (Basic Skills, Student Equity, Transfer, Workforce), representing branches of the Planning and Resource Council as well as the Educational Master Planning Committee. Representatives are also appointed to the various other Planning and Resource Council committees (Operations Planning, Program Review, Professional Development) and task forces (Integrated Planning and Budget). Conversations about student outcomes and assessment occur in these settings and are reported out at the Planning and Resource Council, including recommendations and feedback to the President related to program viability, resource prioritization, and governance and planning [I.B-20]. An Integrated Planning and Budget Taskforce is convened every summer and its agenda is set by the Planning and Resource Council’s recommendations to focus on institutional effectiveness efforts as related to procedures and policies that support ongoing improvement in student learning and achievement outcomes.

The program review process demonstrates an operational process by which the college engages in institutional dialogue regarding ongoing measures of academic quality and institutional effectiveness. All programs and units (administrative, instructional, and student services) participate in program review, a three-year cycle requiring a comprehensive review every third year. In general, programs and units are led by department heads or directors, the divisions are led by deans, and both are organized in areas that are overseen by vice presidents or the president. Collegial discussions occur through the program review process, which facilitates reflection and program improvement. The college places importance on documenting and sharing effective practices, as evidenced by the Program Review Committee's role in reviewing comprehensive program review documents and disseminating their findings and recommendations at the college's main participatory governance committee (Planning and Resource Council) [I.B-21]. The template used in the Program Review Committee's recommendations focuses on areas for commendation, improvements, and recommendations. The annual governance survey confirms that this process is ongoing, supporting a continuous improvement model, as the majority of respondents indicate that they received feedback on the document and/or process (79%) and found the feedback useful (71%) [I.B-22].

District and College Opening Days provide another opportunity to engage in dialogues that emphasize student learning, academic quality, and institutional effectiveness. At the fall 2016 College Opening Day, college constituents were presented with student achievement gap data along with the impact institutional efforts had on narrowing this gap [I.B-23]. The impact on student learning was cited with a five percent increase in overall course success rates (2012-13 to 2015-16: 68% to 73%) and a seven percent increase in online course success rates (2012-13 to 2015-16: 57% to 64%) among disproportionately impacted student groups.

Finally, policies (2222, 2223, 2224, and 2230) established by the Foothill-De Anza Community College District support the structuring of institutional dialogue through collegial consultation and opportunities for campus constituents to engage in the planning, resource prioritization, and the assessment process [I.B-24, I.B-25, I.B-26, I.B-27].

Analysis and Evaluation

Foothill College meets the standard. The institution demonstrates broad and continuous faculty, staff, student, and community engagement and collaboration in support of student success. This process is iterative, substantive, and collegial. Support from the Office of Institutional Research and Planning, a district-based unit that provides much of the data that is used to facilitate this process, is critical to this process. These data provide context for the college discussions about student learning and achievement, especially as it relates to institutional effectiveness. With the college mission statement at the center, the program review document is the primary process by which college-wide dialogue (occurring at the unit, division, and institutional levels) related to student outcomes occurs. The program review process drives both program viability and resource prioritization; the college documents these processes and resulting discussion to demonstrate that these conversations are sustained and ongoing. The college pursues a systematic process where emphasis on continuous improvement is an integral part of the process, as evidenced by the annual convening of the Integrated Planning and Budget Taskforce that produces recommendations and updates based on assessment of governance processes and procedures.

Plans for Future Action

While the institution has a very robust process for collaboration, the college community has recognized that improvements can be made in terms of involving additional participants and communicating information more efficiently and effectively. College-wide discussion in 2016-17 led to a Quality Focus Essay topic on improving the college's participatory governance system. Efforts to enhance student learning and narrow the achievement gap can be further facilitated by an effective participatory governance system, one that can initiate and sustain college-wide dialogue. In this context, governance becomes the common denominator in supporting and enhancing student success.

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

All programs and units of the college participate in a robust and continuous evaluation process, one that supports an iterative cycle of development, assessment, and revision. The college has established procedures and policies to document and support these efforts. As part of the continuous cycle of improvement, these policies and outcomes are assessed and evaluated so that effective practices can be identified and shared with the college.

The college has identified and assessed student learning outcomes (SLOs) at the institutional, program and/or unit, and course levels. The institutional learning outcomes (ILOs), also known as the four Cs -- Communication, Computation, Critical Thinking, and Community -- are aligned with the general education learning outcomes (GE-SLOs). Evaluations of these outcomes are conducted on a biannual basis, through customized questions on the Community College Survey of Student Engagement (CCSSE) and the Student Accreditation Survey [I.B-28]. The resulting discussions note how students self-report the degree to which their experience at the college contributed to their knowledge, skills, and personal development [I.B-29, I.B-30, I.B-31, I.B-32]. The “community” outcome continues to score lower for most students and this larger theme has informed the Educational Master Plan update process, where the “community” construct was explicitly identified as one of the institutional goals (along with “equity” and “improvement and stewardship of resources”).

The identification and assessment of each program’s or units’ student learning outcomes (SLOs) begin with its faculty and classified professionals as they determine what outcomes best demonstrate student learning through the development of knowledge, abilities, behavior, and/or skills. All program-level (PL-SLOs) and course-level student learning outcomes (CL-SLOs) are assessed regularly, and this process includes student activities outcomes (SA-SLOs) and administrative unit outcomes (AU-SLOs). This process helps identify data that will be used for program planning, curriculum development, and service improvements. The program review documents explicitly require each program to consider data trends in student success, in evaluating program efficacy and improvement [I.B-33 <https://foothill.edu/staff/irs/programplans/2014-2015/ProgramReviewTraining.pdf>]. The program review and operational planning committees then take these findings into consideration when reviewing program viability and prioritizing resource requests. Both these participatory governance groups include the discussion of data trends in their rubrics. [I.B-34 https://foothill.edu/staff/irs/Comprehensive_PR_Rubric_11.03.15.pdf (PRC); https://foothill.edu/president/opc-pdf/OPC_Rubric_Criteria_15-16.pdf (OPC)]

As such, the program review template explicitly asks for measures of success and descriptions about faculty dialogue regarding student learning outcomes, with prompts such as: “How has assessment and reflection of course-level student learning outcomes and course completion data led to course-level changes?” and “How has assessment and reflection of program-level student learning outcomes led to certificate/degree program changes and/or improvement?” [I.B-16,

II.B-35]. The type of inquiry is consistent across the instructional, student services, and administrative program review templates [I.B-36, I.B-37].

The student learning outcomes assessment process is sustained with assistance from the Office of Instruction and Institutional Research; the Office of Institution Research and Planning; and the Student Learning Outcomes Committee. The Office of Instruction and Institutional Research provides technical assistance through the management of the SLO data in the TracDat database system [TracDat screen shoot needed?]. This software provides the framework for defining and assessing student learning outcomes at all levels and allows for mapping the outcomes to the institutional learning outcomes.

The Office of Institutional Research and Planning supports these efforts by making student data available at the college-, division-, department-, course-, and section-levels, as well as outcomes related to the labor market, graduation and transfer rates. These data are available through an online portal [I.B-38, I.B-39].

Assessment efforts leading to expanded discussion and efforts to improve student learning outcomes emerge from the program review process. For example, the Psychology department's program review acknowledge the difference in course success rates between its online and not online courses along with efforts to decrease this achievement gap, which include the creation of a divisional online quality standards committee, implementation of a growth mindset intervention at the department level, along with connecting with Stanford researchers about intervention programs. The focus as noted on program review indicated, "These types of interventions have been found to increase grades and retention rates, especially for traditionally underserved students..." [14-15AnnualPR-BSS-PSYC.pdf] These efforts expand beyond just one department, crossing department and division boundaries, as a Psychology and Mathematics collaboration has emerged where "a growth mindset intervention for precalculus and calculus students...previous research has found that growth mindset interventions are particularly beneficial in math classes for traditionally underserved groups [14-15AnnualPR-BSS-PSYC.pdf, pgs.3-5].

The Chemistry department's program review serves as another example of how identifying and assessing student learning outcomes leads to improvements in teaching and learning. The student learning outcomes for Chemistry 1A include reflections such as, "Students struggled greatly with the concept of atomic spectra and energy levels...[and] absorption spectroscopy. More time and practice should be given to students to allow them to greater understand these concepts," and "the bugs...need to be work out, so all four questions on the scientific method can be used to assess student understanding of the concept for this SLO." [15-16AnnualCHEM.pdf, pgs.15 and 17/42 TracDat SLO report]

The impact of assessing student learning outcomes extends beyond the classroom and is also used to improve student services. The Disability Resource Center's program review highlight how the evaluation of student learning outcomes continue to refine practice and process. To further facilitate the outcome of "Student will identify appropriate strategies for their individual educational success," a decrease in the number of accommodations led to the adoption of ClockWork to help enhance the unit's ability to have a consistent tracking system. Assessment of this software demonstrated that, "...students who are able to make an appointment with a

counselor [using ClockWork] are able to identify appropriate strategies for their educational success...” [15-16AnnualDRC.pdf, pg.1/2 TracDat SLO report]

As stated in the Program Review Committee’s charge, this participatory governance group, which includes administrators, faculty and classified professionals, is “responsible for evaluating (comprehensive) program reviews. The PRC also evaluates mandated remediation plans as they arise, to determine whether they represent a viable plan for improvement towards achieving program and college goals.” [https://foothill.edu/staff/irs/programplans/programreview.php] In addition to program viability, the committee’s procedures review the program’s/unit’s outcomes assessment and outcomes reflection as part of its rubric [https://foothill.edu/staff/irs/Comprehensive_PR_Rubric_11.03.15.pdf]. The Program Review Committee serves to ensure that student learning outcomes are included as part of the regular program review process. When appropriate, the group can recommend remediation such as in the Business department’s 2014-15 program review, the program was asked to work on outcomes assessment, meeting with both that division’s student learning outcome coordinator and with the Program Review Committee for assistance and support [https://foothill.edu/staff/irs/programplans/2014-2015/RubricFeedback2014-15/Business14-15.pdf].

The Student Learning Outcome Advisory Committee, which emerged from a charge out of Academic Senate, is primarily a faculty-driven group that intends to also “act as a liaison to classified staff and administrators regarding their SLO processes” (January 19, 2016) [https://foothill.edu/president/SLO_Committee_Minutes_01.19.16.pdf]. This committee makes recommendations to the Academic Senate and the Office of Instruction and Institutional Research in regard to student learning outcomes practices and coordination, including planning and facilitating training for faculty related to student learning outcomes [https://foothill.edu/president/slocommittee.php]. Committee membership includes a faculty and administrator co-chair along with faculty representatives from each division. Group discussions have emphasized how student learning outcomes assessment is different from grades (April 12, 2016) [https://foothill.edu/president/Assessment_vs_Grading.pdf] and tracking/reviewing student learning outcome cycles (April 26, 2016) [https://foothill.edu/president/SLO_Minutes_04.26.16.pdf].

Curriculum committee is another setting where student learning outcomes were discussed among faculty and administrators. This venue provides the opportunity to discuss the student learning outcome cycle as well as the challenge related to program-level assessments (May 3, 2016) [https://foothill.edu/staff/Curriculum/documents/agendas/2015-2016/CCCAgenda_2016-5-3.pdf].

Online courses are subject to the same standards and policies for development and evaluation as their on-campus and hybrid counterparts, although additional professional development training is required for faculty teaching online. Student learning outcomes are developed and assessed according to the same policies that oversee face-to-face courses [I.B-40]. Resources are available and accessible regarding both online and on-campus courses, focusing on course design and teaching strategies appropriate to the instructional method [I.B-41]. The Committee on Online Learning (COOL), a committee of Academic Senate, engages faculty in monthly discussions about pedagogy of online courses, ensuring course quality, and course evaluations [I.B-42].

Biology 1A course level SLOs [I.B-43]

As the college has been more intentional in defining and assessing student learning outcomes through an equity lens, one key result has been an increase in faculty and classified professional reflection about achievement of student learning outcomes – a process that requires a thoughtful consideration of how existing practices and policies facilitate student learning and achievement.

To that end, the formation of the Faculty Teaching and Learning Academy (FTLA) in Summer 2016 reflects a broad-minded approach to support equitable student learning outcomes inside and outside the classroom [I.B-44]. FTLA is designed to develop a widening community of faculty to contribute to an ongoing dialogue about pedagogy, curriculum, and technology. Another goal of the program is to establish meaningful, inclusive, and long-lasting communities of practice with fellow colleagues across Foothill.

Programs like FTLA, as well as other professional development opportunities, focus on the role of faculty, classified professionals, and administrators in facilitating student learning outcomes. Topics covered include growth mindset, active learning, micro-aggressions, stereotype threat, culturally responsive teaching and learning, as well as unconscious bias. The student learning outcome (SLO) committee and other faculty attended a training on cultural competence on student learning and assessment.

Efforts to document and assess student learning outcomes continue to expand so that this process becomes even more imbedded as part of the institutional culture and how the college understands whether its programs/units are serving students well by enhancing their learning. This ongoing dialogue ensures there is a cycle of continuous improvement strengthening institutional efforts to understand student teaching and learning for increased student achievement and success.

Analysis and Evaluation

Foothill College meets the standard. While program review serves as the main component documenting and assessing student learning outcomes, there are procedures to document and track beyond the course-level student learning outcomes. The TracDat software facilitates that mapping of both course-level and program-level student learning outcomes, including both the service-area and administrative-unit outcomes. Efforts to evaluate institutional learning outcomes are documented through survey instruments as well as with conversations occurring in multiple college settings, such as the Student Learning Outcomes Advisory Committee and Planning and Resource Council. Ongoing discussion about the challenges defining program-level student learning outcomes have been identified as is a priority of the Academic Senate and, in turn, the Student Learning Outcomes Advisory Committee. Efforts of this focus include the compiling a student learning outcome handbook, renewed focus on disaggregating student learning outcomes, and more robust training/onboarding of the student learning outcome division representatives.

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The Foothill-De Anza Community College District has implemented a procedure related to academic quality and institutional effectiveness that requires the college to develop, adopt, and publicly post goals that are measureable, addressing student achievement gaps and supporting educational outcomes for workforce success [I.B-45]. As summarized in the 2011 institutional self-study report (ISER), the college identified goals, metrics, and targets for its four core missions: basic skills, transfer, workforce, and stewardship of resources [I.B-46]. These identified goals were also in alignment with district-level planning and commitments.

The college's commitment to documenting its efforts at continuous improvement is reflected in its regular review of these institutional goals and whether targets are being met. A review of such metrics were conducted May 2011; April 2012; December 2012; April 2013; and May 2014 [I.B-47, I.B-48, I.B-5, I.B-49, I.B-50]. These data and resulting discussions are publicly posted on the main participatory governance website. The Planning and Resource Council minutes (May 7, 2014) demonstrate efforts to ensure there is broad-based understanding about how these measures are assessed [I.B-51]. At this meeting, the College Researcher presented data indicating that Latino students demonstrated lower persistence rates when compared to state figures, prompting conversation regarding a "request to know exactly what persistence measured," with the College Researcher explaining, "that persistence was an indicator of student success" and "LaManque respond[ing] that persistence was a milestone leading to completion...thus, the campus should be looking specifically at what was happening to this particular ethnic group." Such discussions provide evidence that the college interacts collegially in monitoring progress toward institutional goals by reflecting on specific measures and targets that inform college priorities and strategies -- in this case, a deeper exploration regarding Latino persistence rates to achieve the desired targets.

As part of the 2015 Educational Master Plan update, the college engaged in an internal and external environmental scan, which also included interviews, focus groups, and feedback forums with community members and campus constituents [I.B-10, I.B-11, I.B-52, I.B-53, I.B-54]. These data were shared in the Educational Master Plan Committee meetings (Planning and Resource Council), and all notes and analysis were publicly accessible on the Educational Master Plan 2015 webpage [I.B-55].

As documented in I.B.1, the college mission, along with the institutional-set standards and goals, was regularly reviewed to ensure alignment during this accreditation cycle. In fact, the college mission was revised three times over the past six years so that the current statement captures the institutional emphasis on equity as reflected in various institutional standards, goals, and indicators [I.B-2, I.B-3, I.B-4].

When the institutional-set standards were first established in 2013, the college ensured there was an ongoing public and collegial discussion about what criteria and methodology were applied to determine the institutional expectations about these indicators [\[I.B-56\]](#), [\[I.B-57\]](#), [\[I.B-58\]](#), [\[I.B-59\]](#).

More importantly, these discussions about the minimum expectations for achievement have continually considered the establishment of these standards at the institutional and possibly program levels [\[I.B-60\]](#). In the Planning and Resource Council minutes (March 5, 2014), “Gawlick reported the college should set standards as an institution, not on a program level; but internally, the college should demonstrate how programs contributed to achieving the standards.” The Academic Senate minutes (January 23, 2017) capture faculty discussions with the College Researcher about whether it “would it be valuable to consider completion goals at the program level?” [\[I.B-61\]](#). Subsequent Academic Senate minutes (January 30, 2017) discussed “clarification between standards and goals” with “LaManque indicat[ing] that all programs should at least meeting the standard, and should be taking action to either reach the goal or explain the reasoning for choosing not to do so” [\[I.B-62\]](#).

Additional conversations regarding the institutional achievement of standards and goals have led to consideration of what happens when these targets are not being met. For example, the college continues to engage in broad-level discussions regarding the institutional standard for CTE placement rates and how the Workforce Workgroup, in its role as a core mission workgroup, should play a key advisory role in supporting programs that fall below the minimum rates of achievement [\[I.B-63\]](#), [\[I.B-59\]](#), [\[I.B-64\]](#).

The identification of institutional goals (stemming from the Institutional Effectiveness Partnership Initiative) enhanced college discussion regarding aspirational goals that support the institutional goals identified by the Educational Master Plan [\[I.B-65\]](#), [\[I.B-66\]](#), [\[I.B-67\]](#). The Planning and Resource Council (May 20, 2015) minutes also demonstrate the robust discussion occurring around the issue of fiscal goals, acknowledging that “the Board of Trustees had been complemented on their history of responsible fiscal management practices.” It was noted that “the college [goal] should not aspire to drop below 75%. [The] Dean of Biological and Health Services...commented that data analysis should be utilized to set completion goals.” Other Planning and Resource Council minutes (March 2, 2016) clarify “the expectation...that each individual program is looking at the institutional standards (this is why it is integrated into the comprehensive program review process)” [\[I.B-68\]](#). These dialogues reflect constituent participation effort that identifies the institutional goals, assesses the related efforts, and considers how to improve on student outcomes. The institutional goals are also promoted through a webpage and are publicly accessible [\[I.B-55\]](#).

Program review facilitates the review of institutional achievement goals and standards at all levels of the college [\[I.B-16\]](#), [\[I.B-35\]](#). The comprehensive program review, completed once every third year, asks programs and units to compare themselves to the institutional-set standards and goals, including a narrative prompt that asks, “If your program’s course completion (success) rates are below the institutional standard, please discuss your program objectives aimed at addressing this.” Other data components, such as reflection about online program success rates, depend on data that are accessible through the program review tool and the student inquiry tool. In these instances, colleges are also asked to compare their course success levels against the

overall institution. The Program Review Committee also comments on these reflections [I.B-21]. For example, in the Program's Review Committee's feedback for the Economics department (March 21, 2016), the role and impact of online courses are explicitly addressed. One specific recommendation for improvement included efforts "to address low online course success rates, such as a departmental meeting to review the data and discuss online course quality, and to explore tutoring support for Economics."

The Educational Master Planning Committee felt it was important to integrate the Institutional Effectiveness Partnership Initiative framework, along with the State Chancellor's Student Success Scorecard indicators and the institutional-set standards, to ensure alignment and strategic support of these institutional achievement goals. Therefore, many of these measures were identified as key performance indicators that are tracked and reported annually to college constituents and publicly accessible on the Planning and Resource Council's website [I.B-69].

Analysis and Evaluation

Foothill College meets the standard. Institutional standards are used to analyze and assess institutional effectiveness and academic quality as part of the college's mission. In addition, other key performance indicators are identified (in the Educational Master Plan) that help operationalize the institutional goals. Annual evaluations are conducted on these indicators and the results are discussed in multiple settings. The indicators themselves are also revisited to ensure they continue to reflect the institution's mission. Publication of these standards and their corresponding data are maintained by the college's Office of Instruction and Institutional Research.

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Assessment data is used to support student learning and student achievement at multiple levels of the college. The college recognizes the critical role assessment and evaluation serves in helping the institution understand how and whether its programs and services are serving students well. Priority is placed on documenting and sharing these assessment findings, ensuring that these data are disaggregated. Resulting dissemination and dialogue are part of the larger college planning process to help improve programs and services.

The Educational Master Plan (EMP) serves as a guiding document that represents the goals of the institution as actionable and measureable efforts to fulfill the college mission. As part of the planning calendar, the EMP underwent a scheduled major update in 2015-16 whereby data used for assessment and analysis were disaggregated to reflect factors of difference among students. These data points guide institutional dialogue by providing a higher-level context about student demographics, experience, and outcomes [I.B-70, I.B-10, I.B-11]. The meeting minutes (04/29/2015) described how “the presentation of the environmental data, and today’s conversation, along with campus feedback, should drive what additional data is reviewed.” Additionally, “Kuo [College Researcher] continued to explain the goals of the environmental scan are to determine what we are doing well, what we could do better, and to determine what we might focus on moving forward.” As a result of this process, key performance indicators were incorporated into the EMP that also reflect those identified in the college’s other planning documents [I.B-71].

A review of how key performance indicators were incorporated into the EMP demonstrates how data helps identify these measures, leading to alignment across other institutional plans. For example, successful course completion is a key performance indicator in the EMP and Student Equity Plan (SEP) [I.B-72]. Additionally, the college has set both one-year and six-year goals for successful course completion rate as an indicator of institutional effectiveness [I.B-73]. In this case, course completion data were reviewed and analyzed, which demonstrated an achievement gap with disproportionate impact among specific student populations. Consequently, potential strategies and activities were identified to help narrow the successful course completion achievement gap, beginning with the EMP focusing on “improve[ing] achievement of student outcomes among those populations groups experiencing disproportionate impact” [I.B-71, p.28] as an identified strategy to support the equity goal. The SEP provided additional specificity by identifying that “the embedded tutoring component will support this effort by strengthening the connection and sense of community students have with the college, linking them to faculty and other students to provide additional academic support needed for course success [I.B-72, p.22]. Assessment of services (including tutoring) offered at the Teaching and Learning Center (TLC) and the STEM Success Center provided evidence as to whether students benefited from these experiences and would support any changes made to these programs [I.B-74, I.B-75, I.B-76, I.B-77]. This alignment demonstrates how assessment data is used to support institutional planning

processes from the college-level to the program-level to better focus resources and enhance student learning and achievement.

Disaggregation of data is a key part of institutional processes as evidenced through the college's program review process. The Office of Institutional Research & Planning, with college direction and support, provides two online tools that allow administrators, faculty, and classified professionals to examine and manipulate their unit's data down to the course level [I.B-38] and section level [I.B-78]. These data include enrollment figures, demographic distributions, overall course success rates, and success rates by disproportionately impacted (targeted) and not disproportionately impacted (not targeted) groups. Both enrollment and course success rates are also disaggregated by ethnicity, gender, and age. Additionally, these data can be further disaggregated to look at campus location (main campus or center), instructional method (online, hybrid, face-to-face), course characteristics (basic skills, transfer, degree applicable, transfer), and special populations (CalWORKs, Foster Youth, Veteran, low-income, etc.). This comprehensive dataset includes four years of data, allowing for trend analysis. While the program review tool relies on an annual reporting cycle and the data is frozen after it is uploaded, the online student inquiry tool is updated after grades are submitted after every term. These two online tools are also differentiated, as the program review tool emphasizes program-level trends related to program viability and improvement while the student inquiry tool focuses on course success and retention, allowing for faculty to look more closely (including disaggregation) at their individual sections for self-reflection and for program/unit-level discussions of how these data can help enhance student learning and achievement.

Programs and units also have access to data trends related to certificates and degrees awarded, which are disaggregated by division, department, age, ethnicity, and gender [I.B-39]. Transfer data, disaggregated by institutional type and ethnicity is also reported [I.B-79]. Both these completion measures (graduation, transfer to four-year institution) are key performance indicators in the EMP and the SEP. Finally, career technical education (CTE) or vocational programs can review a labor market report that includes occupation data, disaggregated by gender, age, and ethnicity along with completion data, job projections, and income earnings [I.B-39].

The program review templates supports reflection on these data, especially as it relates to student learning and achievement [I.B-16, I.B-35]. Prompts include, "Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in...achievement related to student success and outcomes" and "Equity: One of the goals of the College's Student Equity Plan is to close the performance gap for disproportionately impacted students...If the course success rates for these students...is below that of the College, what is your program doing to address this?"

The college planning processes includes assessment of student learning outcomes at the course, program, and institutional levels. Reflections are documented in the program review template with prompts such as, "How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?" The institution assessed its institutional level outcomes (ILOs) by embedding custom questions on the Community College Survey of Student Engagement (CCSSE) (April 2012, April 2014) and the

student accreditation survey (May 2016), and ensured that there were multiple settings (Planning and Resource Council, Associated Students of Foothill College, Student Learning Outcomes Committee) for discussion about these assessment results [[I.B-31](#), [I.B-80](#), I.B-14]. These data were also disaggregated for further consideration at the program and unit levels, such as counseling, marketing, and the core mission workgroups [[I.B-81](#), [I.B-82](#), [I.B-83](#), [I.B-84](#), [I.B-85](#)].

Another example of data disaggregation is seen with the college's review of the California Community Colleges Chancellor's Office Student Success Scorecard as it is facilitated by the Office of Institutional Research and Planning and shared with multiple governance groups, including the Planning and Resource Council and the Foothill-De Anza Community College District board of trustees. Discussion of these data in these settings focuses on understanding the methodology and improving the achievement rates among all students [[I.B-50](#), [I.B-51](#)].

Analysis and Evaluation

Foothill College meets this standard. The college regularly uses data to evaluate the effectiveness of its practices and processes to support student learning and achievement, and does so by disaggregating the data in an attempt to better understand the needs of its student populations. Efforts at program improvement focus on reviewing data to determine student impact in order to improve student learning. The college planning processes use assessment data in their short- and long-term planning and systematically review student outcomes data to reflect on program performance and to document efforts toward the institutional goals. Through program review, disaggregated program-level data is compared to division-level and college-level data. Discussion of these reflections occur at the unit level and at the Program Review Committee, where program viability is evaluated. Foothill College has increased access to student and program performance data, which expands opportunities and settings for conversations about data to occur. By fostering an environment that is evidence-based, the College enhances efforts to improve services and programs aimed at narrowing the achievement gap.

Standard I.B.5 - Institutional Effectiveness

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The establishment of student learning outcomes (SLOs), service area outcomes (SA-SLOs), administrative unit outcomes (AU-SLOs), and institutional learning outcomes (ILOs), reflect institutional acknowledgment of the importance of clearly identifiable student outcome measures. The institution engages in a continuous college-wide process of assessment, planning, resource alignment, and allocation that generates institutional dialogue to further improve instructional and non-instructional programs.

The program review process demonstrates how evaluation mechanisms are embedded in this cycle. Not only does the reflection process occur at the individual, course, and program level, it also involves collaborative efforts at the division level to help assess whether students are learning and achieving the student outcomes identified by faculty and staff. As departments complete the program review process, they hold conversations around the data provided to them by the Office of Instruction and Institutional Research about their specific student populations. This assessment can occur through the testing of course content in surveys that gather data about whether students are meeting learning outcomes. Based on these results, instructional and non-instructional areas are able to determine their effectiveness given their goals [I.B-86]. Other efforts that can assess student learning outcomes include observations and demonstrated behavior as seen in outcomes identified by the Testing and Assessment (ability to access placement test study guides) [15-16AnnualASSESS.pdf], and Admissions and Records (Educate students about matriculation) [15-16CompAR.pdf].

Program reviews are disseminated, reviewed, and discussed to ensure ongoing institutional review and refinement. The institution has begun to use program reviews as an integral component of the institutional improvement process by using them to generate resource requests [I.B-35]. According to the Educational Effectiveness Framework produced by WASC, highly developed program reviews are systematic and institution-wide, with learning assessment findings a major component. These findings are used to improve student learning, program effectiveness, and their supporting processes. They enhance the close linkages existing between program planning and institution-level planning and budgeting.

The current program review cycle follows a six-year schedule, with comprehensive program reviews being completed every third year. With each comprehensive program review, the Program Review Committee is responsible for evaluating each document, providing feedback and institutional accountability. The template for both the annual and the comprehensive program reviews are assessed annually, with feedback being provided by the Program Review Committee and through the regular administration of the Governance Survey. Alignment

between the Educational Master Plan and Program Review as prompted are included in the template to discuss how programs/units are supporting the institutional mission and goals.

Online Learning also submits a regular review of its efforts as the Dean of Online Learning contributes to the Office of Instruction and Instructional Research's program review.

The Planning and Resource Council (PaRC) has established and approved this approach of consistent cycle of assessment and evaluation for all campus areas as the best way to determine whether improvements are being made in student learning and achievement outcomes.

Analysis and Evaluation

The college meets this standard through the comprehensive nature of the program review process, outcomes from which are then reviewed at PaRC. While efforts should be made to provide evaluation and discussion of short- and long-range departmental goals to ensure that they are aligned with the overarching college mission statement, Foothill College has made tremendous progress in addressing this standard. There is a culture of assessment and reflection, and the methods used to evaluate instructional programs (including online programs) and student services seeks to include all aspects of strategic planning to support the core missions. Foothill College envisioned the program review as one that is sustainable, reflects continuous quality improvement, and uses ongoing and systematic processes to assess and improve student learning and achievement, and to this end, the college has succeeded in doing so.

Standard I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Foothill College is committed to using data and learning outcomes to inform program planning and close performance gaps for all students. In December 2015, the Student Equity Plan was drafted and put into practice, which outlined college-wide efforts to close achievement gaps within targeted groups that were underperforming in course success. The Foothill College Student Equity Plan supports five overarching activities:

- Creation of a Student Success and Retention Team with members from both student services and instruction to provide both operational support and program coordination to our equity activities.
- Development of an Early Alert System that integrates Student Services and Instruction to provide student engagement and support for a variety of needs.
- Development of a Mentoring Program that includes faculty and staff as well as peer-to-peer mentoring and is integrated with the Early Alert System.
- Provision of Professional Development that is action-oriented to provide support for change as well as support for practical and tangible activities to better serve and support disproportionately impacted students.
- Application of a robust Research Agenda to provide faculty and staff data showing the most productive ways to help our students [I.B-72].

Foothill College has made progress in all areas of its plan, although there is great work remaining. The Office of Instruction and Institutional Research has strived to evaluate all strategies implemented to address performance gaps. As an example, an Instructional Services Technician for the STEM Center was hired through Equity funds to assist with the daily operations of this robust center by coordinating workshops, marketing them, hiring student workers, and much more. The workshops are targeted at assisting basic skills students succeed in STEM courses and in other disciplines. Topics include: Stress Management; How to Write a Scholarship Essay; Calculator Workshop – How to Use Your TI-Graphing Calculator; and Post Midterm Setback? – Reset Your Mindset. These efforts are evaluated through the annual STEM Center survey and show that... [I.B-90].

Furthermore, Embedded Tutoring, a pilot program funded by both the Basic Skills Workgroup and the Student Equity Workgroup, has successfully assisted students with performance gaps. Launched in spring 2014, Embedded Tutoring is an academic assistance program that utilizes peer-led group study to help students succeed in traditionally difficult courses - those with high unsuccessful completion rates (D's, F's, and W's). Sessions are facilitated by paid peer student leaders who have successfully completed the targeted course and have received comprehensive

training to become Embedded Tutors. Each week, students attend regularly scheduled sessions to learn collaboratively, compare and clarify lecture notes, review textbook readings, and discuss key course concepts. Students gain transferable learning strategies to aid in their success in future courses as well as the target course. According to surveys completed by students who have received this tutoring, attending tutoring sessions help 79% of students “develop better overall study habits/skills” and helped about 67% of these tutees, “...become more aware of [their] academic strengths and weaknesses.” 70% also experienced increased confidence on exams or quizzes, and 64% believe their grade improved as a result of embedded tutoring [I.B-91]. A more recent survey of Embedded Tutoring offered in a Biology course showed that:

- “All students who participated in embedded tutoring successfully completed the course (n=12).
- The BIOL 10 sections that offered embedded tutoring yielded about a 20% participation rate (12 out of 59).
- The BIOL 10 sections that offered embedded tutoring experienced a higher course completion rate than those sections that did not offer embedded tutoring.
- Students participating in embedded tutoring were primarily Asian and Latino (n=9), female (n=10) and lower income (n=7) [I.B-92].

An additional example of how Foothill College has addressed performance gaps is in its English Pathway courses: English 1S and 1T. As a result of the last accreditation cycle, English faculty members created this shortened pathway for students to be able to complete transfer and graduation requirements for English. Instead of taking English 209, 110, and 1A across three quarters, English pathway students can take an ... “Integrated reading and writing pathway that scaffolds instruction in freshman composition outcomes over two quarters, ENGL 1S and ENGL 1T respectively. Over this 2 quarter stretch, students read substantive quantities of college-level texts and write a total of 10,000 words, comprised of a minimum of 10 compositions (7 out-of-class and 3 in-class) to practice the techniques of critical reading, critical thinking, and written communication” [I.B-93, I.B-94].

Notes for Elaine:

-Evidence the SLO Committee site CCSSE survey from 2016 and 2014 for institutional learning outcomes which found the College needed to bolster its relationship with the local community.

Also, cite Cleve Freeman’s work in outreaching to students who were close to graduation or transfer in Spring 2016

Psychology Comprehensive Program Review?

NCEL Bridge to Credit? (New Bridge course created and Amy Sarver requested data last week)

FYE? Umoja?

Owl Scholars?

Bob P’s Pilot Summary

District Opening Day fall 2016 presentations included one titled “Linking Student Equity with Accreditation.” This presentation provided participants with an overview of how equity is addressed in the accreditation standards and practical ways to use accreditation related processes, such as program review, to support student equity efforts. In addition the college has implemented a multiple measures pilot project to provide a more accurate picture of a student's ability to be successful. This effort has looked achievement data disaggregated by ethnicity to inform its work. http://www.foothill.edu/president/MMAP_2016_Fall_Memo.pdf

The Foothill College Equity Plan included an activity “E.1 – Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact” to develop a pilot for looking at disaggregated program learning outcomes data. The principal goal of the initiative was to bring greater meaning to the examination of student learning by framing the assessment process using an equity lens. This activity was meant to provide an intermediate assessment of degree and transfer achievement through an examination of program outcomes by student population. The idea was to assess whether there are particular areas where some student populations may not be learning key concepts and may need materials presented in different ways so that they can continue to progress towards their degree and transfer. Emphasis was on program. This activity has been an effort to increase the quantity and quality of program-level information that will be reviewed and discussed at the college level. Faculty have sought to identify how students are progressing through the ADT programs.

http://www.foothill.edu/president/PSYC_10_Research_Memo.pdf

http://www.foothill.edu/president/BIOL1A_Participating_Sections_Memo.pdf

Bob P's paper - Summary

Analysis and Evaluation

Foothill College exceeds the standard to create strategies to address performance gaps and then evaluate the measures that were implemented. The Office of Instruction and Institutional Research has carefully engaged in assessing the many measures implemented across campus due to the increase in funding through the Student Equity Workgroup, the Basic Skills Workgroup, and ongoing requests. The performance gaps and any initiatives that have positively impacted them are closely watched by these workgroups and the researcher. Efforts such as Owl Scholars, Foothill's Early Alert program; Embedded Tutoring; the expanding tutorial centers (the Teaching and Learning Center and the STEM Center); and curricular developments targeting student populations which historically have experienced achievement gaps have been the focus of workgroup conversations since the last accreditation cycle. The culture at Foothill College is careful to include and support students who need most assistance to achieve their goals, and all constituents work closely together to ensure their efforts are on target.

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Foothill College is committed to demonstrating the effectiveness of its ongoing planning and resource allocation process by establishing a systematic approach. This effort can be seen in the institution's response to the ACCJC recommendations from the 2011 site visit and the subsequent follow-up reports in 2012 and 2014. Foothill College used these documents as an opportunity to encourage reflection and dialogue as a campus community about its existing planning and resource allocation process. The ACCJC recommended that Foothill College "...institutionalize its new integrated planning model through a systematic cycle of evaluation, planning, resource allocation, implementation, and re-evaluation. Evaluations should be informed by quantitative and qualitative data analysis in both instructional and non-instructional areas. Particular attention should be paid to communication and dialogue about both the process and its results throughout the college" [I.B-95].

The steps taken to integrate the evaluation and planning process described in the midterm report were accepted in a letter to Foothill College in February 2016 [I.B-96].

Foothill has a robust Program Review process that includes instruction, student services, and administrative units. The process involves an annual update, including resource requests, as well as three year comprehensive assessments. The Program Review Committee (PRC) reviews all comprehensive program reviews and reports its recommendations to PaRC. PRC also provides a summary of observations on institutional improvement.

The governance survey is conducted each year to assess the participatory governance system. Survey results are reported to PaRC and used to discuss the summer agenda for the Integrated Planning and Budget Team (IP&B). This survey results provide an assessment of activities and there is a dialogue about how processes can be improved. In addition, each year the Mission Workgroups report to PaRC on their progress in achieving the annual objectives for the Workgroup. This report is based on data and an assessment of outcomes metrics that is linked to the mission and Educational Master Plan goals.

EXPAND

Analysis and Evaluation

The college meets the standard. As part of the cycle of reviewing and modifying the effectiveness of Foothill College's planning and resource allocation process, the institution created an integrated planning and budget structure to more explicitly link these priorities with the goal of improving student success and learning. Foothill College strives to identify the most

current data to collect, analyze it, and share it with its constituents in order to ensure that decisions about planning and resource allocation are made with relevant information.

Foothill College has adopted an ongoing cycle of evaluation and assessment regarding its planning and resource allocation model that is designed to create improvements and modifications. In the past three years, the college has made major advancements to create an integrated planning and budget process that is flexible and responsive, with resource allocation directly aligned to support the core missions and increase student success.

Having established a consistent cycle where information is re-evaluated and presented to the campus community, the institution is prepared to make necessary changes and modifications, and also anticipates that it will become an integral part of the process.

Plans for Future Action

While the institution has a very robust process for evaluation, the college community has recognized through its evaluation that improvements can be made in our governance processes in terms of involving more participants and communicating information. Over the last couple years the Governance Survey has identified college communication as an area in need of improvement. While the new president has increased the frequency of campus communication, communication within and department departments and divisions and between committees is still in need of improvement. This has led to the development of a Quality Focus Essay topic on improving our participatory governance system. An effective governance system is the common denominator supporting student success.

Standard I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Foothill College strives to ensure that data and information is accessible and available so that opportunities for input can occur from all college constituents. The president prepares an annual *State of the College Report* for dissemination to the campus community and for the board of trustees [I.B-97]. This report is based on information that reflects an awareness and understanding of key variables affecting Foothill College and its ability to serve students effectively. Using various data sources, trends reflecting the core missions are presented and discussed. These issues related to student access, success, equity, and use of resources help establish a broader perspective for Foothill College to evaluate programs, plan initiatives, and allocate resources as the institution works toward improving institutional effectiveness.

Foothill College recognizes the importance of using documented assessment data not only to make informed planning decisions but as an effective tool to communicate matters of quality assurance to the campus community and the general public. Priority is placed on making assessment and evaluation data available and accessible to all constituents. This documentation

can be found on the district research website and, at the institutional level, on the Office of Instruction & Institutional Research website [I.B-98, I.B-99]. Data that are tracked regularly include program review data; college-wide full-time equivalent student counts (FTES); productivity, scheduling trends; department and division distance learning trends; and transfer counts to the University of California (UC) and California State University (CSU) campuses. Not only can this information be found online, but these results are also publicly presented and acknowledged at PaRC and at the board of trustees meetings.

The public can access documents outlining recent budgeting and planning decisions and the latest version of the *Educational Master Plan* (EMP), which was recently re-written in 2016 [I.B-55]. To ensure that this information is being communicated in multiple formats and settings, the SLO coordinators also make presentations at PaRC to document this ongoing process and to report on the assessment component.

Furthermore, the creation of the Assessment Taskforce in 2015 has allowed another means of communication regarding placement and assessment policies for basic skills students. In addition to the regular Taskforce meetings at Foothill College, the group also meets jointly with DeAnza College to discuss updates and policies regarding the statewide placement test (Common Assessment Initiative, or CAI) that will be required of all California Community Colleges in 2017. Information and minutes from these meetings can be found on the Assessment Taskforce webpage [I.B-100]. Discussions around placement and assessment are crucial for basic skills students to start an educational path that meets their needs and appropriately matches their level of Math, English, or ESL skills, thus, broad conversations around placement are crucial for the college as a whole as placement can greatly impact a student's persistence and retention. --Where can this go?

Analysis and Evaluation

The college meets the standard. Foothill College has developed a comprehensive integrated planning and budgeting process and the results of this initiative are being documented and shared with the college community and the general public via the President's Office, the Office of Instruction & Institutional Research, and the Marketing Office websites.

Foothill College is committed to using documented data assessment and evaluation results to communicate institutional efforts and goals to appropriate constituencies. These efforts can be seen in the data sources used as evidence in planning, determining resource allocation, and identifying progress toward student learning and achievement. Additionally, the institution has made it a priority to have all information shared publicly through various communication methods, ranging from online reports available anytime to public presentations open to all feedback and input.

The institution actively maintains multiple databases relating to student performance, educational effectiveness, the budget and the ongoing process of assessment and reflection across the Foothill campus. These sources are widely available and updated on a regular basis to reflect the latest data. This effort represents considerable improvement and ongoing work to support the core mission will continue to expand these databases as Foothill College moves forward to fully

realize the goals of its evolving *Educational Master Plan*.

Foothill College plans to continue and increase its use of documented assessment results, ensuring that communication and planning remains evidence based. The institution has already identified metrics that will help indicate and document whether the goals and targets identified by the core mission workgroups are being met. These metrics use district data sources as well as data analyses collected and conducted at the state and national levels. Documented assessment results can also help ensure that the targets set for student learning and achievement are reasonable, measureable, and sustainable. All information related to this effort will be accessible to the campus community and the general public through various channels, whether online or in a public presentation setting. The convening of the Assessment Taskforce also contributes to open communication around assessment. This continual re-evaluation process is another example of Foothill College's commitment to ensuring open communication and dialogue among campus constituents.

Standard 1.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Foothill College implements multiple strategies to ensure that its planning, evaluation, and review processes are systematic and thorough. The college's program review process ensures that all constituencies on campus—administration, faculty, and staff—have a voice in practices that make the institution effective. The Program Review Committee follows "...the process by which instructional and non-instructional programs systematically assess themselves to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes related to student learning and institutional effectiveness. The Foothill College Program Review Committee (PRC) is responsible for evaluating (comprehensive) program reviews. The PRC also evaluates mandated remediation plans as they arise, to determine whether they represent a viable plan for improvement towards achieving program and college goals" [\[I.B-101\]](#).

As a program goes through the program review process, all parties are able to view data relative to the populations served. Programs are able to request resources to close gaps or address needs as appropriate, and because the documents go to the PRC and PaRC, each program on campus becomes highly visible. This visibility allows the college as a whole to understand how a program functions and how it can improve. An example of this iterative process, as evident in Standard I.B.5, is the program review of the Spanish Department [\[I.B-87\]](#). A further example would be of the English as a Second Language (ESLL) Department. In light of downward enrollment trends, the Program Review Committee requested that the ESLL Department complete a comprehensive program review out-of-cycle in order to thoroughly address their progress in increasing enrollment by creating new curriculum for both resident and international students [\[I.B-102\]](#). Since completing this comprehensive program review, in 2016-2017 the ESLL Department hired two temporary full-time Non-Credit ESLL instructors to teach the Non-Credit ESLL courses which have experienced growth in enrollment; have created a new reading course, ESLL 249, to address a gap in the language skills Foothill's non-native speakers need to succeed in academic classes; and have had increased referrals to the Teaching and Learning Center so that ESLL students can receive tutoring to aid in their success.

In addition, under the leadership of a temporary full-time NCEL instructor, Vocational ESL [VESL] courses have been created and have successfully passed through the College Curriculum Committee to be eligible course offerings in Fall 2017 [\[I.B-103\]](#). These courses are meant to help food and hospitality workers in Silicon Valley improve their language skills and thus their opportunities to excel in the workplace. The population of food workers in Silicon Valley has

increased in recent years correspondent to the growth of tech companies that offer food in onsite cafeterias and restaurants to their employees. These new VESL courses should help attract resident students and contribute to improving enrollment, and were created based on findings from program review; a needs analysis of non-credit students; a state employment trends report; and conversations in the ESLL department around student need [I.B-104, I.B-105].

Furthermore, in partnership with the Teaching and Learning Center, Katie Ha, its faculty director, and Amy Sarver, temporary NCEL faculty member, are creating a course for basic computer skills open to all students but heavily promoted among ESLL, NCEL, and non-native speaking students. The effectiveness of the program review process has facilitated faculty, staff, and administration to take measures in allocating funds, leading to the creation or revision of curriculum that will ultimately attract more students and best meet their needs through quality instruction. These examples are only a few that show how Foothill College maintains institutional effectiveness to provide "...programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens," thus upholding the mission of the college. The Non Credit ESL faculty have also created a Bridge to College course for non credit students who are academically prepared to transition to credit courses but who will need assistance in other areas: navigating Admissions and Records procedures; learning about campus resources; and general self-advocacy that will help them be successful students.

Foothill College has also successfully instituted planning and resource allocation into providing better quality instruction through broad-reaching efforts to close the achievement gap and make institutional offerings more accessible. As a campus wide effort including the Student Services Division, the Student Equity Workgroup (SEW), and the Student Success and Support Program (SSSP), Foothill has hired an Early Alert Coordinator and an Administrative Assistant and is in the process of launching Starfish early alert software to streamline communications and referrals of students at risk of failing a course or in need of support resources on campus. The Student Services Division Administrative Program Review demonstrates the need for an early alert program [I.B-106]. At Foothill College, the program is called Owl Scholars, and is meant to specifically assist students in Basic Skills English and Math pathways succeed [I.B-107]. The staff consists of a program coordinator, a program counselor, and a program support specialist. At its inception, the early alert staff employed the use of spreadsheets to track students with close collaboration between English and Math faculty. However, as of Fall 2017, the program will fully launch Starfish, allowing faculty and staff to see students who have been "flagged" or identified as needing support, whether it be a referral to tutorial services on campus; a psychological services referral; a disability resources referral; and more. The launch and implementation of the Owl Scholars program is a direct result of the program review process along with the collaboration between multiple parties on campus, including the Student Services Division, the SSSP workgroup, the Basic Skills Workgroup, and the Student Equity Workgroup.

Analysis and Evaluation

The college meets this standard. Foothill College's program review process along with the foci of campus workgroups show how the college integrates reviewing and planning, resulting in

effective action across campus. Because the program review process mandates that departments review data related to their student populations to address their goals and any deficits, then create an action plan to address them, constituents across campus come together to effect short- and long-range positive change around learning. The process also allows for program to review data and outcomes, and make resource requests that are later reviewed by deans, the vice presidents, and later PaRC to determine hiring decisions for the upcoming year. To this end, the program review committee greatly assists the college in upholding its mission, using both data and input from stakeholders across the college.

Standard I.B Evidence

- [I.B-1](#) Planning and Resource Council (PaRC) Planning Calendar, 2011-2017
- [I.B-2](#) Planning and Resource Council (PaRC) Meeting Minutes, Nov. 21, 2012
- [I.B-3](#) Planning and Resource Council (PaRC) Meeting Minutes, Nov. 11, 2015
- [I.B-4](#) Planning and Resource Council (PaRC) Meeting Minutes, Mar. 15, 2017
- [I.B-5](#) Who are Foothill Students? Presentation to PaRC, Dec. 5, 2012
- [I.B-6](#) Foothill College Planning Process, Presentation to PaRC, Feb. 19, 2014
- [I.B-7](#) Planning and Resource Council (PaRC) Meeting Minutes, Feb. 20, 2013
- I.B-8 Online Survey Instrument
- [I.B-9](#) ??? Link doesn't work
- [I.B-10](#) Environmental Scan, EMP Steering Committee, presentation to PaRC, Apr. 29, 2015
- [I.B-11](#) Environmental Scan, EMP Steering Committee, presentation to PaRC, May 13, 2015
- [I.B-12](#) Student Equity Workgroup Meeting Minutes, Sept. 22, 2015
- [I.B-13](#) Online Student Achievement Gaps: Challenges and Solutions
- I.B-14 [ILO_Disaggregation_12052016.pptx](#)
- [I.B-15](#) DEAC/COOL Meeting Minutes, Dec. 7, 2016
- I.B-16 [16-17_Annual_PR_instruct_template](#)
- I.B-17 ["students who add after 1st day of term presentation" to academic senate](#)
- [I.B-18](#) Community College Survey of Student Engagement Results, Nov. 8, 2012
- [I.B-19](#) Educational Master Plan Data, presented to ASFC, May 28, 2015
- I.B-20 [insert governance model](#)
- [I.B-21](#) Program Review Committee (PRC) Recommendations to the Planning and Resource Council (PaRC), Apr. 20, 2016
- [I.B-22](#) 2016 Governance Survey Results
- I.B-23 [OpeningDay_2016_PPT_Final.pdf](#)
- [I.B-24](#) Board Policy 2222
- [I.B-25](#) Board Policy 2223
- [I.B-26](#) Board Policy 2224
- [I.B-27](#) Board Policy 2230
- I.B-28 [ILOs presentations](#)
- [I.B-29](#) Community College Survey of Student Engagement Results, Sept. 17, 2012

- [I.B-30](#) Community College Survey of Student Engagement 2014, presentation to PaRC, Feb. 11, 2015
- [I.B-31](#) Assessing Institutional Learning Outcomes, presentation to SLO Committee, Apr. 12, 2016
- [I.B-32](#) [ILO_Disaggregation_12052016.pptx](#)
- [I.B-33](#) ??
- [I.B-34](#) ??
- [I.B-35](#) [16-17_Comp_PR_Instruct_Template.doc](#)
- [I.B-36](#) [16-17_Comp_StudServ_Template.doc](#)
- [I.B-37](#) [16-17_Comp_PR_Admin_Template.doc](#)).
- [I.B-38](#) [Higherprofiles.com](#) [student inquiry tool link?](#)
- [I.B-39](#) Foothill website: Program Review Data Sheets
- [I.B-40](#) Evidence of SLO assessment for online courses
- [I.B-41](#) Foothill Global Access: Faculty Training
- [I.B-42](#) Foothill website: Online Learning and Tech Committees
- [I.B-43](#) Memo: Fall 2016 BIOL 1A Demographics and Prerequisites Course Analysis
- [I.B-44](#) Faculty Teaching and Learning Academy Presentation
- [I.B-45](#) FHDA Administrative Procedure 3225
- [I.B-46](#) Institution Self-study for Reaffirmation of Accreditation, 2011
- [I.B-47](#) Planning and Resources Council (PaRC) Meeting Agenda, May 4, 2011
- [I.B-48](#) Revisiting College Goals and Metrics, presentation to PaRC, Apr. 25, 2012
- [I.B-49](#) Student Success Scorecard, presentation to PaRC, Apr 17, 2013
- [I.B-50](#) Student Success Scorecard, presentation to PaRC, May 7, 2014
- [I.B-51](#) Planning and Resources Council (PaRC) Meeting Minutes, May 7, 2014
- [I.B-52](#) Foothill Educational Master Plan Community Interviews, April 13, 2015
- [I.B-53](#) Foothill Educational Master Plan Campus Interviews, Apr. 28, 2015
- [I.B-54](#) Comments Made During Webinar Held May 6, 2015
- [I.B-55](#) Foothill website: Educational Master Plan (EMP)
- [I.B-56](#) ACCJC Annual Report: Institution-Set Standards, presentation to PaRC, Mar. 20, 2013
- [I.B-57](#) ACCJC Annual Report: Institution-Set Standards, presentation to PaRC, Mar. 5, 2014
- [I.B-58](#) ACCJC Annual Report: Institution-Set Standards, presentation to PaRC, Mar. 5, 2015

[I.B-59](#) Institutional-set Standards: ACCJC Annual Report, presentation to PaRC, Mar. 15, 2017

[I.B-60](#) Planning and Resources Council (PaRC) Meeting Minutes, Mar. 5, 2014

I.B-61 Academic Senate Meeting Minutes, Jan. 23, 2017

I.B-62 Academic Senate Meeting Minutes, Jan. 30, 2017

I.B-63 [WWGMinutes14mar2017.pdf](#)

I.B-64 Planning and Resources Council (PaRC) Meeting Minutes, Apr. 19, 2017

[I.B-65](#) Planning and Resources Council (PaRC) Meeting Minutes, May 20, 2015

[I.B-66](#) Institutional Effectiveness Partnership Initiative (IEPI)

I.B-67 [parc_accjc_standards_2016v1.pptx](#)

[I.B-68](#) Planning and Resources Council (PaRC) Meeting Minutes, Mar. 2, 2016

[I.B-69](#) Foothill website: Planning and Resources Council (PaRC)

[I.B-70](#) Educational Master Plan (EMP) Draft Meeting Minutes, Apr. 29, 2015

[I.B-71](#) Foothill College Educational Master Plan, 2016-2022

[I.B-72](#) Foothill College Student Equity Plan, Dec. 7, 2015

[I.B-73](#) Foothill website: Institutional Effectiveness Indicators

[I.B-74](#) Core Mission Workgroup Reflections for 2014-2015

[I.B-75](#) Institutional Research memo: Fall 2016 Embedded Tutoring Survey Results

[I.B-76](#) Institutional Research memo: STEM Students and STEM Center Usage, 2012-13 to 2014-15

I.B-77 STEM Center use: course success by gender table

I.B-78 [Online Inquiry Tool screenshot](#)

[I.B-79](#) Institutional Research memo: 2014-15 CSU and UC transfer numbers

[I.B-80](#) Community College Survey of Student Engagement 2014, presentation to ASFC, May 7, 2015

[I.B-81](#) 2012 Community College Survey of Student Engagement, Counseling

[I.B-82](#) 2012 Community College Survey of Student Engagement, Marketing

[I.B-83](#) 2012 Community College Survey of Student Engagement, Basic Skills

[I.B-84](#) 2012 Community College Survey of Student Engagement, Transfer

[I.B-85](#) 2012 Community College Survey of Student Engagement, Workforce

I.B-86 [Library Survey data?](#)

[I.B-87](#) Program Review Committee Recommendations: Spanish Department

[I.B-88](#) Program Review Committee Feedback Winter 2016, Spanish Department

I.B-89 ?? OPC Website??

I.B-90 STEM Center Survey?

I.B-91 cited “report as of 7-2-14

[I.B-92](#) Institutional Research Memo: Embedded Tutoring – BIOL 10 (Fall 2015)

I.B-93 Course Outline of Record: ENGL1S

I.B-94 Angel’s slides from pathway succeed at a higher rate than those in the 209/110 courses

[I.B-95](#) Accreditation Midterm Report, Fall 2014

[I.B-96](#) ACCJC Letter, Feb. 5, 2016

I.B-97 State of the College Report

[I.B-98](#) FHDA District website: Research

[I.B-99](#) Foothill website: Office of Instruction and Institutional Research

[I.B-100](#) Foothill website: Assessment Taskforce

[I.B-101](#) Foothill website: Program Review Committee

[I.B-102](#) Program Review Committee Feedback, Winter 2016: English as a Second Language

[I.B-103](#) College Curriculum Committee Meeting Agenda, May 31, 2016

I.B-104 Needs analysis of non-credit students

I.B-105 state employment trends report

[I.B-106](#) Foothill website: Administrative Unit Program Reviews

[I.B-107](#) Foothill website: OWL Scholars

Standard I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Foothill College is serious about presenting current and prospective students and members of the public with accurate and timely information about its courses, educational programs, degrees and student services. The college has numerous processes in place to ensure that information presented to its internal and external audiences is current and accurate and reflects the college Mission and core values. As an example, the Marketing and Communications Office is responsible for the coordination of all official college publications such as the Catalog and all external communications vehicles such as the college website and college marketing and publicity campaigns. There are processes established to ensure that information is updated and presented to the public accurately and staff within the Marketing and Communications Office conduct periodic content review of college webpages and coordinate the production and publication of all college marketing and communications materials. The college maintains a website specifically dedicated to accreditation, where the college's status is published and where all official accreditation documents such as letters from ACCJC, self-study reports, follow-up letters and substantive change reports, are available for public view.

<https://www.foothill.edu/president/accreditation.php>

In addition, the institution's shared governance structure provides a wide range of regular assessments of all areas of campus operations. Faculty, staff, administrators, and students review information for completeness, accuracy, and currency at multiple layers of review [I.C-1]. These meetings are open and minutes are posted regularly on the college's public website [I.C-2].

All matters of District policy and procedures including accreditation status are subject to further review by the District's Board of Trustees, where final review and approval is made. Meetings are open and advertised to the public in advance via the District website [I.C-3]. Time is allotted for public comment. Minutes and results are posted on the District website and distributed to all faculty, staff, and administrators (and student government leaders) via campus-wide email [I.C.-4]

Analysis and Evaluation

The college meets the standard. Information about the college is easily accessible on the college website.

For institutions with a baccalaureate degree:

- Information related to baccalaureate programs is clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

Standard I.C.2

The Institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all the facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

The Foothill College catalog is published online and in a print for students, prospective students, and members of the public [I.C-5]. The college ensures its catalog is accurate through a thorough internal approval process involving all key stakeholders. An updated process was created in January 2017 to improve our internal systems and to ensure that updated information regarding programs, locations, and policies is current and represented accurately in each new edition of our catalog. Individuals involved in overseeing the process of approving the new catalog include: the Director, Marketing and Publications; the Publications, Publicity and Editorial Coordinator; the Web and Print Communications Design Coordinator; the Graphic Design Technician; the Curriculum Coordinator; and the Office of Instruction.

The catalog includes the following elements:

Section	Page in 2016-17 Catalog
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	6
Representation of accredited status with ACCJC, and with programmatic	1
Course, Program, and Degree Offerings	85-124, 127-335
Student Learning Outcomes for Programs and Degrees	82-124
Academic Calendar and Program Length	Inside front cover
Academic Freedom Statement	40
Available Student Financial Aid	27-30
Available Learning Resources	18-20
Names and Degrees of Administrators and Faculty	339-349
Names of Governing Board Members	338
Admissions	40
Student Tuition, Fees, and Other Financial Obligations	26-27
Degrees, Certificates, Graduation and Transfer	36, 72, 74-76
Academic Regulations, including Academic Honesty	43, 53
Nondiscrimination	54
Acceptance and Transfer of Credits	44
Transcripts	45
Grievance and Complaint Procedures	56
Sexual Harassment	55
Refund of Fees	20, 26
Locations or Publications Where Other Policies may be found	???

Members of the college that review specific areas of the catalog include administrators, staff, and faculty who oversee specific areas. The Marketing Office ensures that all updates and edits from college departments are incorporated and that the document is proofread and accurate. We

provide students in both online and face-to-face modalities the same information, but in multiple formats including online webpages, printed handouts, emails, and websites.

Analysis and Evaluation

The college meets this standard. Information is available to students via the catalog online and in print. The catalog includes the important elements about the college.

Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

All areas of the campus governance structure -- administrative units, student service areas, and instructional programs -- routinely engage in outcome assessments. This process is focused and reported through annual Program Reviews. Using established student learning outcomes (SLOs), service area outcomes (SAOs), administrative unit outcomes (AUOs), and institutional learning outcomes (ILOs), each unit assesses the success or failure of their efforts over the past cycle. This review encourages a college-wide dialogue at all levels and across instructional and non-instructional areas to align and allocate college resources based on available data and the college educational goals [[I.C-9](#), [I.C-10](#), [I.C-11](#)].

The timelines, assessment rubrics, and alignment of college goals are re-evaluated and prioritized annually through PaRC and OPC, and all data and results are posted on the college website through the Office of Instruction and Institutional Research [[I.C-12](#)].

Student Learning Outcomes are included in the Course Outline of Record which are available on the college website. Outcomes assessment information is required as part of the program review process and assessment summaries are included as an attachment to program reviews and as a program review prompt. This information is evaluated by the Program Review Committee (PRC) and included as part of its evaluation rubric. The PRC includes its assessment in its recommendation to PaRC. PaRC includes student representatives from student government. All of this information is publically available on the college website.

In addition, information about student achievement is also included in the program review and program review data sheets available on the web. Student Success Scorecard information is available from the foothill college homepage. This information is reported to the college annually and reported to the Board of Trustees during the summer study session each year.



Analysis and Evaluation

The college meets this standard. Student learning assessment and achievement information is shared and discussed throughout the institution to demonstrate matters of academic quality.

For institutions with a baccalaureate degree:

- The assessment results of student learning and student achievement in the baccalaureate program is used in the communication of academic quality.

Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The institution ensures information about programs is clear and accurate as part of the initial approval process for a new program and as part of a yearly review of established programs. New programs are approved according to a detailed iterative process that ensures clarity and accuracy. The process is described on the College Curriculum Committee webpage where there are links to the Program Creation Flow Chart, Program Creation Guidelines, and Program Creation Sign-Off. These are found on the curriculum webpage and clearly describe the process for new program creation. The program application transits through a series of individuals and shared governance bodies where input, suggestions, and questions are given [I.C-13].

Program curriculum sheets are available online <https://foothill.edu/programs/> and <https://foothill.edu/programs/programs.php> as well as in the college catalog. Course requirements along with program outcomes are included.

For online programs the Foothill Online Learning program maintains a website for students to receive information about distance education opportunities. Included in this website is the "Online Degrees and Certificates" webpage, which lists the degrees and certificates that students can earn the following degrees and certificates by completing fully online courses [I.C-14].

~~[I.C-17, I.C-18].~~

Analysis and Evaluation

The college meets this standard. Information on certificates and degrees is regularly reviewed and included on publically available websites.

For institutions with a baccalaureate degree:

- The purpose, content, course requirements, and learning outcomes of the baccalaureate program are clearly described.

Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of mission, programs, and services.

Evidence of Meeting the Standard

Catalog Approval Process: Front Matter

In January, a meeting is called to develop the production schedule for the following academic year's catalog. Those invited to the meeting include:

- Director, Marketing and Public Relations
- Publications, Publicity, and Editorial Coordinator
- Web and Print Communications Design Coordinator
- Graphic Design Technician
- Curriculum Coordinator

Once the schedule is agreed to, the *Publications, Publicity, and Editorial Coordinator* contacts the administrator in charge of the various narrative sections of the catalog (commonly referred to as the "front matter"). The front matter includes the following:

- College Profile
- Student Life
- Student Services & Programs
- Financial Planning & College Costs
- Programs of Study
- Academic Policies

Administrators are responsible for making any corrections and/or updates and returning the section(s) to the *Publications, Publicity, and Editorial Coordinator*.

Any corrections and/or updates are reviewed by the *Publications, Publicity, and Editorial Coordinator* and the *Director, Marketing and Public Relations* to ensure accuracy and constancy. The consolidated edits are then made by either the *Web and Print Communications Design Coordinator* or *Graphic Design Technician*.

The revised front matter section is reviewed again and then a proof is made available to all responsible administrators. Responsible administrators must initial their section(s) once all edits have been made.

The *Publications, Publicity, and Editorial Coordinator*, *Curriculum Coordinator*, and *Director, Marketing and Public Relations* then review a final proof of the entire document, provided to them by the print vendor.

Documents on the College Curriculum Committee (CCC) Policies & Resolutions webpage <http://www.foothill.edu/staff/Curriculum/policies.php> were all reviewed and approved by CCC.

The approval date should be noted on each document. All of the locally-used forms in the Forms, Guides & Flow Charts column on the main CCC webpage <http://www.foothill.edu/staff/Curriculum/> were also reviewed and approved by CCC (e.g., New Course Proposal, Stand Alone).

The Director of Marketing regularly reports to the **Foothill Technology Committee** about plans for the college website redesign. These reports are documented in the Tech Committee meeting minutes which are available at <https://foothill.edu/president/ttf.php>

The Foothill College Technology plan includes the following initiative: "Development of a formal process for annual review and evaluation of college website with input from students, faculty, and staff to ensure that it meets needs for access to information and services."

https://foothill.edu/president/ttf/2016_2019_FH_Tech_Plan.pdf

Program brochures go through several review steps. For example, the STEM center might develop marketing material together (whether brochures or website) and present to the marketing department. The Marketing office reviews and then posts or prints. In many cases drafts are also sent to faculty and administrative stakeholders for review, with comments back incorporated into the final design.

The course schedule, with notes, are reviewed by both the dean and scheduling office staff before being published.

Analysis and Evaluation

The college meets this standard. The institution reviews and evaluates its policies, procedures, and publications on a regular basis. The institution has clearly structures and processes for conducting these reviews.

Standard I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Foothill College publishes all student fees on its webpage [[I.C-X](#)] <https://foothill.edu/reg/fees.php> . Foothill also publishes its fees in the course catalog, available online and in print on campus. Once a student registers for their courses through my portal, they are taken to a payment page that shows their specific fees/charges as they relate to the courses in which the student enrolled.

Student Cost of Attendance is listed on the college website: https://foothill.edu/aid/fa_cost.php

2016-2017

Description	Living with no/low, Rent and No Dependents	All Others
Tuition and Fees*	\$1,515 (see fees)	\$1,515 (see fees)
Books and Supplies	\$1,791	\$1,791
Room and Board	\$5,007	\$12,594
Transportation	\$1,242	\$1,242
Personal/Miscellaneous	\$3,159	\$3,159
TOTAL	\$12,714	\$20,301

Less Than Halftime

Tuition and Fees	\$1,515
Books and Supplies	\$1,791
Transportation	\$1,242
TOTAL	\$4,548
Add for NR tuition	\$7,020
TOTAL	\$11,568

A fee calculator is also included to assist students.

<https://foothill.edu/reg/fees.php/feecalc.php>

<https://foothill.edu/reg/feecalc.php>

Estimated Fee Remittance Slip Calculator
 (*Effective Summer 2016*)

1. Basic Fees	Choose	Totals
Student ID Card Fee \$10.00	<input type="checkbox"/>	
Student Rep Fee \$1.00	<input type="checkbox"/>	
Campus Center Fee \$20.00	<input checked="" type="checkbox"/>	
Health Services Fee \$16.00	<input checked="" type="checkbox"/>	
Eco Pass Fee \$5.00**	<input checked="" type="checkbox"/>	
Total Basic Fees:		

2. Enrollment fee (\$31/per unit)

Enter Number of units enrolled:

Note: Students with a **BOGW** - **do not pay** this fee.
 Tuition-paying students are required to pay this fee.

Total Enrollment Fees:

3. Instructional Course Fee(s)

See individual class listing for any applicable fee(s).

Total Course Fee(s):

4. Tuition for Non-California Residents

Are you an Out of state student? (\$156 /unit)

Are you a Foreign student? (\$156 /unit)

Number of units enrolled:

Total Out of State or Foreign Tuition:

5. International Student Health Insurance

\$484 per quarter

6. Parking

	Choose
Auto (fall, spring or winter)\$26.65	<input type="radio"/>
Auto (summer session) \$20.00	<input type="radio"/>
Motorcycle/MoPed \$15.00	<input type="radio"/>
BOGFW recipients \$13.15	<input type="radio"/>

Total Parking Fees:

8. Your Estimated Total Fees

Total Fees:

Analysis and Evaluation

The college meets this standard. Fees and total cost of attendance is available to students online and in the catalog.

Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

As stated in Board Policy 4190 on Academic Freedom, Foothill College

"faculty members have the principal right and responsibility to determine the content, pedagogy, methods of instruction, the selection, planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District, and in accordance with state laws and regulations. These rights and responsibilities include, but are not limited to, the faculty member's choice of textbooks and other course materials, assignments and assessment methods, teaching practices, grading and evaluation of student work, and teaching methods and practices"

It also states:

"Academic freedom encompasses the freedom to study, teach and express ideas and viewpoints, including unpopular and controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth. This freedom exists in all service areas, including but not limited to teaching, librarianship, counseling, coordinating and all faculty-student interactions. Academic Freedom is the bedrock principle of all institutions of learning and must be extended to all faculty regardless of their status as full-time, part-time, or probationary."

[[I.C-X](#)].

BP 5500 Student Rights and Responsibilities

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2YN0462B2>

mentions the protection of freedom of inquiry and expression.

"Students at Foothill or De Anza College have guaranteed rights, and assume responsibilities, under applicable State and Federal law and regulations derived from these statutes. These rights and responsibilities include protection of freedom of expression and protection against improper evaluation in the classroom; access to, safe keeping, and confidentiality of records; rights of freedom of association, inquiry and expression; participation in student governance with corresponding responsibilities; and the exercise of the rights of citizenship off campus."

The college publishes a statement on academic freedom on page 40 of the current 2016/17 catalog [[I.C-5](#)].

Academic freedom is implemented and monitored in DE/CE courses and programs by the efforts of the Academic Senate's Committee on Online Learning which meets on a monthly basis throughout the academic year and regularly reports to the Academic Senate [[I.C-X](#)].

Board Policy 4110 Mutual Respect Policy reaffirms this commitment to intellectual freedom <http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSGH6FBCAB>

“At the same time the Board is, as always, committed to protecting freedom of speech to guarantee the free exchange of ideas. Nowhere is this protection of greater importance than on our college campuses, where the free exchange of ideas fosters knowledge, individual growth, and tolerance for new and different ideas.”

as does Board policy 4640 Harassment and Discrimination

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUUWZ7B920F>

“While the Board recognizes that academic freedom does not allow harassment or any other form of unlawful discrimination, the Board reaffirms its commitment to academic freedom as established in Board Policy on Academic Freedom (4190). The lecture, content and discourse (including rhetorical strategies) that are an integral part of the course or which serve a legitimate pedagogical purpose shall in no event constitute harassment or other forms of unlawful discrimination. In cases involving questions of academic freedom, the District shall consult with the Academic Senates whenever possible or with other appropriate faculty representatives as needed, consistent with Administrative Procedures 4640.”

According to the Faculty Association agreement http://fafhda.org/agreement_2013-2016/Articles/Article%206A.pdf, Tenure Review Committee members are required to respect the academic freedom of candidates and receive in-service training regarding academic freedom rights and responsibilities.

“Responsibilities of Tenure Review Committee Members

6A.4.3 Tenure Review Committee members shall maintain objectivity in performing their evaluative responsibilities. To that end, members shall disqualify themselves if they believe they cannot maintain impartiality toward a candidate.

6A.4.3.3 All committee members shall respect the academic freedom of the candidate to employ pedagogy or methodology appropriate to the discipline but which differs from the instructional practices of the individual committee members.

6A.4.5 Before beginning their evaluation duties, all Tenure Review Committee members shall have completed an in-service training session specifically designed to 1) familiarize them with timelines and procedures; 2) emphasize the constructive nature of the tenure review process; 3) review the academic freedom rights and responsibilities of the probationary faculty employee; 4) define cultural competence and increase awareness of the behaviors and attitudes that support faculty diversity; and, 5) enable members to identify bias and maintain objectivity.”

The academic freedom policy is published in the electronic Board Policy and Administrative Procedure manual <http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUU2X765834> . It is also made available in the college catalog, on the Academic Senate's website <https://foothill.edu/senate/index.php>, and in the Tenure Review Handbook <https://www.foothill.edu/staff/tenure/TenureReviewHand.pdf>. The academic freedom policy was first approved by the board on April 20, 1960. The most recent version was approved by the Foothill College Academic Senate on June 1, 2009; the De Anza College Academic Senate on June 8, 2009; the Chancellor's Advisory Council on October 16, 2009; and by the Board of Trustees on January 5, 2010.

Analysis and Evaluation

The college meets this standard. The college uses and publishes governing board policies on academic freedom and responsibility. The college supports an atmosphere in which intellectual freedom exists for all constituencies.

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Relevant Board policies include:

BP 3121 Standards of Ethical Conduct

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TTNBH5EFFD0>

BP 5500 Student Rights and Responsibilities

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2YN0462B2>

AP 5510 Student Code of Conduct

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UC77B2DA5>

AP 5520 Student Due Process and Discipline

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UGB7BD19B>

AP 5530 Student Grievances

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UPY7D0BB9>

The Student Handbook includes information about the district policies and procedures related to academic honesty as well as the college's academic integrity policy and honor code

<https://foothill.edu/services/handbook/index.php>. Academic integrity is also covered in the college catalog (page 44) and the code of conduct and due process procedures are included starting on page 57 https://foothill.edu/publications/archives/Catalog_2016-17.pdf.

Resources for faculty are available here: http://www.foothill.edu/fga/faculty_resources_integrity.php.

The student rights page also has information for faculty

<https://foothill.edu/services/studentright.php#rights>.<https://foothill.edu/services/studentright.php#rights>.

The Student Affairs website <https://foothill.edu/campuslife/affairs.php> gives additional information.

There is also a Library guide regarding academic integrity that references a spring 1988 action by the Foothill College Academic Senate to adopt the Council of the American Association of University Professors Statement on Professional Ethics http://libguides.foothill.edu/academic_integrity.

Board approved policies on student academic honesty are made public in multiple ways including on the Foothill webpage, the Foothill-De Anza webpage, and in the course catalog available online and in print on campus <http://www.foothill.edu/services/handbook/index.php> (I.C.22). In addition, policies on student academic honesty are covered in the New Student Orientation as well as International Student Orientation at the start of the academic year. Below is a sample orientation schedule.

**Spring Orientation Schedule: Hearthside Student Lounge,
March 15-17**

Wednesday, March 15

9:30 am: Begin set-up

10:00 am: Welcome, Announcements

10:30 am: Introduction to Counseling- Kim Lane

10:45 am: How to Register for Classes

11:15 am: Ice-breaker

11:35 am: Announcements, explain schedule

**11:45 am: Plagiarism/Code of Conduct- Thom Shepard, Dean of
Student Affairs**

12:00 pm: Lunch

1 pm: Health Insurance and Health Office

1:30 pm: Collect Documents

1:45 pm: Ice Breaker

2:00 pm: Campus Safety

2:30 pm: Immigration Regulations

3:00 pm: First Quiz!!

3:30 pm: ISP Homestay

A statement on Academic Freedom and Professional Ethics is included in the faculty handbook.

http://www.foothill.edu/staff/documents/Faculty_Handbook.pdf and at:

http://www.foothill.edu/senate/files/Academic_Freedom.pdf

The Foothill College Mission Statement includes the phrase “**are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.**” These values were deemed so important as to be included explicitly within the mission statement. The college lives by these values and they often come up in conversation.

For online programs, the college uses single-sign on for student access to course sites in the Canvas course management system as a prevention strategy to promote student verification. This single-sign on is based on the student identification number that is in the Banner student information system.

The 2010 Resolution by Foothill College Faculty Academic Senate states *"In compliance with federal requirements to document student attendance in online classes, faculty must record a weekly academically related activity such as discussion forum posting, online quiz, reflection, assignment, exam, email, field trip, telephone call or electronic communication at least through week 7 or the drop with W deadline for each student in an online class. This is in line with our commitment to best practices of Regular, Timely and Effective Student/Faculty Contact as approved by the Faculty Senate and submitted by faculty on the "Course Approval Application for Online/Distance Learning Delivery" and vital to students receiving financial aid."* (I.C.23)

In June 2015, the Foothill College academic senate passed a resolution charging each division with developing division (or department) specific online course standards. These standards are intended to assist faculty in teaching online (I.C.24 and I.C.25). In addition, several Division-specific online course standards encourage faculty members to promote student verification in the design of DE/CE courses. For example, proctored exams are required of many PSME online courses (I.C.26). Standards for the Math Department state: “The instructor should schedule proctored assessments. For purposes of this policy, *proctored assessment* means an in-person assessment where the instructor or a representative verifies the identity of each student taking the assessment. Acceptable forms of identification for proctored assessments are a passport, U.S. driver's license, or government issued photo identification. Each instructor's course design and grading policies should be put into place with an eye toward ensuring, to the best of their ability, that any student receiving credit for an online course is the student who completed the required work and took the required exams.”

The self-paced Canvas Certification training course site includes a PDF document titled “Suggested Effective Practices for Online Courses Essential Components” which states: “Means must be taken to ensure that the person completing the course work is the same person who receives the course grade; Secure and password-protected access to the course site can be used to ensure student authentication under federal requirements of the Higher Education Opportunity Act; Other means for student verification include proctored testing, frequent assessments,

assignments that build upon one another, assessments that rely on students' personal experience or characteristics”

The “Suggested Effective Practices for Online Courses Essential Components” document was reviewed and approved by the Committee on Online Learning at meetings in December 2012 and January 2013 (I.C.27).

Analysis and Evaluation

The college meets this standard. The college has developed clear guidance and policies around ethical behavior which are published in multiple formats.

Standard I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

From institutional policy to faculty training and evaluation, Foothill College addresses the importance of distinguishing between professionally accepted understandings and personal conviction within the learning environment. Institutionally, Foothill College makes manifest professionally accepted discipline views via the Course Outline of Record (COR). In accordance with Title 5 regulations, the COR is the official blueprint for teaching the course, and as such is carefully vetted by the division curriculum committee. Moreover, CORs are available for public scrutiny (I.C.28).

As part of their initial training, new Foothill faculty members discuss the College's "Statement of Professional Ethics" with faculty mentors. This statement, adopted by the Foothill College Academic Senate in 2009 and found in the *Foothill College Faculty Handbook*, encourages faculty to "devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge" (I.C.29).

In addition, faculty are assured of their academic freedom. The Foothill College policy on academic freedom, also found in the *Foothill College Faculty Handbook*, encompasses among other things, "the freedom to study, teach and express ideas and viewpoints, including unpopular and controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth" (I.C.30). Beyond institutional policy and faculty training, Foothill College assesses faculty adherence to these standards through regular evaluations. Tenured and contract faculty receive administrative evaluations at least once every three years. In particular, areas requiring improvement are identified and assistance making those improvements is provided.

Foothill College recognizes the importance of professional adherence to accepted discipline views while endorsing—and guaranteeing—a free exchange of viewpoints in pursuit of learning. Through institutional policy, curricula, shared governance, mentorship, and faculty evaluation, Foothill College meets this standard.

Analysis and Evaluation

The college meets this standard. The faculty, through the Academic Senate, demonstrate their conviction to separate personal from professional views.

Standard I.C.10

I.C.10 – Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Foothill College is a public educational institution, and it does not attempt to conform, or instill specific beliefs or worldviews in its staff, faculty, administrators or students. As cited in the College’s mission, Foothill College “are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability” (I.C.32). Any implemented policies are codes of conduct for students and faculty and are communicated through the Foothill College course catalog and student and faculty handbooks (I.C.33).

Foothill College communicates detailed information of policies through a public website created to better serve and houses communication from the Board of Trustees and Chancellor to the campus. The purpose of the website is to give faculty, staff, students, and the community a thorough understanding of what policies were on the agenda and when they were discussed, adopted, and or implemented. All meeting minutes and agendas are displayed on the Board and Chancellor’s webpages (I.C.34).

Analysis and Evaluation

The college meets this standard. The college upholds the highest standards of conduct as articulated in its mission statement.

Standard I.C.11

I.C.11 – Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Foothill College does not operate in foreign locations.

Foothill College does enroll students who do not reside in the U.S. The International Student Program office supports international students on F-1 visas, reviewing applications to ensure that foreign students comply with the college's admission requirements (I.C.35). The international office webpage explicitly communicates international students at Foothill College are students who hold or will apply for an F-1 student visa and outlines the minimum unit enrollment and tuition fee requirements (I.C.36)

Analysis and Evaluation

The college meets this standard. The college does not operate in foreign locations.

Standard I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Foothill College communicates matters of educational quality and institutional effectiveness to the public and complies with eligibility Requirements, Accreditation Standards, Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College posts all previous Accrediting Commission Self-Study reports, Mid-Term reports, Substantive Change and communications/letters on the accreditation website (I.C.37).

The College has eight programs with external licensure and accreditation requirements. Each program has documentation available on the College website that demonstrates its responsiveness and communication with its respective accrediting agency.

American Dental Association, Commission on Dental Accreditation

- Dental Hygiene

American Society of Health-System Pharmacists

- Pharmacy Technician

American Veterinary Medical Association Committee on Veterinary Technician Education and Activities

- Veterinary Technology

California Department of Public Health, Radiation Health Branch,

- Radiologic Technology

Commission on Accreditation of Allied Health Education Programs

- Diagnostic Medical Sonography
- Paramedic – Emergency Medical Technician

Commission on Accreditation for Respiratory Care

- Respiratory Therapy

Joint Review Committee on Education in Radiologic Technology

- Radiologic Technology

Program faculty and administration participate in site visits and submit progress reports, ongoing annual reports, and improvement plans as required.

The college has submitted appropriate substantive change reports and has communicated via email and posting on our website regarding changes in our accredited status. The college posts correspondence between the Commission and the College on its website.

<https://www.foothill.edu/president/accreditation.php>

Analysis and Evaluation

The college meets this standard. The college complies with all regulations and requirements of the external agencies with which it interacts, including any program-specific accrediting agencies. Foothill College is consistent in how it represents itself to those agencies and the public, and the college clearly communicates changes in its accredited status.

ER 21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

Standard I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Foothill College routinely communicates program changes to the Commission. Over the last several years this has included substantive change requests for online learning, the Sunnyvale Center, and the Dental Hygiene Bachelor Degree. In addition, as new programs are approved this is communicated to the Commission and where appropriate a substantive change request (example: new programs in Geographic Information Systems) has been made.

The college complies with all federal requirements regarding online education as well as financial aid. For example the college communicated to the federal Department of Education about its new Early Summer schedule which ultimately resulted in changes in practice to comply with federal statute. In addition the college submits an annual report to the federal Department of Education regarding the Sunnyvale Center as the land was originally an military facility that was deeded to the college.

Analysis and Evaluation

The college meets this standard. The institution communicates changes to both the Commission as well as external agencies.

ER 21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

Standard I.C.14

The institution ensures that its commitment to high quality education, student achievement, and student learning is paramount to other objectives such as generating financial returns for investors, contributing to a related parent organization, or supporting external interests.

Foothill College is committed to providing its students with the highest quality education along with extensive student services to support student learning, the physical and emotional well-being of Foothill students, and their educational and career goals (I.C.45). This focus on student achievement is in evidence in all college documents that record the daily operation of the college (committee meeting minutes, MOUs with external organizations) and published reports and initiatives that communicate those college goals and achievements to the State and the local community.

Commitment to Student Success:

All college-wide objectives are referred to the Educational Master Plan (revised in November of 2015) and must adhere to the goals listed in the three areas of focus (I.C.46). The first goal in the Educational Master Plan (EMP) is to create a culture of equity that promotes student success. Foothill College is working to support this objective and the following points from the EMP demonstrate how we have approached this goal:

- Implement activities to improve achievement of student outcomes among those population groups experiencing disproportionate impact.
- Reduce barriers and facilitate students' ease of access across the District and region.
- Enhance support for online quality and growth for instruction and student services.
- Collaborate with K-12, adult education and four-year institutions in ways that serve students and society.
- Partner with business and industry to prepare students for the workforce.

The first three points deal with our ongoing efforts to increase student success across the board and, more specifically, to close the achievement gap for traditionally underrepresented student populations. These goals are explicitly outlined in the 2016/17 Strategic Initiative which supports the EMP goal of Equity (I.C.47). Goal III from the Strategic Initiative states "To address this (achievement) gap, the college will need to remove barriers, provide a welcoming environment for all students, and provide additional support to augment the strengths our students bring to the college." The Student Success and Support Services Plan (3SP) is updated annually and details how Foothill College uses a data-driven (evidence-based) approach to improving the way we support student learning. The 3SP objectives are framed within the context of "cross-campus collaboration and coordination to ensure that the Basic Skills and Equity workgroups are complementing each other's efforts to promote student achievement (I.C.48).

Foothill College sees its relationships with external organizations as an opportunity to serve and support students in their career and educational goals and provide those students with the highest quality education.

The Foothill mission statement demonstrates our commitment to the public good: “Believing a well-educated population is essential to sustaining and enhancing a democratic society, ... We work to obtain equity in achievement of student outcomes for all California student populations ... “

As stated in the vision statement, Foothill students “develop and act upon a sense of responsibility to be stewards of the public good.”

Analysis and Evaluation

The college meets this standard. The college is focused on serving its students for the public good and not financial returns.

Standard I.C Evidence

[I.C-1](#) Foothill website: Foothill College Accreditation

[I.C-2](#) **Check link**

[I.C-3](#) FHDA Board of Trustees website

[I.C.-4](#) 2017 Meeting Calendar - Board of Trustees, Audit and Finance Committee, and Citizens' Bond Oversight Committee

[I.C-5](#) Foothill College 2016-2017 Course Catalog

[I.C-6](#) Foothill website: Distance Education Advisory and COOL Committees

[I.C-7](#) Foothill website: Academic Senate

[I.C-8](#) Foothill Faculty Senate Draft Resolution: Student Attendance in Online Classes

[I.C-9](#) Course Outline of Record: APSM 106

[I.C-10](#) Foothill website: Program Review Data Sheets

[I.C-11](#) Foothill website: Instructional Program Reviews

[I.C-12](#) Foothill website: Program Planning & Review

[I.C-13](#) Foothill website: Curriculum

[I.C-14](#) Foothill Online Learning: Online Degrees and Certificates

[I.C-15](#) FHDA Faculty Agreement

[I.C-16](#) FHDA Faculty Agreement, Appendix J1

[I.C-17](#) Suggested Effective Practices for Online Courses

[I.C-18](#) Guidelines for J1 Administrative and Peer Evaluation of Online Courses

[I.C-X](#) Foothill website: Student Fees

[I.C-X](#) Board Policy 4190: Academic Freedom

[I.C-X](#) Foothill Online Learning: Faculty Responsibilities

I.C.22 <https://foothill.edu/campuslife/affairs.php>, http://www.fhda.edu/_about-us/_board/index.html, <https://foothill.edu/schedule/catalog.php>

I.C.23 [Foothill Senate Definition of Attendance for Online Courses](#)

I.C.24 www.foothill.edu/senate/resolutions/2014-15/SPRING_15/OnlineCourseStandardsADOPTED.pdf

- I.C.25 <http://www.foothill.edu/senate/onlinecoursestandards.php>
- I.C.26
http://www.foothill.edu/senate/DivisionCourseStandards/PSME_Online_BestPractices.docx
- I.C.27 <http://www.foothill.edu/fga/DEACmtg.php>
- I.C.28 <https://foothill.edu/staff/Curriculum/documents/CCC-Responsibilities-4-21-15.pdf>
- I.C.29 <https://www.aaup.org/report/statement-professional-ethics>
- I.C.30 http://www.foothill.edu/senate/files/Academic_Freedom.pdf
- I.C.31 http://fafhda.org/agreement_2013-2016/FA-Agreement_2013-2016.pdf
- I.C.32 <https://www.foothill.edu/schedule/catalog.php>
- I.C.33 <https://foothill.edu/services/studentright.php> <https://foothill.edu/services/handbook/>
https://foothill.edu/staff/documents/Faculty_Handbook.pdf
https://foothill.edu/staff/documents/Faculty_Handbook_General.pdf
- I.C.34 <http://www.fhda.edu/about-us/board/mission.html>
<http://www.fhda.edu/about-us/board/Highlights.html>
- I.C.35 <https://foothill.edu/international/about.php>
<http://www.foothill.edu/international/ad.php>
http://www.foothill.edu/international/trans_4.php
- I.C.36 <https://foothill.edu/international/othervisas.php#orientation>
https://foothill.edu/international/ad_costs.php
- I.C.37 <https://www.foothill.edu/president/accreditation.php>
- I.C.38 <https://www.foothill.edu/schedule/catalog.php>
- I.C.39 <https://www.foothill.edu/index.php>
- I.C.40 <http://www.foothill.edu/staff/irs/>
- I.C.41 <http://www.foothill.edu/staff/irs/programplans/index.php>
- I.C.42 <http://www.foothill.edu/staff/irs/LOA/index.php>
- I.C.43 <https://foothill.edu/schedule/outlines.php>
- I.C.44 <http://www.foothill.edu/staff/irs/FHresearch/requestcompleted.php>
- I.C.45 <http://www.foothill.edu/president/mission.php>
- I.C.46 <http://www.foothill.edu/president/parc/index.php>

- I.C.47 <http://www.foothill.edu/president/parc/index.php>
- I.C.48 <http://www.foothill.edu/president/publications.php>
- I.C.49 <https://www.foothill.edu/sunnyvale/>
- I.C.50 <https://www.foothill.edu/sunnyvale/cpartners.php>
- I.C.51 <https://foothill.edu/articulation/hs.teachers.php>
- I.C.52 <https://www.foothill.edu/sunnyvale/cpartners.php>
- I.C.53 <https://www.foothill.edu/sunnyvale/cpartners.php>
- I.C.54 <http://www.mvla.net/District/Department/149-Alternative-Programs>
- I.C.55 <http://www.yearup.org/our-approach/academic-partners/>

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The Foothill College Mission Statement articulates:

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

Foothill College offers instruction leading to achievement in basic skills, transfer, and career preparation with a diversity of delivery methods including, online, hybrid, and on-campus classroom instruction. Students may receive instruction at the Foothill main campus in Los Altos Hills and the new Sunnyvale Center campus in Sunnyvale, which began operation in September 2016. We also offer a robust selection of online course options, with 662 courses approved for online delivery [II.A-1]. Regardless of location or mode of instruction, Foothill College ensures students receive the equivalent high quality instructions, services, and resources.

Sunnyvale Campus

In May, 2016 the ACCJC accepted Foothill College's substantive change proposal to relocate the Middlefield Center to the Sunnyvale Center (and required a site visit within six months of operation. Operation began September, 2016) [II.A-2]. The Sunnyvale campus also offers the same range of student services and resources as the main campus [II.A-3] [II.A-4, page 22-27]

Alignment to Core Mission

All institutional offerings, regardless of location or means of delivery, align with the core mission goals and maintain high quality through the following processes:

Curriculum Review and Oversight: The College relies primarily on faculty for curriculum review and oversight. The central group responsible for oversight is the College Curriculum Committee (CCC), which is a subcommittee of the Academic Senate.

Established Procedures for New Programs: We have an established procedure for creating new programs for transfer or workforce, both of which are prominent in our core mission [II.A-5]. After receiving the proposal from discipline faculty, the division dean submits the plan to the appropriate Core Mission Workgroup (either Transfer or Workforce) for review and recommendation. The proposal then moves to the Vice Presidents and ultimately to PaRC for review and recommendation to the college president, who makes the final decision whether or not to proceed. Once approved, the formal application to the state is prepared and sent to the CCC for final approval before moving to the district board of trustees and state approval. Once approved by the Board, workforce programs undergo additional review and approval by the Bay Area Community College Consortium to analyze regional need and capacity, and both workforce and transfer program applications go to the Office of Instruction for submission to the Chancellor's Office.

Proposals for all new courses (whether the plan is to offer them on-campus or online) follow a similar path to approval, with the CCC determining the submittal data required in order to evaluate a course [II.A-6, II.A-7]. These criteria include proposed transferability, as well as identification of the degree(s) and/or certificate(s) to which the new course would be added. Using the online curriculum management system (C3MS) faculty can provide a proscribed list of information regarding a course that, when approved, becomes the Title 5 course outline of record (COR). Each COR is reviewed by discipline faculty at minimum every five years, or more frequently if a change(s) is/are proposed in the course; these reviews are vetted by each division's curriculum committee.

Review and Evaluation: Using a systematic series of evaluations, each instructional program at Foothill that grants a degree or certificate completes an annual program review every year and a comprehensive program review every three years [II.A-8, II.A-9]. These evaluations require faculty, staff and administrators to review and explain how the program supports the college mission, college master plan, and student learning

outcome achievement. Program faculty then identify goals and resources requests to continue to improve their program [\[II.A-10\]](#). In addition, workforce and career programs at Foothill College have advisory boards that consult with faculty on curriculum to ensure quality and applicability for currency and rigor. Program review serves as the basis of the resource allocation process [\[II.A-11\]](#).

Certificates, Degrees, and Transfer

Foothill College offers 31 certificates of achievement and 73 associate degrees, including 21 associate degrees for transfer [\[II.A-12\]](#). The college also offers one BS degree in Dental Hygiene. All degrees and certificates of achievement are consistent with the college's mission statement, and are designed to help students become "members of the workforce, future students (transfer) and global citizens." Foothill students can choose from 18 degrees that may be completed entirely online or in combination with on-campus and hybrid classes [\[II.A-13\]](#).

Transfer being one of the college's core mission goals, Foothill currently has articulation agreements with 21 California State Universities (CSU) and all 10 University of California (UC) campuses [\[II.A-14\]](#). The college also has articulation agreements with many private and out-of-state colleges and universities including Santa Clara University, University of the Pacific, University of Southern California, Biola University, and many other institutions [\[II.A-15, II.A-16, II.A-17, II.A-18\]](#). Foothill articulates many courses through the C-ID statewide program. To facilitate student success in achieving their educational goals, Foothill students can complete a Transfer Admission Guarantee (TAG) with 19 different universities, seven UCs, two CSUs, and 10 private universities. As a result of these efforts, Foothill has one of the highest CSU transfer rates in the state. Courses are articulated to transfer institutions with no distinctions made about their mode of delivery. Regardless of modality, all Foothill college courses meet the same standards of rigor and quality [\[II.A-19\]](#)

Baccalaureate Degree

In response to changing educational demands in the field, Dental Hygiene faculty at Foothill applied to be one of the pilot program colleges in California to offer a Bachelor degree. In May 2015 the ACCJC accepted Foothill's substantive change proposal for a Bachelor of Science in Dental Hygiene [\[II.A-20\]](#). The college admitted its first cohort of students to this program in the Fall 2016. The program is consistent with the college's mission to provide workforce training and opportunities for students and the faculty have ensured that the courses in the program maintain the rigor and standards of both lower division and upper division work.

The program requires 86 quarter units of general education across both lower and upper division courses and 100 quarter units in the Dental Hygiene major and has been approved by the State Chancellor's office in June 2016 [\[II.A-21, II.A-22\]](#). Faculty in the program have done much research and careful evaluation of all the courses in the program to ensure that the distinctions between lower and upper division courses are maintained and that students who graduate from the program have met the exacting standards of a Bachelor of Science degree.

The Dental Hygiene program, like all programs on campus, completes an annual program review

and a comprehensive program review every three years. The program review process ensures that faculty are monitoring the institutional, program, and course learning outcomes for the program. In addition, the Dental Hygiene program also meets the accreditation standards of the American Dental Association Commission [\[II.A-23\]](#)

Foothill has adopted institution set standards for job placement rates. These are reviewed by PaRC on an annual basis. In 2015, Foothill was placed on “enhanced monitoring” with an eye toward improving set standards for CTE programs. As a result, PaRC engaged in discussion about and set appropriate job placement rates [\[II.A-X, II.A-X, II.A-X\]](#)

Analysis and Evaluation:

The college meets the standard. Foothill offers courses and programs that are appropriate to higher education and through our articulation agreements, the college has made it possible for students to transfer to other institutions of higher learning both within California and across the nation. Our career technical education programs prepare students for the workforce, and our new Bachelor of Science degree in Dental Hygiene is meeting the industry demand for more highly educated workers and filling a gap in higher education where no such degree opportunity exists within the CSU system.

The college’s program review process focuses the faculty, staff, and administration of the college on the learning outcomes of our courses and programs. As a result of this process the program and course learning outcomes are regularly evaluated, analyzed, and updated as needed. This process also ensures that regardless of modality the courses taught at Foothill are all appropriate for higher education and are of the highest quality. The program review process also includes analysis for achievement rates in transfer, completion, and employment.

Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Curriculum Oversight

Faculty are primarily responsible for the quality of our curriculum. Overarching supervision is provided by the College Curriculum Committee (CCC), a subcommittee of the Foothill College Academic Senate, which establishes and approves campus-wide curriculum policy in compliance with State of California Educational Code and Title 5 of the California Code of Regulations. The

CCC approves new programs, degrees and certificates; approves the recommended general education requirements; provides college-wide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues. The college follows the program and course approval processes mandated by the state [\[II.A-24\]](#).

Curriculum Development and Review

Faculty are responsible for curriculum development and review by following guidelines for approval established by the CCC. Foothill College has a unique two-tiered curriculum committee process that begins with approval of courses and programs at the divisional curriculum committee level. Divisional curriculum committees are composed of faculty, both full and part-time, in related disciplines for area-specific curricular development and review. Each division has two representatives on the CCC who facilitate communication between the divisional and the college-wide curriculum committee [\[II.A-25, P. 25\]](#).

The curriculum management system (C3MS) allows for multiple levels of review for curricular quality. The CCC modified the process slightly in 2012 [\[II.A-26\]](#) by requiring faculty to first write a “New Course Proposal” that is reviewed by the CCC and communicated to faculty college-wide with the goal of preventing overlap and ensuring the new course is appropriate for inclusion in the college’s degree and/or certificate offerings [\[II.A-7\]](#). The faculty may then draft the course outline of record (COR) within the C3MS system that contains fields that reflect Title 5 requirements. The faculty owner/editor then sends the COR to the division dean who adds the faculty load, seat count and budget code. The division dean then sends the COR back to the faculty owner for review. The faculty author forwards the curriculum to the division curriculum committee for approval. One of the two CCC division representatives then verifies division curriculum committee approval and once verified, the COR is sent to the articulation officer who reviews the course for transferability eligibility. Stand Alone courses (not part of a state-approved degree or certificate, and not part of general education) follow a similar process, but instead include the additional step of review and approval from the college-wide CCC [\[II.A-27\]](#). New programs and noncredit courses are discussed and approved at the divisional curriculum committee level, then sent forward to the CCC for final discussion and approval. Faculty are welcome to present their curriculum to the CCC to clarify or address concerns [\[II.A-28\]](#). On completion of review, it is sent to the Office of Instruction for final approval. For new curriculum and programs, the approval of the board of trustees is the final step in the process. Workforce programs and degrees are also sent to the Bay Area Consortium of Community Colleges (BACCC) for approval. The intent of the BACCC is to ensure that the job market can support new programs without duplication in multiple colleges in the area [\[II.A-29\]](#).

Foothill College requires all course outlines be reviewed every five years to ensure currency. This system allows for detailed review of the COR from multiple reviewers within a workable timeline.

Course Delivery and Methods of Instruction

Course delivery methods are discussed at the division curriculum committee level. Discussion includes whether a course is appropriate for Distance Education (DE), and how course content

will be delivered. For a course to be eligible to be taught online, faculty must submit the Course Approval Application for Online/Distance Learning Delivery form. This form requires the division to note if the course is appropriate to either be online only, hybrid only, or if it's appropriate for both hybrid and fully online delivery options. It also includes best practices for online course delivery, as well as Foothill Academic Senate-recommended guidelines for regular, timely, and effective student/faculty contact [II.A-30]. In addition, each division has established criteria for quality of instruction for their online courses. These criteria provide a framework for selection of appropriate and effective methodologies [II.A-31]. The academic senate has had discussions about online course standards (including methodology) [II.A-32]. https://www.foothill.edu/senate/minutes/2015-16/Winter_16/SenateMinutesFeb22_2016.pdf

Systematic Evaluation

Foothill College requires all course outlines be reviewed every five years to ensure currency. For new curriculum and programs, approval by the board of trustees is the final step in the process. This system allows for detailed review of the COR from multiple reviewers within a workable timeline. Workforce programs and degrees are also sent to the Bay Area Consortium of Community Colleges (BACCC) for approval. The intent of the BACCC is to ensure that the job market can support new programs without duplication in multiple colleges in the area [II.A-33].

Evaluation of instructional course and program improvement begins at the course level with student learning outcomes (SLOs) assessments and reflections. As a part of the comprehensive program review process, faculty assess the program-level student learning outcomes and verify alignment with course-level student learning outcomes. This process allows for reflection on improvement while identifying resources needed to improve success in meeting stated outcomes [II.A-10]. Currently, all courses actively being taught in the curriculum have SLOs in the COR [II.A-34]. Learning outcomes are consistent across all sections and modalities of each course.

In the Fall 2014 and Winter 2015 quarters, the academic senate had robust discussions about how best to support meaningful assessment and reflection of course-level student learning outcomes [II.A-35]. As a result, Foothill College decided to allow faculty to choose when and to assess and reflect on student learning outcomes, provided that they do so in a manner by which they have a complete, current set of data for each student learning outcome for every course to review when they completed their comprehensive program review.

Program review is used to ensure program quality and identify opportunities for improvement. The process is robust and inclusive of all instructional, student services, and administrative areas. Each program completes a comprehensive program review every three years and submits annual program reviews for the two years between the comprehensives. The goal is to achieve ongoing deep reflection of programs and link program planning to program goals, institutional goals, student learning outcomes, resource allocation, the educational master plan and the college mission [II.A-36]. The comprehensive template asks if their assessment findings led them to the implementation of any changes in curriculum, pedagogy, classroom assessment techniques, the SLO or SLO assessment itself, or in any other area. Faculty are also asked to identify resources necessary to implement the changes that they had designed to improve student learning [II.A-10].

Program review procedures ensure that the process is formative in the development of our integrated planning and budgeting cycles. Faculty and staff in departments who contribute to programs participate in program review to identify needs based on assessment of student learning outcomes. To assist faculty with program review, the Office of Instruction & Institutional Research produces departmental data sheets that include five years of comparable data on enrollment, weekly student contact hours (WSCH), productivity, retention, success, and full- time and part-time FTEF. The data sheet also includes an annual report on success and nonsuccess broken down by ethnicity, gender, and age. These reports are accessible to the faculty, staff and general public [\[II.A-37\]](#).

Through a collaborative process, all divisions and departments prioritize their resource requests and submit them to their dean for prioritization. The dean in turn submits the division's priorities to their vice president who prioritizes them for the Planning and Resource Council (PaRC) which makes final recommendations to the college president.

Because the program review is directly linked to the resource allocation process, program reviews are completed in the fall quarter to best inform the integrated resource allocation process that begins in the winter quarter and concludes in the spring quarter with resources being allocated effective the following academic year [\[II.A-38\]](#). Comprehensive program reviews are forwarded to the Program Review Committee (PRC) in the winter term [\[II.A-39\]](#).

Analysis and Evaluation

The College meets the Standard. Our existing curriculum creation and review processes serve to ensure our instructional programs meet professional standards. The college has a strong SLO assessment process one that emphasizes student learning and success. Both full and part-time faculty participate in this process to ensure the highest quality of instruction and that the content and methods of instruction meet generally accepted academic and professional standards. The program review process for the college makes sure that faculty are engaged in a contiguous process of program and course improvement.

Standard II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

In 2001, Foothill College partnered with the League for Innovation's 21st Century Learning

Outcomes Project to investigate a new approach to college-wide learning initiatives and to make progress toward defining learning outcomes for the institution as a whole. The outcome of this partnership was the adoption of Foothill College's Institutional Learning Outcomes – the “4-Cs” of Communication; Computation; Creative, Critical and Analytical Thinking; and Community/Global Consciousness and Responsibility.

These outcomes provide the framework for the development of breadth and depth in course and program outcomes and form the basis of all learning experiences. Thus, if courses, programs, and degrees are to properly prepare the student for work or transfer, they must address these core competencies to reach the depth, breadth, and rigor of academic preparation. The institutional learning outcomes provide the foundation for student learning outcomes at the course, program, degree, and core mission levels of basic skills, workforce, and transfer. Faculty are asked to link the course-level SLO to a minimum of one institutional learning outcome [II.A-40]. In addition, administrative and service area outcomes must be linked to at least one institutional learning outcome.

SLO Development and Approval

At the course level, the student learning outcomes (SLOs) process requires that every course at the college have a minimum of two measureable outcomes identified and mapped to the applicable institutional student learning outcome(s). This mapping carries forward to the program and degree-level learning outcomes [II.A-41]. The process begins at the department level. Faculty review the course outlines for each course in the department and develops SLOs for those courses and an assessment cycle. A faculty and staff SLO “toolbox” is made available, including a rubric [II.A-42] to assess the strength of the SLO. All course outlines, including their SLOs, are approved at the department level first, then at the division level, and finally at the college curriculum committee level [II.A-27].

SLO Assessment Cycle

The academic senate adopted a resolution to allow each division to adopt its own SLO Assessment Cycle timing. While the campus had initially established a (minimum) cycle of assessment and reflection on at least one SLO every year for every course taught, each division may agree to adopt a different cycle if desired, provided that each SLO for each course is assessed and reflected upon at least every three (3) years. This three-year time span is intended to ensure that divisions will have a minimum of one full set of SLO Assessment Cycle data for every course by the time their comprehensive program review is due; at the same time, the three-year cycle allows time for deeper and more collaborative reflection. Divisional curriculum representatives are asked to lead faculty discussions to determine the SLO Assessment Cycle timing that makes the most sense for their division.

Participation in the SLO process is required of all faculty full and part-time. At a minimum, new faculty orientations direct all new full and part-time faculty to include the official SLOs for their courses in their course syllabi [II.A-43]. Furthermore, the instrument for formal faculty evaluations (Form J1) evaluates for “participat[ion] in special assignments, committees, projects, SLO/SAO processes, research and development areas as needed in the

discipline/department/district” [\[II.A-44\]](#). Finally, adjunct participation in at least one Departmental meeting per year where SLOs are discussed is required per the Faculty Agreement [\[II.A-45, Article 7.24\]](#).

SLO Documentation and Management

Foothill purchased TracDat to aid in accurate reporting, and the software was introduced to the faculty in Fall 2011. SLO assessment of how well students accomplished the outcome is recorded in TracDat, and the results are used to determine if changes in the outcome, content or teaching methods are required, as well as to identify resources needed for improvement. The recognition of resources is directly connected to the resource allocation process through the shared governance Planning and Resource Council (PaRC).

SLO Oversight and Institutionalization

In 2016, the college created the SLO committee, which is charged to:

- Make recommendations to the Academic Senate and Office of Instruction in regard to Student Learning Outcomes (SLO) practices, timelines, technologies, and accreditation.
- Plan and facilitate training for faculty on SLOs.
- Make recommendations to the Academic Senate and Office of Instruction about SLO coordination structures.
- Make recommendations to the Academic Senate and Office of Instruction on the use of SLOs in Program Review [\[II.A-46\]](#).

Program Learning Outcomes

Faculty define Program Learning Outcomes by utilizing a matrix to map program core and elective courses to the PL-SLOs (previously defined during the program review process). Once mapped, faculty reflect upon when/where students are expected to develop the identified competencies during the program and use this information to decide when, where, and how best to assess the PL-SLOs. Faculty are encouraged to reflect on the role(s) that each course is fulfilling in the program and to collaborate with faculty in other disciplines to discuss how learning outcomes may overlap or complement one another. A completed matrix makes visible which disciplines contribute to student development in a particular program, and consequently, which discipline faculty should ideally be involved in planning the program assessment.

<p>• Intended Program Outcome 1: <i>What will the student think, feel, know or be able to do as a result of this educational experience. Insert one Program-Level SLO here.</i></p>			
<p>This Program Learning Outcome meets the Core College Mission of:</p>	<input type="checkbox"/> Basic Skills	<input type="checkbox"/> Transfer	<input type="checkbox"/> Workforce
<p>Relationship to Institutional Learning Outcomes</p> <ul style="list-style-type: none"> • Communication • Computation • Critical Thinking • Community and Global Consciousness 	<p>Means of Assessment/Criteria for Success</p> <p><i>What are the criteria for success? What tools will be used to establish and measure success?</i></p>	<p>Summary of Data: October 2011</p> <p><i>Summarize the findings. How close were the results to the criteria for success?</i></p>	<p>Use of Results: October 2011</p> <p><i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i></p>
<p>In this box, choose one or more ILOs from the list above that suits the PLO listed above best.</p>	<p>This box is where you answer the questions in the box directly above. What tool does this program use to measure the PLO? A paper? Project? Speech?</p>	<p>Answer the questions directly above this box. If you used the tool to the left already, summarize the findings.</p>	<p>Answer the questions directly above this box. Given the data from the assessment described to the left, what changes should be made to your program to better meet the PLO? What resources are needed? What can the Core Mission Workgroups do to help?</p>

Program Review

The program review process supports continuous quality improvement to enhance Student Learning Outcomes (SLOs) and, ultimately, seeks to increase 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.

Foothill College instructional programs (as well as administrative units and student services) are reviewed annually using the Annual Program Review Form, with an in-depth, comprehensive review occurring on a three-year cycle [[II.A-47](#), [II.A-10](#)]. Faculty and staff in departments who contribute to these programs participate in program review. Deans provide feedback upon completion of the annual templates and forward the program review on to the next stage of the process. Comprehensive program reviews are forwarded to the Program Review Committee (PRC) in the winter term [[II.A-39](#)].

Program review addresses five core areas, with a final section for administrator comments and their reflections:

1. Data and Trend Analysis
2. Outcomes Assessment
3. Program Goals and Rationale
4. Program Resources and Support
5. Program Strengths & Opportunities for Improvement

6. Administrator's Comments, Reflection and Next Steps

Analysis and Evaluation

The college meets the standard. Since beginning in earnest in Fall 2008, Foothill College has made steady progress in completing course-level student learning outcomes for all active courses and assessing every course at least once per year. Program-level student learning outcomes and assessment criteria are established and will be housed in the newly upgraded learning outcome and program review software TracDat. The connection of institutional student learning outcomes to course-level student learning outcomes through course completion connects the institutional student learning outcomes to degree-level and certificate-level student learning outcomes. Many programs are already on a regular cycle of assessment and improvement, such as the allied health programs, and many programs have completed a cycle of assessment and will continue to refine their assessment cycle going forward.

Standard II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The college offers pre-collegiate curriculum in math, English and English as a Second Language, distinguishing pre-collegiate courses from the college-level courses through careful and strategic course sequencing and prerequisites.

Curriculum Sequencing and Prerequisites

The pre-collegiate curriculum in math, English, and English as a second language has been developed and sequenced by the faculty to follow a ladder to increasingly more complex and advanced training. These are designed so that students complete their pre-collegiate course work and then advance up the sequence towards college-level work. For example, students in our lowest level English course will have to take two courses in English: Introduction to College Reading and Introduction to College Writing, both of which prepare them for English 1A: Composition and Reading. The curriculum in these two developmental courses is designed and sequenced to ensure that successful students have the skills necessary to succeed in a transfer level course. The math department offers both pre-collegiate level and collegiate level mathematics courses for credit, and in order for students to take collegiate level math courses, they must satisfy pre-collegiate math prerequisites.

Faculty work collaboratively to align pre-collegiate level curriculum with college-level curriculum to ensure clear and efficient pathways for students. For example, in the ESLL department, faculty identified challenges with critical reading among ESLL students, and subsequently wrote a corequisite reading course, ESLL 249, to be taken with ESLL 25, the

department's composition course one level below transfer, for the purpose of better preparing students for English 1A [II.A-49].

All curriculum, including pre-collegiate curriculum, is developed and reviewed by faculty in the given discipline and the College Curriculum Committee. Prerequisites and advisories are also reviewed by the Divisional and College Curriculum Committees through a content review process, during which the department first determines if a course needs a prerequisite. Questions considered in the content review include: Do baccalaureate institutions require a particular prerequisite or co-requisite for articulation? In the case of Foothill's collegiate level math courses, the prerequisites and corequisites for these courses are aligned with the equivalent courses offered at the UC and CSU's [I.A-49].

Courses are then clearly numbered according to a clear and codified numbering system that indicates to students whether a course is pre-collegiate or college/transfer-level. Courses numbered from 1-49 are typically approved for transfer to the University of California (UC); courses numbered 1-99 are typically approved for transfer to the California State University (CSU); courses numbered 100 and above are typically not transferable; courses numbered 1-199 are degree applicable for FH AA/AS; courses numbered 200-299 are non-degree-applicable and include prerequisites for required courses that lead to the associate degree; courses numbered 400–499 are non-credit, adaptive learning, or other areas that do not apply to the associate degree. Pre-collegiate courses also have smaller seat counts to provide more face time between the faculty and the students [II.A-50, II.A-51 p. 128].

Direct Support through Pathways, Learning Communities, and Bridges

The college offers several pathways aimed to support the timely completion of the basic skills-to-transfer sequence, improve persistence, and increase metacognitive student skills:

Accelerated English pathway: English 1 S&T is a 2-quarter integrated reading and writing course that focuses on techniques of critical reading, critical thinking, and written communication. The course is designed for students who place into the basic skills/pre-collegiate English, but successful completion of 1S/T satisfies Foothill General Education requirements for Area II English; IGETC; and UC/CSU transferability (5 units). In addition, the course is supported by a two-quarter, 4-unit co-requisite in student-managed portfolio development. In this course, instruction surveys basic theory, design, and implementation strategies for student-managed portfolios, with emphasis on the reflective and evaluative processes necessary for portfolio development [II.A-52, II.A-53].

First Year Experience: FYE is a one-year learning community that provides first-year college students the resources and support needed to successfully transition to college. Students complete begin in pre-collegiate English and/or Math and in three quarters, move through the sequence to complete college-level coursework (English 1A) or Math 220, along with four UC/CSU-transferable GE courses in disciplines such as History, Sociology, and Art. Students receive support from a team of instructors, librarians, peer mentors, and counselors, as well as participate in on-campus community activities [II.A-

[54](#)].

Umoja: Umoja, a Kiswahili word meaning unity, is a year-long learning community and critical resource at Foothill College dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja pairs English, communication, and math together in a three-quarter program that begins with English 209 (pre-collegiate reading), English 110 (pre-collegiate writing), or the English 1ST pathway. Students also take courses in Psychology and Counseling [\[II.A-55\]](#).

Puente: The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Students enroll in the English 1ST pathway, paired with dedicated counseling and service/mentoring opportunities [\[II.A-56\]](#).

Summer Bridge: The Summer Bridge Math Program is an opportunity for students to improve placement testing scores by mastering key math concepts. With this foundational knowledge, students are more successful in math courses, including intermediate algebra and beyond [\[II.A-57\]](#). The Summer Bridge English Program helps students refresh their reading, writing, and grammar skills to be better prepared for the placement test, their first college English course, and all writing intensive courses across the curriculum [\[II.A-58\]](#).

Statway: This program allows students who are Liberal Arts or Social Science majors to move through elementary algebra to complete a transferable Statistics course in two quarters [\[II.A-59\]](#).

Math-My-Way: This program helps students develop math confidence and grasp basic math concepts. It includes a hands-on series of self-paced math learning modules that combine patient, caring, understanding instruction with a group of students who have similar math skill levels. Along with the small groups and one-to-one attention from math instructors, Math My Way includes computer and paper drills, and computer games [\[II.A-60\]](#).

Non-credit curriculum and certificates: In addition to the credit curriculum in pre-collegiate basic skills, Foothill offers a range of courses in non-credit ESLL (NCEL). Like credit courses, these non-credit offerings are structured and sequenced to facilitate student movement into credit ESLL and, ideally, into transfer-level coursework in English. The NCEL faculty, in 2017, wrote and submitted two Certificates of Completion in English as a Second Language, to prepare students to advance to credit levels of English as a Second Language (ESL) and to provide the foundations for students to meet the requirements of an associate degree. This supports the college's prioritization of success course completion rates and Basic Skills/ESL completion rates, with a specific equity goal to "collaborate with K-12, adult education, and four-year institutions in ways that serve students and society" [\[II.A-61\]](#). The faculty who developed the NCEL courses in these certificates worked with their colleagues in the adult schools in our service area

to ensure that the courses in the program created a ladder from the adult school ESL curriculum to the college's ESL curriculum [[II.A-62](#), II.A-63, II.A-64].

Foothill College works with the following school districts and high school partners to align pre-college curriculum with college level curriculum with particular focus in the Health, Information & Computer Technology and Business Sectors as well as developing common testing and assessment metrics: Mountain View-Los Altos School District; Palo Alto USD; Fremont Union HSD; East Side Union HSD; and Metro Ed. Foothill College is also currently working with high school partners to develop a middle college which will focus on GE preparation and ADT in the aforementioned focused sectors.

Foothill College serves as the lead agency for SB1070, the primary focus of which is to align Career Technical Education (CTE) programs throughout the region. The college is also a member of the Career Pathways Trust Grant, which aligns the Information and Computer Technology pathways with feeder high schools. As part of this work, Foothill College has a designated CTE Career Pathways Coordinator, a STEM Core Pathway Coordinator, as well as an AB86 pathways coordinator that works with AB86 block grant and adult schools [[II.A-65](#), [II.A-66](#), [II.A-67](#), [II.A-68](#)].

Support Services for Success in Pre-collegiate Courses

Foothill supports students in our developmental course sequences to learn the academic skills, including student skills, necessary to advance to, and succeed in, college-level courses.

The Teaching and Learning Center provides reading and writing supplemental instruction for students in both pre-collegiate and collegiate level courses, and the STEM Success Center provides support for students in all STEM courses [[II.A-69](#), [II.A-70](#)].

The Foundations Lab was established in 2014 initially to support students in basic skills math courses. Students who use the lab receive both drop-in and scheduled academic support from adjunct instructors. Surveys indicated that students at this level did not feel comfortable seeking assistance in the STEM Center alongside students studying physics, chemistry, and higher level math. The Foundations Lab provides a more sheltered environment and is intentionally staffed with instructors that have shown strong empathy and patience. Before opening this new lab, 7.5% of the students seeking tutorial assistance through our STEM Center were from MATH 48A and below. Now 17.5% of students seeking assistance are from these classes. In 2017, basic skills English course assistance was added to the Foundations Lab, as well as chemistry courses typically taken by bio-health students [[II.A-71](#)].

The Owl Scholars program supports students in basic skills English, math, and ESL by reaching out to students early in the quarter and helping provide resources for their success. For example, the Owl Scholars program will connect students with financial resources to buy books or classroom materials, and/or they may help students connect to counseling or tutoring [[II.A-72](#)].

The EOPS program provides support services and programs for financially needy and educationally disadvantaged students to achieve their goals, including, obtaining job skills, occupational certificates or associate degrees, and/or transferring to four-year institutions. Services include assistance in textbook purchases; academic and personal counseling; peer advising; peer tutoring; and a summer college readiness program. The program also provides, based on available funding, calculators and laptops on loan; computer lab and printing; field trips to regional four-year universities; and scholarships for transfer and continuing students [\[II.A-73\]](#).

The Pass the Torch program was designed to help at-risk students earn the highest potential grade in a specific courses in order to advance to the next level of instruction. The program links students who excel in English, ESL, and math, with students who want support in these same core classes. Students are paired in one-on-one study teams that include a “Leader” (peer tutor) and a “Member” (tutee). Leaders are students who have completed one of the Pass the Torch core courses (in English, ESL, and/or Math) with an A grade and recommended by an instructor. Over its well-over-ten-year history, the program has seen its students transfer to and graduate from institutions such as Stanford, UC Berkeley, UCLA, UC Hastings College of Law, among others [\[II.A-74\]](#).

The Basic Skills Workgroup, a core mission workgroup of the Planning and Resources Council (PaRC), coordinates the design and implementation of programs that support the development of foundation skills in reading, writing, mathematics, English as a Second Language, and learning/study to achieve success in college-level courses. The workgroup focuses on necessary and purposeful activities in four areas of effective practice: organization/administration, program design, staff development, and instructional practice [\[II.A-75\]](#).

Analysis and Evaluation

The college meets the standard. Foothill provides pre-collegiate curriculum in math, English, and ESL that is designed and sequenced to facilitate progression into and success at the transfer level. The faculty in math, English, and ESL regularly review their course curriculum to ensure that students can successfully navigate the sequences of courses to reach college-level curriculum. Various pathways and learning communities are available to encourage the timely completion of basic skills through transfer courses, providing the necessary community and academic support to increase retention and persistence. Additional support programs, including OWL Scholars, Pass the Torch, and the TLC/STEM center provide tutoring and other resources to support student success.

Standard II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Foothill College follows practices common to higher education to determine the breadth, depth, rigor, and course sequencing for all our programs and courses. All courses and programs are approved by the department, the division, the college, the Board of Trustees, and the State Chancellor's office. This is one way we ensure that the college is following the practices common in higher education.

All associate degrees, including associate degrees for transfer require a minimum of 90 quarter units to complete and the BS in Dental Hygiene requires a minimum of 192 quarter units to complete [II.A-51, p. 75, II.A-76]. To earn an Associate's Degree, students must complete at least 27 quarter units of discipline-specific preparation and 30 quarter units of general education [II.A-51, p. 78]. As a result students received both broad training in general education and in-depth training in their chosen major.

The Dental Hygiene bachelor in science degree is a 2+2 program: two years of prerequisite courses, including the required general education, science courses, and social sciences courses; then, following an application and acceptance to the dental hygiene program, two years of dental hygiene core courses and upper division general education. The bachelor degree requires completion of one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC) [II.A-76].

Length, Breadth, Depth

The college ensures the quality, length, breadth, depth, and rigor of courses through several processes.

Curriculum Process

High-quality curriculum is a core component in maintaining high-quality learning experiences for students. Verification of the content, breadth, depth, rigor, sequence, time to completion, and synthesis of learning is performed using various curriculum development tools and ensured through review by a faculty-driven evaluation processes.

New and existing curriculum follow a rigorous process for development and review that begins at the department level, moves to the division level, and then to the College Curriculum

Committee. At each step of this process the curriculum is evaluated for its relevance to existing course sequences and programs and adjusted accordingly [\[II.A-6, II.A-27\]](#).

An initial process that works to assure the basic quality of a course is the Title 5 course outline of record (CORs) process. Required by the state, faculty are responsible for the development of CORs that include student learning outcomes, course objectives, lab requirements, instruction and evaluation methods, and a full range of technical information that assures course quality. The CORs must be updated at minimum every five years by faculty teaching in the subject area and the updates are approved by faculty from the appropriate divisional curriculum committees [\[II.A-50\]](#).

The College Curriculum Committee (CCC) uses a robust process to review and approval courses for inclusion in the college's general education pattern; this assures that general education courses at Foothill contain appropriate quality, depth, breadth and rigor [\[II.A-77\]](#). For a course to be approved by the CCC as general education, it is subjected to a rigorous application process whereby a proposing faculty member must identify the content and instructional methods proposed for the course. The course is reviewed by a subcommittee based on content and, if approved, forwarded to the entire CCC for review. The general education pattern divides courses into subject matter areas, with subject-appropriate questions [\[II.A-24, II.A-78\]](#).

The general education pattern is also intentionally designed to ensure that students reach competency in the four overarching institutional learning outcomes (ILOs): Communication; Computation; Creative, Critical and Analytical Thinking; and Community/ Global Consciousness and Responsibility [\[II.A-79, II.A-80\]](#). ILOs provide the framework for the development of breadth, depth, and syntheses in course and program outcomes. To ensure instructional quality and identify areas for improvement, the course, program, and institutional student learning outcomes are assessed and reflected upon at least every three years (concurrent with comprehensive program review).

Courses for the Dental Hygiene Baccalaureate Degree also go through this process, including College Curriculum Committee (CCC) discussion of the process for inclusion as upper division. The CCC engaged in robust discussion and vetting of distinctions between upper and lower division coursework [\[II.A-81, II.A-82\]](#).

Program Review

The program review process requires that all programs go through an annual program review process and a comprehensive review every three years [\[II.A-83, II.A-8\]](#). Each year the Program Review Committee reviews all comprehensive program reviews to determine continued program viability and to provide feedback to program faculty and staff about the strengths and weaknesses of their programs. Each program is evaluated on several criteria, including data analysis; SLO reflections and analysis; and equity. Each program is then given a red, yellow, or green designator along with written feedback from the committee about the strengths and weaknesses of their program review. Programs that receive a red or yellow designator are asked to address the committee's concerns in their next program review and may be asked to complete another comprehensive program review out-of-cycle the following year to address the

committee's concerns [[II.A-36](#), [II.A-47](#), [II.A-10](#)].

The SLO process ensures that all courses and programs are meeting their designated student and program learning outcomes. The SLO process ensures that all courses and programs are meeting their designated student and program learning outcomes. The academic senate adopted a resolution to allow each division to adopt its own SLO Assessment Cycle timing. While the campus had initially established a (minimum) cycle of assessment and reflection on at least one SLO every year for every course taught, each division may agree to adopt a different cycle if desired, provided that each SLO for each course is assessed and reflected upon at least every three (3) years. This three-year time span is intended to ensure that divisions will have a minimum of one full set of SLO Assessment Cycle data for every course by the time their comprehensive program review is due; at the same time, the three-year cycle allows time for deeper and more collaborative reflection. Divisional curriculum representatives are asked to lead faculty discussions to determine the SLO Assessment Cycle timing that makes the most sense for their division [[II.A-84](#)].

Each division has at least one SLO coordinator who assists faculty with developing their SLOs and PLOs and with evaluating those outcomes. This process is ongoing and continuous and helps ensure that students achieve the skills and training necessary to complete a course and/or program, and it provides faculty the opportunity to discuss the quality and rigor of their programs and courses and make changes as needed.

Analysis and Evaluation:

The college meets the standard. All of Foothill's courses and programs follow a rigorous development and review process that ensures that our courses and programs meet the practices common to American higher education. All AA degrees require a minimum of 90 quarter units and the BS in Dental Hygiene requires a minimum of 192 quarter units. Using the existing curriculum, SLO, and program review processes, faculty routinely evaluate their courses and programs to make sure that they are meeting the standards and rigor expected of college level courses and programs.

Plans for Future Action

While Foothill College's time to degree is within the norms for higher education, the college has recognized that more can be done to ensure appropriate time to completion. The Academic Senate has spearheaded these discussions in 2016-17.

http://www.foothill.edu/staff/irs/Time_to_DegreeCertificate_15-16.pdf

This has led to the development of a Quality Focus Essay topic on improving supporting student obtainment of their educational pathways goals.

Standard II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The ability of students to complete their degrees and certificates is a significant part of each division's decision-making around scheduling, and all course sequences and pathways are published in the annual course catalog for the college [[II.A-51](#), p.127-337]. Curriculum sheets are available for students to determine what courses they need to take for their major as well as the GE requirements for the degree [[II.A-85](#)].

The scheduling of courses at Foothill is done primarily at the division level. Each division dean works with his/her faculty to develop a schedule of classes for the year. The college's goal is to produce and publish a predictable annual schedule so that students can plan their course-taking to complete their degrees and certificates within two to three years depending on the degree.

The college supports students' tools to plan course-work. The Counseling Division helps students make appropriate and successful educational decisions; set achievable and realistic goals; adjust to changing roles in a global society; and resolve academic, transfer, and career concerns that can interfere with the ability to succeed in their college experience. Academic counselors provide up to date information on institutional and transfer requirements; develop a Student Educational Plan (SEP) for certificate, graduation and/or transfer; address academic and progress probation; provide referrals to other support services on campus; assist with IGETC and CSU GE certification eligibility [[II.A-86](#)].

In April 2017, after a year-long pilot program, the college will begin full implementation campus-wide of a Degree, Career, Transfer Planning, and Course Management Software, EduNav, which will supplement DegreeWorks, Ellucian's degree planning program. EduNav is a state-of-the-art online tool with a patented Student Lifecycle System that intelligently and automatically creates a personalized education plan for each student based on personal circumstances and career/life goals. EduNav then proactively adjusts the plan, picking the correct set of courses and sections every term, guiding student progress on a personalized pathway to successful on-time completion. EduNav, the only system of its kind that integrates with assist.org for a student transfer component, assists in enrollment management by aggregating and analyzing all student plans to optimize the institutional class schedule, forecasting demand for courses by term. [[II.A-87](#), [II.A-88](#), [II.A-89](#)].

When scheduling, the college is also sensitive to the needs and demands of students' lives. We craft a schedule that allows students to take courses in the evenings and some programs offer courses on weekends to meet student needs. We also work to provide courses in multiple modalities so that students may choose to complete their required courses online or face to face or both. Some of our CTE courses run year round, again, to ensure that students can complete their degrees in a timely fashion [[II.A-90](#), [II.A-91](#), [II.A-92](#)].

Analysis and Evaluation

The college meets the standard. Using its internal, existing processes, the college provides students with several means of planning their course-taking so that they can complete their certificate and/or degree programs within established expectations of higher education. The college publishes an annual catalog of course offerings; programs provide curriculum sheets to students that specify courses needed for a major course of study and the GE pattern needed to complete a degree. The replacement of DegreeWorks with EduNav will also allow students to plan their educational objectives dynamically with the system adjusting as students matriculate through their programs or certificates.

Plans for Future Action

While Foothill College has a high completion rate both state-wide and nationally, with a graduation rate above the national average

<https://collegescorecard.ed.gov/school/?114716-Foothill-College>

the college has recognized that the rates vary by student group. While the institution is continuously assessing the needs of students in scheduling courses, with discussion between instructional and student services staff, the college seeks improvements to close the gap between student groups. This has led to the development of a Quality Focus Essay topic on improving supporting student obtainment of their educational pathways goals.

Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Foothill College offers courses in a variety of delivery modes to meet the needs of our students. Students can take classes fully online, hybrid (a combination of face-to-face interaction and online delivery of course material), and on-campus classes. Faculty are engaged in dialogue around equity and success both for on-campus and online classes in forums such as division and department meetings, campus committees, and professional development workshops.

Culture of Equity

The Foothill College Student Equity Workgroup (SEW) supports the College's goal of reducing barriers and facilitating students' ease of access across the District and region. The College is committed to implementing activities to improve the achievement of student outcomes among those population groups experiencing disproportionate impact. The College is also committed to creating a culture of equity that promotes student success, particularly for underserved and underrepresented students. All activities and initiatives are developed with the goal of increasing student outcomes in the five focus areas of Foothill College's Student Equity Plan: Access, Course Completion, Basic Skills and ESL Completion, Transfer, and Degree and Certificate

Completion [[II.A-93](#), [II.A-94](#)].

The Foothill College Student Equity Plan supports five overarching activities:

- Creation of a Student Success and Retention Team with members from both student services and instruction to provide both operational support and program coordination to our equity activities.
- Development of an Early Alert System that integrates Student Services and Instruction to provide student engagement and support for a variety of needs.
- Development of a Mentoring Program that includes faculty and staff as well as peer to peer mentoring and is integrated with the Early Alert System.
- Provision of Professional Development that is action-oriented to provide support for change as well as support for practical and tangible activities to better serve and support disproportionately impacted students.
- Application of a robust Research Agenda to provide faculty and staff data showing the most productive ways to help our students [[II.A-94](#)].

In Fall 2016, the College hired an interim Director of Equity Programs whose job was to coordinate the efforts of several learning communities including Umoja and the First Year Experience, developing, implementing, and coordinating a professional development program; and supporting a comprehensive early alert program (with the Student Success and Retention Team) with a mentoring component. In 2016-17, the College and Director of Equity Programs position, through the College's Student Success Collaborative and newly formed Student Success Retention Team, have remained responsive to changing state guidance with respect to integration of basic skills, equity, student success initiatives, while maintaining strategic alignment with the College mission and master plan [[II.A-95](#), [II.A-96](#)].

Teaching Methodologies

In addition to program review and SLO assessment, departments engage in research- and theory-based dialogue around pedagogical practice in support of diverse and changing student needs, equity, and success. For example, members of the Chemistry department assessed SLOs through exams, online homework, and lab reports. Members of the chemistry department submitted a grant to the student equity workgroup to research classroom and curriculum strategies to promote student success and increase course completion rates, particularly for the targeted groups that are forming a larger percentage of our chemistry enrollments. In addition to the research, the department is working with the office of instruction to study the academic achievement and course patterns of students in the Chem 25-1A-1B pipeline. In Spring 2016, members of the Chemistry and Biology departments, following trainings in Reading Apprenticeship, held meetings to discuss how they use the techniques in class, with particular focus on techniques to use in program solving and reading scientific texts, as well as metacognitive skills that help students identify and overcome reading difficulties [[II.A-97](#)]. In addition, the faculty discussed unconscious bias in assessment, as well as the difference between written and multiple choice exams, and explored alternative ways of assessing student learning. In at least one section, students now have a active learning component of their grade, and labs are done collaboratively rather than independently [[II.A-98](#)]. In the Language Arts Division, faculty organized a three-part series of professional development workshops focusing on reading pedagogy for English

and ESL faculty. Attended by both full-time and part-time faculty, the workshops included conversations and presentations that provided opportunities to discuss teaching methodologies for overcoming reading difficulties as they occur for all levels of English and ESL; how to engage students in reading process; and how to select texts that inspire students [II.A-99].

Professional Development opportunities also encourage cross-disciplinary conversation around teaching and learning, focusing on pedagogical practices using an equity lens.

With support from the Foothill College Equity Plan, beginning summer 2016 and continuing during the 2016-17 year, faculty participated in a 3CSN-guided, year-long community of practice to examine and plan classroom practices aimed at improving student equity and success. The Faculty Teaching and Learning Academy (FTLA) sought to foster the highest standards of teaching and learning scholarship and to encourage the development of institutional cultures and environments that are learning-centered, technologically advanced, and culturally responsive. Participants explored and tested methods of teaching and learning; facilitated the design of new classroom approaches to student success; increased knowledge and skills in a variety of new learning technologies; and contributed to an ongoing dialogue about pedagogy, curriculum, and equity. Participants were encouraged to put what they learned into immediate practice by applying the concepts and techniques they acquired to address real teaching and learning needs [II.A-100].

The College's Student Equity Workgroup also hosted, in spring 2016, "Beyond Diversity," a two-day seminar designed to help faculty, staff, students, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities [II.A-101].

The Professional Development Committee invited faculty and staff from across the campus to participate in a 7 x 9 x 25 Challenge, during which individuals created blogs that focused on teaching, learning, and student success, writing a total of 7 posts, over the span of 9 weeks, with 25 sentences or more. The short term goal of the challenge was to give staff, administrators, and faculty a space to share and learn what colleagues were doing in classes and on campus. The long term goal of the 7 x 9 x 25 Challenge is to push teachers, staff, and administrators to be reflective and collaborative practitioners in the field of education [II.A-102].

The Professional Development Committee invited faculty to participate in a peer-to-peer faculty exchange program spring quarter 2017. In the exchange, faculty form cohort groups of three to observe and discuss teaching and learning, including different teaching styles, pedagogical practice, equity strategies, and course design. The program culminates in a 4-page reflection on the experience [II.A-103]

Delivery Modes

The College strives to achieve equivalent course quality with respect to teaching methodologies regardless of delivery mode. All classes offered online or in hybrid form must be approved for online delivery by the faculty in that department and division. A distance learning application must be completed by the faculty and approved by the division curriculum committee before it is

submitted to the Campus Curriculum Committee [\[II.A-30\]](#). In addition, by resolution of the Academic Senate, the faculty in each division developed guidelines for effective online instruction [\[II.A-104, II.A-31\]](#)

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) [\[II.A-105\]](#). Distance education success rates are evaluated by the college as a whole, and the Educational Master Plan adopted by the college in 2016 identifies a major goal to “enhance support for online quality and growth for web-based instruction and student services” [\[II.A-106, p. 28\]](#). COOL reports to the Academic Senate, recommending policies and providing a forum for dialogue regarding online course quality, professional development for online faculty, and support for online faculty. This dialogue led to the recommendation for divisions to develop and implement online course quality standards and has led to the recommendation for increased support (classified staff) for online faculty in the area of course design [\[II.A-31\]](#).

In addition, program review data for all programs is disaggregated for online classes so faculty can make evidenced-based decisions when addressing inequities in student success and completion rates in their online classes. The comprehensive program review document requires faculty to address gaps in achievement between their online and face to face classes.

Learning Support Services

Foothill supports students in ways that reflect the diverse and changing needs of its students, in support of equity in success for all students.

The Teaching and Learning Center provides reading and writing supplemental instruction, including embedded tutoring, for students in both pre-collegiate and collegiate level courses, and the STEM Success Center provides support for students in all STEM courses. Embedded tutoring seeks to provide out-of-class support in classes that have historically high rates of nonsuccess among disproportionately impacted student groups. In addition to course support, embedded tutoring seeks to build a sense of community among participants [\[II.A-69, II.A-70\]](#).

The Foundations Lab was established in 2014 initially to support students in basic skills math courses. Students who use the lab receive both drop-in and scheduled academic support from adjunct instructors. In 2017, basic skills English course assistance was added to the Foundations Lab, as well as chemistry courses typically taken by bio-health students [\[II.A-71\]](#).

The Owl Scholars program (formerly known as “Early Alert”) supports students in basic skills English, math, and ESL by reaching out to students early in the quarter and helping provide resources for their success. Owl Scholars coordinators connect with students to discuss challenges and make appropriate referrals (e.g. the counselor, student mentor, faculty mentor, tutorial services, psychological services) and/or connect them with financial resources to buy books or classroom materials [\[II.A-72\]](#).

The EOPS program provides support services and programs for financially needy and educationally disadvantaged students to achieve their goals, including, obtaining job skills, occupational certificates or associate degrees, and/or transferring to four-year institutions [[II.A-73](#)].

The Pass the Torch program was designed to help at-risk students earn the highest potential grade in a specific courses in order to advance to the next level of instruction. The program links students who excel in English, ESL, and math, with students who want support in these same core classes. Over its well-over-ten-year history, the program has seen its students transfer to and graduate from institutions such as Stanford, UC Berkeley, UCLA, UC Hastings College of Law, among others [[II.A-74](#)].

Analysis and Evaluation

The college meets the standard. Foothill College through its existing processes and services works to achieve equitable outcomes for students for all our courses regardless of delivery mode. Faculty are provided disaggregated data for online and face-to-face classes and directed to speak to gaps in achievement in their comprehensive program reviews. Support services like the Owl Scholars program, the Teaching and Learning Center, and the STEM Success Center provide students access to one-on-one support and embedded tutoring in strategically chosen courses. The effectiveness of these programs is determined by analyzing data about success rates of students who receive these services, and the comprehensive program review process requires faculty to respond to disparities in course success rates for online vs face-to-face students.

Discussion of impact of programs and services listed above. What data is examined to consider program effectiveness? Evidence that data is used to improves program and services as standard mentions effectiveness.

Plans for Future Action

While Foothill College has high success rates compared to the state average,

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=422>

the college has recognized that the rates vary by student group and instructional modality. While improvements have been made for online success rates the college recognizes more needs to be done to assist online students in meeting their educational pathway goals. This has led to the development of a Quality Focus Essay topic on improving supporting student obtainment of their educational pathways goals, including for online students.

Standard II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

All Allied Health programs include certifying/licensure exams, with all certification and licensure exams administered after the student has completed the program of study. To prepare, programs administer practice tests, and Dental Assisting and Dental Hygiene include a practice practical. In Radiologic Technology, students are required to complete the HESI test, which is administered during the final quarter [\[II.A-107\]](#). Though the exam is not graded, the program evaluates the information to assess how prepared students are for the national exam.

EMT and Paramedic programs require exit exams that student must pass. The EMT certificate of completion is awarded to the student only once they pass a written and skills test, after which they may set for the written national test. The skills criteria are based on National Registry of Emergency Medical Technicians (NREMT) skills sheets, with six skills tested per evening over two days. Prior to testing, proctors are briefed and parameters are discussed, and each proctor tests one skill. To ensure consistency, rubrics are used to assess methodology and identify critical fails that result in automatic failure of the test. Should a student need to retest, they are not re-evaluated by the same proctor. The instructors of record do not proctor the skills exam; rather, they coordinate the proctors and ensure consistency. The written exam begins with questions from the publisher. An analysis is conducted each time the test is administered, and questions are evaluated based on rates of correct responses. Those with a high failure rate are rewritten.

The Paramedic program requires students to take the national skills test, proctored by the National boards, prior to graduation from the program. The Respiratory program final is a computerized test created by the National Board of Respiratory Care. Faculty, who do not have access to, nor are they involved in writing the questions, receive results with a general breakdown by section.

Assessment and Placement

In accordance with Title 5 Assessment regulations, all California Community Colleges are required to assess for placement using multiple measures [\[II.A-108\]](#). Foothill currently assesses for placement in several ways:

Accuplacer placement test: The Accuplacer instrument is used for placement into the English, ESL, and math course sequences [\[II.A-109\]](#).

Early Assessment Program (EAP): EAP tests are administered to California high school students. With a “standard exceeded” result in English, a student can go directly into

English 1A; and a “standard exceeded” result in math, a student can enroll directly into Math 10, 11, or 44. EAPs are processed by the Admissions & Records Division, as part of the prerequisite clearance process [[II.A-110](#), [II.A-111](#)].

High school transcript data: In 2015-16, Foothill piloted the use of high school transcript data for placement into the English and math course sequences. In Winter 2015, the English 1A Pilot utilized a non-disjunctive model that determined placement from the student’s high school grade point average (GPA) and Accuplacer English placement test score. Pilot participation was contingent upon student submission of their official high school transcript [[II.A-112](#)].

TAC then launched the English Course Sequence Pilot and the Math 10 Pilot in Summer 2016, using the RP Group recommended high school transcript decision rules and the recommended disjunctive model design, meaning students were given two placements—one placement based on their high school transcript data and another based on their Accuplacer placement—with the higher of their two placements as the recommended final placement [[II.A-113](#)]. Pilot populations included summer placement testing students for Fall 2016 enrollment in the English course sequence and Math 10.

Discussion for an ESLL pilot will continue in 2016-17. The inability to obtain and evaluate EAP scores and high school transcripts for international students and non-residents continues to be a barrier for assessing the ESLL population.

Validation of Tests

Per Title 5 regulations, assessment instruments must be validated and studied for implicit bias by colleges to ensure instruments used by colleges are placing students fairly and appropriately [[II.A-114](#)]. The last validation studies were completed in 2010 by a third party contractor. In Fall 2016, the Testing & Assessment Center (TAC) facilitated the Chemistry Validation Study conducted by the 3SP Researcher. The college was granted temporary approval for the Chemistry 1A Placement Exam [[II.A-115](#)]. State feedback on the temporary approval included the requirement to respond to the implicit bias findings. In May 2016, the CCCCO issued the Extended Suspension of Approval Process for Assessment Instruments memo. In an effort to allow colleges time to prepare for the Common Assessment System adoption, the state suspended validation study requirements temporarily [[II.A-116](#)].

Efficiency of our assessment and placement services is documented by the program review process, in which the the department's work is evaluated by the division dean and vice president of student services [[II.A-117](#)]. In addition, the Foothill Assessment Taskforce oversees college assessment for placement issues and makes recommendations for improvement [[II.A-112](#)].

Analysis and Evaluation

The college meets the standard. While there are no internally developed department or course-wide examinations, the college does employ validated placement tests for math, English, ESL

and chemistry. The college is preparing for the implementation of the state-wide common assessment instruments and has begun to pilot multiple placement methods including the use of high school transcripts. Initial efforts to deploy multiple measures for placement in ESL have revealed the need to provide opportunities for international students to demonstrate their proficiency in ESL and/or English. The Testing and Assessment Center is working with the Foothill Assessment Taskforce to accomplish this.

In 2015-16, the receipt of EAP scores by Foothill was minimal. Students have stated that they did not release their results to Foothill when taking the EAP test, and that it was difficult to get the scores after leaving their high school. There is a need to communicate to students early (during high school) to encourage the submission of EAPs for placement to Foothill.

Findings from High School Transcript Pilot identified a need for students to submit their high school transcripts before graduating high school; as well as additional staff support to evaluate transcript data. The pilot was successful in that Testing and Assessment Center (TAC) worked closely with Admissions & Records, Evaluations, and ETS to learn more about the Banner system requirements that would be needed when attempting to launch a large scale pilot.

Findings from the English Course Sequence Pilot will be released Winter 2017

Standard II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Foothill College awards course credit and degrees and certificates based on student attainment of learning outcomes.

Student Learning Outcomes

Student learning outcomes for all courses at the college are developed at the department level and included in each course outline of record. The learning outcomes are based on the professional judgement of faculty. The SLOs for all the courses at the college are assessed at least every three years the courses are taught [[II.A-118](#)].

Student learning outcomes are shared with students through the course syllabus and with students and the public through the course outline of record. Student Learning Outcomes are also discussed in all comprehensive program reviews which are conducted by each program at least

every three years [\[II.A-8\]](#).

Artifacts from individual courses are collected and assessed by faculty who regularly teach the courses to determine if the SLOs for a particular courses are satisfactory and are truly measuring student achievement.

Evaluation of student attainment in an individual class is made by individual faculty and is based in part on whether or not a student achieves the student learning outcomes for a course.

Program Learning Outcomes

Program learning outcomes (PLOs) are also provided to students through the college catalog and through curriculum sheets [\[II.A-119\]](#). Program learning outcomes are based on a culmination of what students should achieve if they successfully complete the program's course of study. PLOs are also assessed regularly to determine if the outcomes for a program are appropriate.

For example, students seeking an AA in Fine Arts will complete a rigorous course of study both in their major and their General Education courses. According to the faculty in the department, the evaluation of their program learning outcomes will:

Allow [the faculty] to continue to update the Foothill College ART AA degree, [so that] it continues to encourage students to receive strong formal, conceptual and critique skills in all courses and this is reflected in [their] reflections [on] core foundation classes for the AA degree. These changes enable students to provide both core curriculum and degrees that are acceptable to the State and to multiple institutions including UC and CSU as well as higher educational level private art institutions. It enables Foothill Art students more opportunities for future educational goals. [\[II.A-120\]](#)

Award Units of Credit

Foothill awards credit based on standardized meeting times (lecture or lab) and based on federal regulations ([CFR section 600.2](#)). Students meet for 5 hours a week in a standard five unit course for a twelve-week quarter. A student is also expected to complete at least two hours of homework for every standard hour of lecture. Foothill College complies with Title 5 section [58023](#) in scheduling standard hours for classes in 50 minutes blocks with a minimum of ten minutes of passing time between classes.

The college relies on its scheduling system, Banner, to ensure that classes are scheduled according to all applicable laws and regulations and to ensure that conflicts with scheduling are resolved. The college does not offer courses based on clock hours.

Analysis and Evaluation

The college meets the standard. The college awards credit, degrees, and certificates based on students achieving learning outcomes determined by the faculty. Students must earn a C or P grade in a course to be awarded credits for the course. The meeting times for all courses follow all applicable federal and state regulations.

Standard II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10).

Evidence of Meeting the Standard

The college catalog advises students to confirm course transferability with a counselor. A complete list of transferable courses is updated regularly on the officially statewide repository of articulation database (www.assist.org). The Foothill College Counseling Department and Transfer Center also provide detailed information regarding the general education requirements for the various associate degree programs as well as for transfer general education (e.g., CSU, IGETC, and seven-course course requirement for UC high-unit majors) [[II.A-121](#), II.A-166, II.A-167].

Transfer of credit policy for acceptance of courses from other institutions is published in the college catalog and can be accessed through multiple access points on the college's website. The catalog outlines how transfer credit from other institutions will be applied toward a Foothill College degree and states: "Foothill College accepts credit for lower-division coursework previously completed at a college accredited by one of the six regional accrediting associations." The catalog also clearly delineates the process for transfer of credit from foreign and non-regionally accredited colleges [[II.A-51](#), p. 44]

The college offers students the option of receiving college credit for external exams such as Advanced Placement (AP), College-Level Examination Program (CLEP), and through its own credit-by-exam options. Also published in the college catalog is a grid for AP credit reference, listing what credit is granted per AP exam and what score a student would need in order to gain Foothill course credit [[II.A-51](#), p.49]. The grid also lists transfer content credit in relation to IGETC/CSU GE as well as transferable units. In 2016, divisions, including English, Foreign Languages, Math, and Chemistry, reviewed and revised, as appropriate, their AP credit policies to align with UC and CSU policy [[II.A-122](#), [II.A-123](#)].

The College now awards credit for the International Baccalaureate (IB). IB credit may be awarded for purposes of certifying CSU General Education/Breadth or Intersegmental general Education Transfer Curriculum (IGETC) requirements and for the Foothill College A.A/A.S General Education requirements. In addition, some course credit for IB exams is awarded [[II.A-51](#), p. 53]

For students with prior coursework from another college looking to complete our ADTs, our Guidelines for Certifying Students For the Associates Degree for Transfer outlines our policy [II.A-124]. For students looking to complete a local degree at Foothill but who have already completed the general education at a previous California Community College, or have received a degree from a CCC, our policy allows us to waive our local GE pattern [II.A-125].

Comparable Learning Outcomes

Through a collaborative process that includes instructional faculty, students, counselors, admissions and records staff, and the evaluations staff, academic work completed at other regionally accredited institutions is reviewed, evaluated, and incorporated into the student's academic record at the student's requests. When students come to Foothill from another campus, they are able to submit official transcripts of prior coursework along with a transcript evaluation request form [II.A-126]. This signals our evaluations office to evaluate courses in relation to the IGETC and CSU GE pattern criteria. This information is then entered in the DegreeWorks program for students and counselors to reference.

Students who previously completed coursework at non-regionally accredited colleges may petition for individual courses taken at a non-regionally accredited college to be accepted for major requirements. Students are advised that such credit is non-transferable toward a bachelor's degree. Students are expected to provide the college with official transcripts, college/university catalog course descriptions and, when appropriate, course outlines and/or syllabi in order for the institution to provide a comprehensive evaluation of incoming transfer coursework. Students who transfer to Foothill College with college credit and the intent of later transferring to a baccalaureate-granting institution may also request to have their courses evaluated for the purpose of "pass along" certification for the CSU and/or IGETC general education certification, thus saving them unnecessary course repetition. This process is facilitated by counselors, evaluators and instructional faculty after the student completes the General Education Certification Request form [II.A-127].

Coursework completed at regionally accredited institutions is applied toward the student's intended academic goal as appropriate. While the granting of academic credit for work completed at other regionally accredited colleges and universities typically commences when the student meets with a counselor to assess his/her prior work in order to develop an efficient educational plan, discipline faculty are also frequently involved in this process. The student begins by obtaining a Petition for Course Substitution or Waiver Forms from the Admissions Office or online [II.A-128]. The evaluator maintains a list of courses from other institutions that were previously determined to be acceptable. Such courses may be directly applied toward the student's intended goal. Discipline faculty review student petitions and supporting documentation for other courses in order to determine whether the prior academic work is comparable to Foothill requirements. In cases where faculty determine the submitted courses are not equivalent, the student may appeal to the Academic Council for reconsideration.

When students come to Foothill with coursework from another college, and would like to pursue our local degree, the counselor they work with will refer to our local GE applications to evaluate if a course meets local GE content criteria [II.A-24]. If the course taken at the previous

institution matches with our GE criteria, the student is granted GE credit for that course. For students looking to complete a local degree at Foothill but have already completed the general education at a previous California Community College which participates in the General Education Agreement, or have received a degree from a CCC, our policy allows for them to waive our local GE pattern [\[II.A-129\]](#).

Articulation Agreements

It is paramount that transfer students receive appropriate credit for coursework completed at Foothill College. The articulation and curriculum officer is responsible for developing and maintaining comprehensive articulation agreements with baccalaureate-granting institutions. Articulation agreements are no different for courses that are on campus or taught as distance education. All of our courses (regardless of instruction modality) have a single Course Outline of Record. Articulation agreements with California's public universities are available on ASSIST, the official repository of California public postsecondary articulation information [\[II.A-14\]](#). Foothill offers more than 1,500 California State University (CSU) transferable courses and offers articulation agreements with 21 CSU campuses and with 10 University of California (UC) campuses. Foothill also maintains articulation agreements with many private or out-of-state colleges and universities. Information regarding the articulation agreements with private and out-of-state institutions is available on the Foothill Transfer Center web pages [\[II.A-19\]](#). The articulation webpage provides students access to ASSIST; individual college and university catalogs and transfer admission agreements; and established course equivalencies and transfer guides for dozens of independent and out-of-state institutions for which traditional articulation is not available [\[II.A-130\]](#).

In the course catalog, each course description includes a notation designating whether the course is accepted by the UC or CSU system, or both. The catalog also outlines the Foothill College course numbering system, which is designed to offer a clear way for students and universities to distinguish which college courses are transferable to UC/CSU, AA/AS-degree applicable, non-degree applicable or noncredit levels [\[II.A-51\]](#), p. 128].

Articulation Officer

As a voting member of the College Curriculum Committee, the articulation and curriculum officer updates the committee on statewide curriculum trends and articulation and transfer policy changes, as well as brings issues such as CLEP, AP, credit-by-exam and IB policies to the group for discussion and possible policy revisions. Through the curriculum management system (C3MS), the articulation and curriculum officer reviews and validates (for articulation purposes) all new or revised courses. In order to ensure that the college offers curriculum that is closely aligned with the needs of transfer students, the articulation and curriculum officer works closely with curriculum committee representatives and division deans to advise them of new, revised and terminated degrees at CSU, UC and other institutions [\[II.A-24\]](#).

Foothill maintains effective working relationships with dozens of other baccalaureate-granting colleges and universities through participation in the California Intersegmental Articulation Council (CIAC), a professional organization that includes representatives from all sectors of

California postsecondary education, including both public and private institutions [\[II.A-131\]](#). Members of this organization meet regularly to outline best practices in establishing articulation agreements, to which Foothill closely adheres. Foothill College has taken a leadership role in this organization in light of the fact that the Articulation/Curriculum Officer has served as an officer and member of the CIAC executive committee for the past several years. In addition, the College also participates in various intersegmental articulation efforts such as the statewide California Common Course Identification System Project (C-ID) and the Carnegie Foundation Statway (basic math skills through college-level statistics project) [\[II.A-132\]](#). The Articulation / Curriculum Officer stays abreast of important articulation issues by representing the SF Bay Area on the California Community College Chancellor's Office (CCCCO) Articulation Officer Advisory Committee, by serving as one of four CCC Articulation officers representing the state on the C-ID Articulation Subgroup, and by serving on the CCCC Historically Black Colleges and Universities Grant Advisory Committee [\[II.A-133, II.A-134, II.A-135\]](#). To maintain an open line of communication regarding transfer and articulation issues, the Articulation/Curriculum Officer provides regular updates to faculty and administrators through the College Curriculum Committee, the Transfer Work Group (a sub-committee of PaRC) and other College committees as appropriate.

Analysis and Evaluation

The college meets the standard. Foothill College is committed to facilitating the transfer of our students to four-year institutions both public and private and to ensure students receive appropriate credit for work accomplished at other colleges and universities. Foothill employs an articulation officer whose primary job it is to assist college faculty in articulating their courses with transfer institutions.

The college ensures that students receive appropriate credit for prior work at other accredited institutions by a rigorous transcript evaluation process that includes both faculty and staff. This evaluation process can include an analysis of the student's transcripts, the official course description, and/or a review of the course's participation in the Common Course Identification system.

Students are provided meaningful transfer and articulation information through meeting with a counselor or by using programs like ASSIST.org. The college also uses a course numbering system that communicates to students which courses are transferable to UC and CSU campuses and which courses are degree applicable and which are not.

Standard II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Foothill recognizes that students will be expected by transfer universities, employers, and society to demonstrate knowledge and skills beyond those of a specific discipline - and that learning outcomes should not only measure student success by course completion, grades, program persistence, degrees and certificates, and transfer rate, but also by societal, technical, and workforce preparation after leaving Foothill. These skills include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies. Foothill has defined four core competencies (4-Cs) as its Institutional Learning Outcomes and rubrics for assessing them [[II.A-80](#)]:

- **Communication:** Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.
- **Computation:** Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.
- **Creative, Critical, and Analytical Thinking:** Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.
- **Community/Global Consciousness and Responsibility:** Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.

Though it is not included in the four institutional learning outcomes, order to specifically address information competency, a fifth core competency was established in 2001 to address computer technology. The information competency reads, “Information competency (ability to identify an information need; to find, evaluate and use information to meet that need; to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families and their communities)” [[II.A-136](#)].

The Foothill College general education (GE) pattern -- inclusive of courses in the seven areas of humanities; English; natural sciences; social and behavioral sciences; communication and analytical thinking; United States cultures and communities; and lifelong understanding --

supports the institutional learning outcomes of communication; computation; creative, critical and analytical thinking; and community and global consciousness and responsibility. The GE pattern, with inclusion of the institutional learning outcomes, establishes the depth, breadth, skills and capabilities for an individual to be a productive lifelong learner [[II.A-79](#)]. Specifically:

- **Area I** – Humanities, optional depth criterion (H10): Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination [[II.A-137](#)].
- **Area II** – English, required depth criterion (E8): Research print and electronic media and attribute sources through textual citations and MLA documentation [[II.A-138](#)].
- **Area V** – Communication & Analytical Thinking, optional depth criterion (C8): Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation [[II.A-136](#)].
- **Area VII** – Lifelong Learning, required depth criterion (L5): Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information [[II.A-139](#)].

Information competency is listed on each of the seven general education area requirement descriptions [[II.A-24](#)]. Courses applying for general education status must demonstrate meeting the information competency criteria.

Program reviews are completed on an annual basis to reflect on program outcomes and assess the need for resource allocation. As a part of this process, faculty assess their program level outcomes and ensure alignment with course level and institutional level outcomes.

Analysis and Evaluation

Standard II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The philosophy that underlies all decisions regarding inclusion in the GE pattern is that the courses provide content that is broad in scope, at an introductory depth, and require critical thinking. The pattern is designed to enable students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century. This philosophy is stated at length in the Foothill College Course Catalog under the Programs of Study section, specifically, “By earning an associate degree, you indicate to potential employers, transfer institutions and society that you not only have specialized knowledge in a particular area of study. Rather, degree completion also signals that you have gained critical and analytical thinking ability, written and oral communication skills, and are able to consider issues with ethical and global perspective” [II.A-51, page 32]. Foothill has defined, and states in its catalog, four core competencies (4-Cs) as its Institutional Learning Outcomes [II.A-51, ps. 78].

The GE Curriculum: Faculty-driven

Foothill College has a clear process for review of all courses seeking inclusion in the GE curriculum. Under the leadership of the College Curriculum Committee, the college created the General Education Handbook to articulate a GE philosophy, curriculum pattern, and review process [II.A-77]. Since the Foothill College Academic Senate and Curriculum Committee adopted the institutional learning outcomes as the general educational student learning outcomes, the college general education pattern is designed to ensure that students meet the four institutional/general education student learning outcomes of Communication; Computation; Creative, Critical and Analytical Thinking; and Community/ Global Consciousness and Responsibility [II.A-80].

For a course to be approved by the CCC as general education, it is subjected to a rigorous application process whereby a proposing faculty member must identify the content and instructional methods proposed for the course. To assure that content and instructional methods are appropriate, the general education process divides courses into the subject matter areas shown below, each using subject appropriate questions:

- **Area I** – Humanities
- **Area II** – English
- **Area V** – Communication & Analytical Thinking
- **Area VII** – Lifelong Learning

In the application, a faculty member describes how the course meets both the breadth and depth criteria for a specific area (e.g., communications) using appropriate course outcome/objectives (the stated learning outcomes) from the course outline of record as evidence. The application is reviewed and approved by the Division Curriculum Committee, which then forwards to the area sub-committees for review. The sub-committee, comprised of faculty with diverse discipline expertise, determines the appropriateness of each course by examining the application in conjunction with the course outline of record [[II.A-24](#), II.A-137]. The course is reviewed by subcommittee based on content and, if approved, forwarded to the College Curriculum Committee for final approval. The review process is represented by a flow chart in the handbook and follows a schedule determined by the committee [[II.A-77](#)].

Learning Outcomes

The Foothill College general education (GE) pattern -- inclusive of courses in the seven areas of humanities; English; natural sciences; social and behavioral sciences; communication and analytical thinking; United States cultures and communities; and lifelong understanding -- supports the institutional learning outcomes of communication, computation, creative, critical and analytical thinking, and community and global consciousness and responsibility. These outcomes prepare students for responsible participation in civil society through a broad comprehension of the development of knowledge, practice, interpretive approaches in the arts and humanities, sciences, mathematics, social sciences. The GE pattern, with inclusion of the institutional learning outcomes, establishes the depth, breadth, skills and capabilities for an individual to be a productive lifelong learner [[II.A-79](#)].

Analysis and Evaluation

Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Foothill College offers 1 bachelor of science degree program, 26 associate in art degree programs, 32 associate in science degree programs, 15 associate of arts–transfer degree programs, 5 associate of science-transfer degree programs and 56 certificates of achievement programs. Additionally, the college offers numerous non-transcriptable certificate options, including 25 career certificate programs, 33 certificate of proficiency programs, 29 certificate of specialization programs and 27 skills certificate programs, as well as three noncredit certificate programs.

The requirements for the Foothill College associate in art or associate in science degree include completion of:

1. A minimum of 90 units in prescribed courses;
2. A minimum of 18 units taken at Foothill College;
3. A grade point average of 2.0 or better in all college courses including Foothill courses;
4. A major of at least 27 units in a curriculum approved by the Foothill College Curriculum Committee; and
5. Completion of seven general education requirements in addition to meeting the minimum proficiency in math, as evidenced by placing above or passing with a “C” grade in math 105, 108 or 17 [[II.A-51](#), p.33].

Foothill College awards five types of degrees [[II.A.51](#), p.32-34]:

Associate in Science Degree (AS degree): The AS degree is awarded to the student who completes all of the requirements in a major or area of emphasis in the areas of science, technology, engineering or mathematics. This degree also requires completion of the Foothill College general education requirements. The student who plans to complete this degree and who also intends to transfer to a four-year college or university is advised to meet with a Foothill counselor for assistance in developing an educational plan that satisfies both sets of requirements.

Associate in Arts Degree (AA degree): The AA degree is awarded to the student who completes all of the requirements in a major or area of emphasis in the liberal arts, social sciences and fields other than science, technology, engineering, or mathematics. This degree also requires completion of the Foothill College general education requirements. The student who plans to complete this degree and who also intends to transfer to a four-year college or university is advised to meet with a Foothill counselor for assistance in developing an educational plan that satisfies both sets of requirements.

To earn Foothill College AA and AS degrees, students must successfully complete a minimum of 30 units from general education-approved courses, with at least one course in seven of the general education areas: English, humanities, natural sciences (with lab), social and behavioral sciences, communication and analytical thinking, United States cultures and communities, and two courses in lifelong learning from two different academic departments. Students also must meet the math minimum proficiency by 1) taking a math placement test and placing into a math level beyond Math 105 (intermediate algebra) or 2) passing with a “C” grade or better in Math 105, 108 or 17. The general education course requirements are meant to provide a broad base of knowledge, and allow for students to view their major course of study from different disciplinary perspectives.

Transfer Associate Degrees: The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746–66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an “associate degree for transfer”, a variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to one of the CSU campuses, and are granted a GPA advantage when applying to CSU impacted campuses or majors. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework (90 quarter units) with a minimum GPA of 2.0. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Students transferring to a CSU campus that accepts the AA-T or AS-T, will be required to complete no more than 60 units after transfer to earn a bachelor’s degree. This degree may not be the most appropriate option for students intending to transfer to a particular CSU campus or major that does not accept the AA-T and/or AS-T, nor students intending to transfer to a university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

Associate in Science-Transfer (AS-T degree)

Similar to the AS degree, the AS-T degree is awarded to the student who completes all of the lower-division major preparation requirements for a related major in the areas of science, technology, engineering, and math. This degree also requires completion of either the CSU general education/breadth requirements or the Intersegmental General Education Breadth Requirements (IGETC). The student who plans to complete this degree and who intends to transfer to a non-local CSU, UC or other college or university, is advised to meet with a Foothill counselor for assistance in developing an educational plan, as additional coursework may be helpful or required.

Associate in Arts-Transfer (AA-T degree)

Similar to the AA degree, the AA-T degree is awarded to the student who completes all of the lower-division major preparation requirements for a related major in academic areas such as the liberal arts, social sciences and related fields other than science,

technology, engineering, or mathematics. This degree also requires completion of either the CSU general education/breadth requirements or the Intersegmental General Education Breadth Requirements (IGETC). The student who plans to complete this degree and who intends to transfer to a non-local CSU, UC or other college or university is advised to meet with a Foothill counselor for assistance in developing an educational plan, as additional coursework may be helpful or required.

Bachelor of Science Degree: Foothill College offers the Dental Hygiene Bachelor of Science degree program, under the pilot program (SB 850), authorized by the California Community College State Chancellor's Office (California Education Code 78040). The Foothill College Dental Hygiene Bachelor of Science program requires 192 total units, comprised of both lower and upper division courses. The program also requires full completion of either the Intersegmental General Education Breadth Requirements (IGETC), or the CSU general education/breadth requirements. A 2.5 is the minimum college GPA required for program eligibility [[II.A-140](#)].

California Community College Bachelor's Degree Requirements include:

1. A combination of lower division and upper division coursework totaling a minimum of 120 semester or 180 quarter units that are applicable to a baccalaureate degree as defined within these guidelines.
2. Completion of the California State University (CSU) General Education Breadth or Intersegmental General Education Transfer Curriculum (IGETC) pattern.
3. Completion of a minimum of 24 semester or 36 quarter units of upper division courses, including a minimum of 6 semester or 9 quarter units of upper division general education.
4. An identified major that includes a minimum of 18 semester or 27 quarter units of lower division courses and 18 semester or 27 quarter units of upper division courses.

Analysis and Evaluation

The college meets the standard. As part of the annual program planning and review process, departments and divisions review student achievements and program outcomes to make changes or adjustments in curriculum when needed. The AA, AS, AA-T and AS-T degrees provide students with an introduction to broad areas of study in the general education courses and a focused study in the major. The Bachelor of Science in Dental Hygiene degree combines a breadth and depth of lower division coursework, and appropriate program specific upper division coursework, appropriate for a baccalaureate degree.

Standard II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Competency levels and measurable student learning outcomes are determined based on the type of CTE program. There are two main types at Foothill College - those that are reviewed by an outside accrediting agency and those that are not. The Allied Health programs of the Biology & Health Sciences Division programs, such as Radiologic Technology, Pharmacy Technology, Respiratory Therapy, Emergency Medical Technician, Dental Hygiene and Veterinary Technology, are accredited by specialized professional organizations that monitor the program curriculum, standards, competencies, resources and institutional support. The table below gives the accrediting body for each of the programs.

Accreditation of Programs	
Program	Accrediting Body
Dental Assisting	Commission on Dental Accreditation
Dental Hygiene	Commission on Dental Accreditation
Diagnostic Medical Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography
EMTP (Paramedic)	Committee on Accreditation of Educational Programs for EMS Professions
Pharmacy Technician	American Society of Health System—Pharmacists
Primary Care	Accreditation Review Commission on Education for the Physician Assistant
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Committee on Accreditation for Respiratory Therapy
Veterinary Technology	American Veterinary Medical Association, Committee on Veterinary Technician

To graduate, students are required to sit for a licensure or certification exam. The accrediting bodies have specific competencies that each student must achieve. The role of the faculty in these programs is to develop the methodology and process for the competencies and to evaluate the students to ensure they have achieved the required skills and knowledge.

Dental Assisting:	Dental Assisting State written Exam, State Law & Ethics exam and Dental Assisting State Practical Exam. http://www.dbc.ca.gov/applicants/rda/exam_rda.shtml
Dental Hygiene:	Dental Hygiene National Exam, Western Regional Exam Board-clinical Exam, CA State Law & Ethics Exam http://www.dhcc.ca.gov/applicants/becomelicensed_rdh_wreb.shtml
DMS:	Diagnostic Medical Sonography National Board Exam http://www.ardms.org/Pages/default.aspx
EMT:	National Registry of Emergency Medical Technicians (NREMT) https://www.nremt.org/rwd/public
Paramedic:	National Registry of Emergency Medical Technicians-Paramedic (NREMT-P) Exam http://www.emsa.ca.gov/paramedic
Pharmacy Technology:	Pharmacy Technician Certification Exam https://www.ptcb.org/get-certified/prepare#.WO_KSo5Jm-o
PA Program:	National Commission on Certification of Physician Assistant Exam and Physician Assistant National Certifying Exam http://www.nccpa.net/

Radiologic Technology:	American Registry of Radiologic Technologists Exam https://www.arrt.org/
Respiratory Therapy:	National Board of Respiratory Care Certified Respiratory Therapist Exam https://www.nbrc.org/Pages/default.aspx
Vet Tech:	Veterinary Technician National Exam and California Registered Veterinary http://www.vmb.ca.gov/applicants/schedule.shtml https://www.aavsb.org/vtne/

CTE programs that do not have a programmatic accrediting agency, such as Horticulture and Music Technology, regularly consult with industry employers and professional associations to develop competencies relevant to the workplace.

Industry Standards and Employment Opportunities

Each CTE program is required to have an external advisory board, with at least 50% of the members being external to the college, which meet at a minimum on an annual basis. For those programs with accrediting agencies, the advisory boards provide guidance regarding the way the program implements the accrediting body standards. For other CTE programs, the advisory board is an essential guiding force to ensure they are providing the necessary education. The faculty utilizes the workplace information gathered at the advisory board meeting to reflect on the direction of the program and develop competencies [II.A-141, II.A-142, II.A-143, II.A-144]. The faculty are also active in the industry allowing them maintain a strong awareness of what is required for student success in the workplace [II.A-145, II.A-146].

CTE Employment Outcomes Surveys of exiting students, alumni and employers are administered annually to ensure that the program is meeting the needs of the students as well as the industry employers [II.A-147].

The college licenses EMSI software and utilizes the data in three ways:

1. Program review: For all CTE programs, annual labor market reports focusing on a 3-year timeline are created to identify job growth, opportunities, supply, demographics, wages, and skills.
2. New program development: labor market reports are created to demonstrate a need for the jobs based on the training provided by the proposed program.
3. Grants: labor market report specifications as determined by the grant requirements

The college also utilizes CTE Launchboard, a stateside data system and interactive portal supported by the CCCCCO and hosted by Cal-Pass Plus, offering program snapshots as well as the Career and Technical Education Outcomes Survey (CTEOS) Tool [\[II.A-148\]](#). In addition, Core Indicator reports, part of the Perkins reporting, provide employment data, which the college references to help set the institutional targets as part of the ACCJC annual report [\[II.A-149\]](#).

Finally, the college examines "other external factors," or variables that may affect employment, including evolving skill sets and competencies, other regional programs, and licensure requirements, if applicable. These skill sets are included in the labor market report produced for program review [\[II.A-37\]](#).

Standards-Based Assessment

Foothill College has implemented student learning outcomes (SLOs) and program learning outcomes (PLOs) for all career and technical education programs (CTE) [\[II.A-11\]](#). Faculty measure and evaluate the SLO outcomes at the end of each quarter and reflect using the TracDat to record and post their findings.

In addition to PLOs and SLOs, CTE program learning outcomes are required by national and state agencies to be assessed annually by a variety of measures, such as pass rates on national and/ or state licensing examinations, successful completion of program competencies, capstone projects, and e-portfolios. The evaluation methods used in the programs include process evaluations and end-product assessments of student performance, as well as a variety of objective testing measures. The program directors maintain data on students and report the outcomes to their professional accrediting bodies. These mechanisms provide student performance data related to measuring the defined program outcomes, competencies throughout the programs for the students, faculty and college administration [\[II.A-150\]](#).

The Allied Health programs at Foothill College have exceptional pass rates on licensing exams as evidenced by the data in the following table.

Licensure Exam Pass Rate for Biological & Health Science Programs— 2016 Graduates		
Program	Name of Licensing Exam	Pass Rate
Dental Assisting	State written Exam	100 percent
	State Law & Ethics exam	100 percent
	Dental Assisting State Practical Exam	100 percent

Dental Hygiene	National Exam, Western Regional Exam Board- clinical Exam, CA State Law & Ethics Exam	100 percent 100 percent 100 percent
Diagnostic Medical Sonography	National Board Exam	100 percent
Emergency Medical Technician	National Registry of Emergency Medical Technicians (NREMT).	89 percent (reflects first of 3 allowed attempts)
EMTP (Paramedic)	National Registry of Emergency Medical Technicians Exam	100 percent
Pharmacy Technician	Pharmacy Technician Certification Exam	100 percent
Primary Care	National Commission on Certification of Physician Assistants and Physician Assistant National Certifying Exam	98 percent
Radiologic Technology	American Society of Radiologic Technologists	100 percent
Respiratory Therapy	NBRC CRT Exam	100 percent
Veterinary Technology	Veterinary Technology National Exam State Registered Veterinary Technology Exam	90 percent 92 percent (first attempts)

[\[II.A-151\]](#)

Analysis and Evaluation

The college meets the standard. The career and technical education programs at Foothill College exceed the standard as evidenced by superior outcomes on licensing examinations. The analysis of performance on licensing exams is an essential aspect of the evaluation of vocational and career technical programs. Furthermore, the accreditation of the programs by specialized accrediting bodies has consistently affirmed the quality of the career technical programs.

All the vocational programs have advisory boards that meet annually, or more often if needed, to review program outcomes, discuss changes in the fields that may drive curricular changes and provide feedback on the quality of the graduates from Foothill College programs. Advisory boards consist of practicing professionals in the field, professional association representatives, industry, former graduates, student members, program faculty and college administrators. The programs maintain meetings minutes

Standard II.A.15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

If, following program review, program discontinuance is the final recommendation, per Board Policy 6015 1.D, the President will share the timeline with affected administrators, staff and faculty regarding the communication to APM and CAC for discussion and feedback, as well as provide written formal notice to program faculty and staff, and appropriate bargaining units and collaborate on a plan to allow for students to complete their educational plans through limited offerings, course substitutions, or other agreed upon options [[II.A-25](#) p.16].

It is the responsibility of each academic division to inform and update the campus community regarding all changes that take place regarding program elimination and or modification. Notification of updates is posted online under each academic division's website. Program changes are relayed to the Counseling Division and the Office of Instruction & Institutional Research. The Counseling Division is notified to ensure that students are advised according to the new requirements in place and to ensure that students are accommodated if their program is eliminated, as stipulated by the Discontinued Degrees Policy that is published in the Foothill College Course Catalogs [[II.A-51](#), p. 73]: Students who have maintained continuous enrollment may file a petition for graduation within seven years of the time a program is discontinued.

To ensure that students may complete their education in a timely manner with a minimum of disruption when programs are eliminated or program requirements are significantly changed, the college identifies potentially impacted students, honors catalog rights, and provides individual and group advising to discuss options for completing program requirements. In order to accommodate students' needs, the department faculty in consultation with counselors, assist

students with identifying options and petitioning for individual course substitutions and/or course waivers as appropriate [\[II.A-128\]](#). Every effort is made to identify course substitution options rather than waiving requirements. In cases where programs are eliminated, sufficient information is provided to adequately inform currently enrolled students and counselors so that they may develop an individual educational plan to complete their intended program. These educational plans may include course substitutions, waivers, and/or, if appropriate, petitions for independent study.

Analysis and Evaluation

The college meets this standard. If the college eliminates or significantly reduces a program, there is a process in place to ensure that students can complete the program with minimum disruption.

Standard II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Foothill College assures the quality and improvement of all instructional courses and programs offered in the name of the institution, which include collegiate, pre-collegiate, developmental, fee-based community education, short-term training courses, international student programs and apprenticeship programs. Foothill College offers credit, noncredit, and fee-based courses on the main campus, Sunnyvale Campus, online, and at local high schools and occupational centers [\[II.A-90\]](#). All courses offered in the name of Foothill College are held to the same high standards of review at the course, program and institutional level [\[II.A-36\]](#). Advisory boards, and labor market research and analysis are used to identify new programs to meet local and regional needs [\[II.A-150\]](#).

Curriculum is developed by Foothill College faculty and reviewed and approved by the College Curriculum Committee. Since Foothill College is an open-access institution, classes at off-site locations are open to all students. Developmental courses include a broad offering of credit and noncredit courses in English for Second Language Learners (ESLL) [\[II.A-152\]](#), English [\[II.A-153\]](#), and math courses [\[II.A-154\]](#). Curriculum is developed and reviewed by faculty and the College Curriculum Committee [\[II.A-155, II.A-156\]](#). Ongoing evaluation and assessment of student learning outcomes occurs at least every three years [\[II.A-84\]](#).

The College offers community non-credit education. The program's offerings are geared toward the non-traditional college student, including older adults and working professionals, as well as children and teens [\[II.A-157\]](#).

The Foothill Apprenticeship Programs, in partnership with local apprenticeship training organizations, offer related and supplemental instruction in a variety of trades, including general and residential electrician; field ironworker; plumbing, pipefitting, and steamfitting; refrigeration, heating, ventilation, and air-conditioning; sheet metal; and sound and communication. The curriculum is faculty-driven and held to the Foothill College review and approval and outcomes process. Because of the unique relationship between on-the-job and classroom apprenticeship training, admission to apprenticeship classes is limited to apprentices who are registered with the California Department of Apprenticeships Standards. This limitation is authorized by the California Labor Code, Section 3074.3 [\[II.A-158\]](#).

The International Programs Office caters specifically to international students on F-1 visas. Foothill College provides counseling and assistance to more than 1,636 students from over **100** different countries. According to Open Doors, a report published by the Institute of International Education, Foothill is currently ranked #11 for enrolling international students. International students are enrolled and assessed along with resident students in all Foothill College courses [\[II.A-159, II.A-160\]](#)

Historically, Foothill had offered four to five study abroad programs both during academic quarters and as special summer programs. Though the college decided to temporarily discontinue the program until the overall economy improved, the Campus Abroad program was revived in 2014 with fall sessions in London, 2015 in Florence, and 2016 in Barcelona. The College is currently considering Costa Rica for spring or summer 2018.

Regular Evaluation of Quality and Currency

Quality assurance for curriculum is supervised by the College Curriculum Committee (CCC), a subcommittee of the Foothill College Academic Senate, which establishes and approves campus-wide educational curriculum policies and procedures in compliance with State of California Educational Code and Title 5 of the California Code of Regulations. The CCC approves new programs, degrees and certificates; approves the recommended general education requirements; provides collegewide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues [\[II.A-161\]](#).

Faculty are responsible for curriculum development and review, following the guidelines for approval established by the CCC [\[II.A-6, II.A-50\]](#). Foothill College has a unique two-tiered curriculum committee process that begins with approval of courses and programs at the divisional curriculum committee level. The divisional curriculum committee is composed of faculty in related disciplines for area-specific curricular development and review. Each division has two CCC representatives who communicate policy and information from the divisional and faculty level to the collegewide CCC.

The curriculum management system (C3MS) allows for multiple levels of review for curricular quality. The process for curriculum to pass through the system electronically begins with the faculty writing the course outline of record (COR) within the system that contains fields that

reflect Title 5 requirements. The faculty owner/editor then sends the COR to the division dean who adds the faculty load, seat count and budget code. The division dean then sends the COR back to the faculty owner for review. The faculty owner forwards the curriculum to the CCC representative who verifies the course outline has been reviewed and approved by the division curriculum committee. Once verified, the completed COR is sent to the articulation officer who will review the course for transferability eligibility [\[II.A-27\]](#).

On completion of review, it is sent to the Office of Instruction for final approval. New general education courses, programs and noncredit courses are discussed and approved at the divisional curriculum committee level, then sent forward to the CCC for final discussion and approval. Faculty are welcome to present their curriculum to the CCC in order to clarify or address concerns.

Foothill College requires all course outlines be reviewed every five years to ensure currency. For new curriculum and programs, board of trustees' approval is the final step in the process. This system allows for detailed review of the COR from multiple reviewers within a workable timeline. Workforce programs and degrees are also sent to the Bay Area Consortium of Community Colleges (BACCC) for approval. The intent of the BACCC is to ensure that the job market can support new programs without duplication in multiple colleges in the area [\[II.A-33\]](#).

Systematic Improvement of Programs and Courses

SLO Cycles

Evaluation of instructional course and program improvement begins at the course level with student learning outcomes (SLOs) assessments and reflections [\[II.A-118\]](#). Currently, all courses actively being taught in the curriculum have SLOs attached to the COR [\[II.A-34\]](#). Evaluation is data-driven, for example using a new inquiry tool that provides disaggregated data on courses success, persistence, and matriculation [\[II.A-162, II.A-163\]](#).

Program Review

Each department completes a program review. The cycle is 3 years. One of the three years, the department does a comprehensive and the other two years, the department does an annual program review [\[II.A-36, II.A-8\]](#).

Departments are guided by templates provided by IP & B and PRC. The templates contain prompts on data analysis, student learning outcomes, and program feedback. The templates allow for consistency in reporting information, and the program review is directly linked to the resource allocation process, with faculty requests put forward through program review. Therefore, program reviews are completed in the Fall Quarter in order to best inform the integrated resource allocation process that begins in the Fall Quarter, and concludes in the Spring Quarter with resources being allocated effective the following academic year [\[II.A-83\]](#).

Career & Technical Education (CTE)

While the annual review template is the same for all programs, the comprehensive program review template, which is completed every three years, has a section that addresses CTE-specific programs. There are three questions in this section of the template:

1. What is the regional three-year projected occupational growth for your program?
2. What is being done at the program-level to assist students with job placement and workforce preparedness?
3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements [[II.A-10](#)].

The programs with outside accrediting bodies also go through an annual reporting process, a midterm report, self-study and site visit during each accreditation cycle. Additional information is required to be collected by programmatically accredited programs, such as licensure and job placement rates. The Allied Health programs of the Biology & Health Sciences Division programs, such as Radiologic Technology, Pharmacy Technology, Respiratory Therapy, Emergency Medical Technician, Dental Hygiene and Veterinary Technology, are accredited by specialized professional organizations that monitor the program curriculum, standards, competencies, resources and institutional support:

Accreditation of Programs	
Program	Accrediting Body
Dental Assisting	Commission on Dental Accreditation
Dental Hygiene	Commission on Dental Accreditation
Diagnostic Medical Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography
EMTP (Paramedic)	Committee on Accreditation of Educational Programs for EMS Professions
Pharmacy Technician	American Society of Health System—Pharmacists
Primary Care	Accreditation Review Commission on Education for the Physician Assistant
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Committee on Accreditation for Respiratory Therapy
Veterinary Technology	American Veterinary Medical Association, Committee on Veterinary Technician

Online / Distance Education

The quality of distance education is evaluated by the college as a whole, with a focus on the improvement of student success and the related support for online faculty that is required to improve student success. Faculty are engaged in dialogue around improving student success, both in face to face and in online classes, in forums such as division and department meetings and in specific groups such as the Committee On Online Learning (COOL) [\[II.A-164\]](#). This group reports to the Academic Senate and recommends policies and provides a forum for dialogue regarding online course quality, professional development for online faculty, and support for online faculty. This dialogue led to the recommendation for divisions to develop and implement online course quality standards [\[II.A-31\]](#), and has led to the recommendation for increased support (an increase in classified staff support) for online faculty, including an instructional designer and technology training specialist [\[II.A-165\]](#).

Analysis and Evaluation

Standard II.A evidence

II.A-1 List of Courses Approved for Distance Education (.xls)

[II.A-2](#) Substantive Change Proposal: Sunnyvale Center, March 17, 2016

[II.A-3](#) FH website: Sunnyvale Center, Student Services

[II.A-4](#) Substantive Change Proposal: Sunnyvale Center (22-27)

[II.A-5](#) FH website: Curriculum, Program Creation Guidelines

[II.A-6](#) FH website: Curriculum, New Course Creation Steps

[II.A-7](#) FH website: Curriculum, New Course Proposal Form

[II.A-8](#) Program Review Schedule, 2016-2019

[II.A-9](#) 2016-17 Comprehensive Administrative Program Review Template

[II.A-10](#) 2016-17 Comprehensive Instructional Program Review Template

[II.A-11](#) FH website: Instructional Program Reviews, all divisions

[II.A-12](#) FH website: Online Course Catalog

[II.A-13](#) ACCJC 2016 Annual Report

[II.A-14](#) Website: Assist

[II.A-15](#) Santa Clara University, Transferring Credits

[II.A-16](#) University of the Pacific, Transferring/Articulating Classes

[II.A-17](#) University of Southern California, Articulation Agreements

[II.A-18](#) <https://studenthub.biola.edu/transfer-equivalencies>

[II.A-19](#) FH website: Transfer Center

[II.A-20](#) ACCJC letter, May 19, 2015

[II.A-21](#) Substantive Change Proposal, Dental Hygiene, April 6, 2015

[II.A-22](#) CCC Chancellor's Office letter, June 1, 2016

[II.A-23](#) CODA: Commission on Dental Accreditation

[II.A-24](#) FH website, Curriculum

[II.A-25](#) Integrated Planning & Budgeting Governance Handbook (p. 25)

[II.A-26](#) College Curriculum Committee Minutes, January 17, 2012

[II.A-27](#) Course Outline of Record (COR Process in C3MS

[II.A-28](#) Program Creation Guidelines

[II.A-29](#) Website: Bay Area Community College Consortium (BACCC)

[II.A-30](#) Distance Learning Application Form

[II.A-31](#) Academic Senate Division-specific Online Course Standards

[II.A-32](#) Foothill College Academic Senate Meeting Minutes, February 22, 2016

[II.A-33](#) Website: Bay Area Community College Consortium (BACCC), “Who We Are”

[II.A-34](#) FH website: Course Outlines search tool

[II.A-35](#) Foothill College Academic Senate Meeting Minutes, February 23, 2015

[II.A-36](#) FH website: Program Planning and Review

[II.A-37](#) FH website: Program Review Data Sheets

[II.A-38](#) Resource Allocation Flowchart

[II.A-39](#) FH website: Program Review Committee (PRC)

[II.A-40](#) TracDat User Guide – Instructional Course-Level SLOs

II.A-41 Screenshot: TracDat SLO-PLO mapping tool

[II.A-42](#) SLO Assessment Rubric

II.A-43 New Faculty Orientation Presentation (.pptx)

[II.A-44](#) Appendix J1: Administrative and Peer Evaluation Form

[II.A-45](#) FHDA Faculty Agreement: Article 7, Part-time Faculty

[II.A-46](#) FH website: Student Learning Outcomes (SLO) Committee

[II.A-47](#) 2016-17 Annual Program Review Template

II.A-48 Course Outline of Record: ESLL 249

II.A-49 Content Review for Requisites Form (.docx)

[II.A-50](#) Title 5 Compliance Checklist

[II.A-51](#) Foothill College 2016-17 Course Catalog (.pdf)

II.A-52 Course Outline of Record: ENGL 1T

II.A-53 Course Outline of Record: ENGL 242B

[II.A-54](#) FH website: First Year Experience

[II.A-55](#) FH website: Umoja

[II.A-56](#) FH website: Puente

[II.A-57](#) FH website: Summer Bridge, Math

[II.A-58](#) Summer Bridge English Brochure

[II.A-59](#) FH website: PSME, Statway

[II.A-60](#) FH website: PSME, Math My Way

II.A-61 EMP Goals + Objectives (.docx)

[II.A-62](#) FH website: ESLL department

II.A-63 Noncredit Program Narrative: Certificate of Completion, ESL Beginning (.docx)

II.A-64 Noncredit Program Narrative: Certificate of Completion, ESL Language Intermediate

[II.A-65](#) FHDA Board documents website

[II.A-66](#) FH website: Articulation

[II.A-67](#) FH website: Southwest Bay Area Career Pathway Consortium

[II.A-68](#) North Santa Clara County Student Transition Consortium website

[II.A-69](#) FH website: Teaching and Learning Center (TLC)

[II.A-70](#) FH website: STEM Success Center

[II.A-71](#) FH website: STEM Success Center, Foundations Lab

[II.A-72](#) FH website: OWL Scholars Program

[II.A-73](#) FH website: Extended Opportunity Program and Services (EOPS)

[II.A-74](#) FH website: Pass the Torch

[II.A-75](#) FH website: Core Mission Workgroup, Basic Skills

[II.A-76](#) FH website: Dental Hygiene Department

[II.A-77](#) Foothill College General Education Handbook

II.A-78 GE Application: Area I, Humanities

[II.A-79](#) FH website: General Education Requirements

[II.A-80](#) FH website: Institutional Learning Outcomes

[II.A-81](#) College Curriculum Committee Meeting Minutes, December 1, 2015

[II.A-82](#) College Curriculum Committee Meeting Minutes, November 17, 2015

[II.A-83](#) Program Review Timeline: 2016-2017

[II.A-84](#) FH website: Student Learning Outcomes and Assessment

[II.A-85](#) FH website: Degrees, Certificates & Transfer Programs, 2016-2017 Academic Year

[II.A-86](#) FH website: Counseling Division

II.A-87 Tech Committee Meeting Minutes, October 24, 2016

II.A-88 Automated IT Project Request for EduNav

[II.A-89](#) EduNav website

[II.A-90](#) FH website: Searchable Class Schedule

[II.A-91](#) Foothill Online Learning: Course Information, Spring 2017

[II.A-92](#) FH website: Workforce Development

[II.A-93](#) FH website: Core Mission Workgroup, Student Equity

[II.A-94](#) Student Equity Plan, December 2015

[II.A-95](#) FH website: Student Success Collaborative

[II.A-96](#) FH website: Student Success & Retention Team

II.A-97 Reading Apprenticeship Campus Conversation Team, Oct. 28, 2016

II.A-98 CHEM30A Syllabus, Dr. Nguyen

II.A-99 Reading Initiative Retreat I: Summary and Materials

[II.A-100](#) Faculty Teaching & Learning Academy (FTLA) flyer

[II.A-101](#) 2016 Beyond Diversity flyer

[II.A-102](#) FH website: Professional Development, 7x9x25 Reflective Writing Challenge

II.A-103 Spring 2017 Peer-to-Peer Faculty Exchange flyer

[II.A-104](#) Foothill Academic Senate Resolution: Responsibility for Development of Online Course Standards

[II.A-105](#) FH website: Distance Education Advisory and COOL Committees

[II.A-106](#) Foothill College Education Master Plan, 2016-2022 (p. 28)

[II.A-107](#) Eolve website, HESI Review & Testing

[II.A-108](#) California Community Colleges Assessment Workgroup: Assessment Review Schedule

[II.A-109](#) Accuplacer website

[II.A-110](#) CSU Success website, Early Assessment Program (EAP)

[II.A-111](#) FH Assessment/Placement Ad Hoc Taskforce, EAP Policy, June 9, 2015 draft

[II.A-112](#) FH website: Assessment Taskforce

[II.A-113](#) RP Group: Multiple Measures Assessment Project (MMAP)

[II.A-114](#) California Community Colleges Assessment Workgroup: Assessment Review Schedule

II.A-115 Local Validation Study: California Chemistry Diagnostic Test (CCDT) 2006

[II.A-116](#) CCC Chancellor's Office Memo: Extended Suspension of Approval Process for Assessment Instruments

[II.A-117](#) Foothill website: Student Services Program Reviews

[II.A-118](#) Foothill website: Student Learning Outcomes in a Nutshell

[II.A-119](#) Foothill website: Business & Social Sciences, Degrees and Certificates

II.A-120 Comprehensive Instructional Program Review, Art Department

[II.A-121](#) Counseling Division Student Guide

II.A-122 2016 English Language and Composition AP Credit Letter (.doc)
II.A-123 2016 English Literature and Composition AP Credit Letter (.doc)
[II.A-124](#) CCC Guidelines for Certifying Students for AD-T
[II.A-125](#) CCC GE Reciprocity for Students Already Possessing Associate's Degree
[II.A-126](#) Request for Transcript Evaluation Form
II.A-127 General Education Certification Request form (.pdf)
[II.A-128](#) Petition for Course Substitution or Waiver form
[II.A-129](#) CCC GE Reciprocity for Students Already Possessing Associate's Degree
[II.A-130](#) FH website: Articulation
[II.A-131](#) CIAC Directory of Articulation Personnel
[II.A-132](#) Carnegie Foundation: Participating Institutions
II.A-133 Articulation Regional Representatives 2016-17 (.docx)
[II.A-134](#) Course Identification Numbering System (C-ID) website
[II.A-135](#) CCCCCO website: Transferring to Historically Black Colleges and Universities (HBCU)
II.A-136 File: V-GE-Appl-Comm-Analytic
II.A-137 File: I-GE-Appl-Humanities.doc
II.A-138 File: II-GE-Appl-English.doc
II.A-139 File: VII-GE-Appl-Lifelong.doc
[II.A-140](#) Foothill website: Dental Hygiene, Degree, Transfer and Certificate Programs
II.A-141 File: RT_DMSADVMeeting2016Minutes.docx
II.A-142 File: RT Advisory Meeting Minutes 2017.pdf
II.A-143 File: GISTAdvisoryBoardMin30416.docx
II.A-144 File: 2017GISTAdvisoryBoardMinutes.pdf
II.A-145 File: 14-15CompPR-FAC-MUST.pdf, p. 6
II.A-146 File: 15-16CompHORT.pdf, p. 7
[II.A-147](#) Career & Technical Education (CTE) Employment Outcomes Survey 2015
[II.A-148](#) LaunchBoard website
II.A-149 File: RAD TEC Core.pdf
[II.A-150](#) Foothill website: Workforce Development
[II.A-151](#) Foothill College CTE Programs, Graduate Licensure and Placement
[II.A-152](#) Foothill website: ESLL Classes

<u>II.A-153</u>	Foothill website: English Department, Course Catalogue
<u>II.A-154</u>	Foothill website: PSME, Mathematics Department
<u>II.A-155</u>	Foothill website: Division Curriculum Committee Minutes, 2016-2017
<u>II.A-156</u>	Foothill website: CCC Agendas, Communiques & Minutes
<u>II.A-157</u>	Foothill website: Community Education
<u>II.A-158</u>	Foothill website: Apprenticeship Program
<u>II.A-159</u>	Foothill website: International Students
<u>II.A-160</u>	IIE website: Leading Institutions by Institutional Type
<u>II.A-161</u>	Foothill College Curriculum Committee(s) Responsibilities
<u>II.A-162</u>	CA Community Colleges Professional Learning Network, Applied Solution Kits
<u>II.A-163</u>	CA Community Colleges Professional Learning Network, Data Disaggregation
<u>II.A-164</u>	Foothill website: Online Learning and Tech Committees
<u>II.A-165</u>	Foothill Online Learning: Faculty Resources
II.A-166	CSU Baccalaureate Level Course List by Department
II.A-167	UCOP Transfer Course Agreement

Standard II: Student Learning Programs and Support Services

Standard II.B: Library and Learning Support Services

The Foothill College Library provides access to 70,000 books, 295,000 electronic books, 230 print periodicals, 30,000 online periodicals, 54 online databases, and 20,000 streaming educational videos. The library is adequately staffed, centrally located, and open a majority of the hours students are on campus for classes.

A multi-million dollar renovation of the library was completed in Fall 2015. The new state-of-the-art facility includes the following:

- An information commons with 45 networked computers
- A multimedia classroom with 50 Mac computers and 2 projector screens
- Improved individual and group study areas
- 10 group study rooms equipped with a large screen High Definition Display onto which students can project their personal devices using HDMI, VGA or Mini DisplayPort cables. In addition, easily accessible power outlets are provided for students, as well as a wall-sized whiteboard for group work. Rooms are bookable online via the library website
- 6 break-out study areas surrounded by wall-sized whiteboards
- Self-serve pay-for-print kiosk and 2 black & white photocopiers
- Electrical outlets near every seating area and desk in the library

The library has adapted to changes in information technology and education to maintain quantity, quality, depth, and variety in our resources and services, gradually shifting the collection from primarily print to primarily digital. In anticipation of the library renovation, the library team undertook, in 2013/14 and for the first time since the library opened, a rigorous review of the entire book collection and trimmed it by thirty percent, discarding books that were outdated, worn, no longer supported the curriculum, or hadn't been used in many years. The remaining collection is current, more attractive, and easily browsable. By transforming from a book-centered facility to a learner-centered space, the renovated library better meets the needs of our 21st-century students.

Standard II.B.1

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard

Selection of Library Resources

One of the library's goals is to acquire, organize, and maintain relevant resources that support the college's teaching and learning mission. FHDA Board Policy #6170, as well as the library's own collection development policy, acknowledges that selection of library materials is a joint responsibility of the teaching and library faculty [II.B-1, II.B-2]. Library faculty have established a variety of channels for receiving information about student learning needs from instructional faculty and staff.

Each tenured librarian acts as a liaison to one or more academic divisions [II.B-3]. The liaison is familiar with the curriculum taught in the division(s) to which s/he is assigned, selects materials in those subject areas, channels faculty requests for purchases, and promotes the collection and services to faculty and administrators in the division. The liaison to the Biological & Health Sciences Division also collaborates with faculty in allied health programs that undergo accreditation (e.g., Radiologic Technology, Veterinary Technology) to ensure that the library's books and periodicals are sufficient in quantity and currency to meet students' needs. This liaison recently conducted a needs assessment of the library collection as part of the application to offer the baccalaureate degree in dental hygiene. Although some divisions lack a liaison due to a decrease in the number of full-time library faculty, other librarians step in as needed; for example, the librarians recently worked together to meet a request from chemistry faculty for an online subscription to American Chemical Society (ACS) journals needed for an honors course and to disseminate information about a new collection of e-books, Safari Tech Books.

In addition, our Resources for Faculty guide invites instructional faculty to submit recommendations, and the Systems & Technology Librarian facilitates trials for new databases under consideration [II.B.4]. A librarian serves on the College Curriculum Committee and shares new course offerings with the other librarians through the CCC Communique. The popular reserve book collection, which depends on faculty donations and a grant from the Associated Students of Foothill College (ASFC), is driven by student demand.

The librarians also request information from instructional faculty and staff on an ad hoc basis in specific situations. The library was renovated in 2015, and at the beginning of the planning process, faculty, staff, and students were invited to an open session to envision the new 21st-

century library [II.B.5]. When the Systems & Technology Librarian redesigned the library website in 2016, he first consulted with the marketing department as well as library faculty and staff and then solicited feedback from instructional faculty and students during an extensive testing phase.

Quantity, Quality, Depth, and Variety

The effectiveness of the library's collections, instruction, and other services is assessed in a variety of ways. Each year library faculty and staff consider collection counts, a variety of usage statistics, and surveys of faculty and students when writing program review, and every three years this data is also used to assess and reflect on Service Area – Student Learning Outcomes [II.B-6].

A major student learning outcome for the library is that students who use the library will be able to locate resources in a variety of formats that meet their information needs. In other words, the library has the information students need, and it is organized and accessible. To assess whether the library meets this goal, each year librarians measure the number of information resources the library has in various formats, conduct a survey of students asking whether they are able to find resources in the library (books, ebooks, course reserves/textbooks, online periodicals, and streaming videos) to meet their information needs, and compile statistics on circulation of books and database usage.

Equal Support with Respect to Services and Accessibility

The library strives to provide equitable resources and services to all students at Foothill College, regardless of race, gender, location, or disability.

In general, to protect user privacy (a core value of the library profession), the library does not engage in any systematic tracking that would enable us to assess the demographics of the students we serve. However, for purposes of our comprehensive program review and in light of the college's commitment to student equity, in Fall 2014 we identified one component of our services – student use of our physical collections – for which student IDs could be captured and provided to the college researcher for analysis comparing the demographics of these users to students college wide in 2013-2014.

The data was roughly parallel to the college's in terms of gender – slightly more female than male. While the ethnicity analysis was reflective of the college's distribution overall, there were several points worth noting. Reserve collection usage among African American, Latino, and Filipino/Pacific Islander students was a close match with the college's headcount percentages for these groups, but usage of our non-reserve collections (books, periodicals, etc.) showed these groups slightly underrepresented compared to the overall campus population. Our two largest user groups in terms of ethnicity are Asian and White, and here the analysis showed more of a disparity in comparison with the campus population; among our borrowers, Asian students were overrepresented, and white students were underrepresented. Unfortunately, when we upgraded our integrated library system, we lost the ability to keep borrowers' College wide ID (CWID) unless we also keep their borrowing history, which would violate our code of ethics. In lieu of

this tracking method, we began asking students to identify their ethnicity in our student survey in Spring 2016; results are summarized below, but an analysis is not yet available:

<u>Ethnicity</u>	<u>Used library in previous year</u>	<u>Did not use library in previous year</u>
African American	1.27%	0.00%
Asian	32.28%	3.16%
Filipino/Pacific Islander	5.70%	0.63%
Latino/a	13.92%	0.63%
Native American	0.00%	0.63%
White	25.32%	2.53%
Other	9.49%	0.00%

To improve our outreach and service to the groups targeted in the Student Equity Plan, the library offers a personal librarian service and special sections of our one-unit research course, Library Science 10, to students in the First Year Experience Pilot, and the college approved the hiring of an Equity Programs Librarian in 2016/17.

To serve students at the Sunnyvale Center, a small library at the Sunnyvale Center lends reserve textbooks and is staffed by a librarian who is available 20 hours per week to provide reference and instruction. For students in online classes, the library provides extensive online resources that are available to all students 24 hours a day, seven days a week [II.B-7]. These resources include e-books, streaming video, reference materials, and article databases supporting the college’s curriculum that students can access from anywhere with a computer, an internet connection and their CWID. To help with the use of this “virtual library,” the library home page was redesigned in 2016 and provides a comprehensive online guide to “Off-Campus Library Services”; this guide received more than 2,000 uses during 2015-2016 [II.B-8]. The library also offers several online library guides on different subjects and for specific courses [II.B-9]. Reference service is available to off-campus users by phone, chat, and text, and after hours by email. Library Science 10 is regularly offered online. A link to Foothill College Library Resources is included in the navigation of each course site in Canvas, the college learning management system. At a minimum, these Library Resources link to an A-Z Database List, a full list of Databases to which the library subscribes, including trial access. Library Resources can also be customized by a librarian for each course if requested by faculty, for example Academic

Integrity; Citation Help, Evaluating Information Sources, Off-Campus Library Services.

To serve students with disabilities, the library's renovated facility meets all ADA requirements, and a librarian worked with Disability Resource Center staff to establish priority wheelchair seating throughout the building, as well as a Stryker Emergency Evacuation Chair for emergency exits by wheelchair users from the upper level. To ensure that audiovisual materials are accessible to all students, the library purchases only videos that are closed-captioned or subtitled; we also provide closed-captioned streaming educational videos through our license with Films on Demand.

To serve basic skills students, the library offers a well-used collection of ESL books; databases that can be geared to students at a basic reading level; library instruction sessions at the request of instructors teaching basic skills classes; and the online Learning Express Library, a database that offers students 24/7 access to targeted skill-building interactive courses in math, reading, and writing. To serve transfer students, the library offers a carefully selected book collection; access to thousands of scholarly journals in print and online; college guides, library instruction sessions at the request of instructors teaching transfer-level courses; and a one-unit course, LIBR 10, that is transferable to CSU and UC. To serve career/workforce students, the library offers subject-specific books, career guides, periodicals, databases to certificate programs (e.g. Paramedic, Veterinary Technician, and Dental Hygiene), and library instruction sessions at the request of instructors teaching workforce/career technical education programs.

Analysis and Evaluation

Action Plan

Quality Focus Essay

Standard II.B.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

In addition to the library resources discussed in II.B.1, the Foothill Library provides students with access to:

- An information commons with 45 networked computers;
- Ten group study rooms equipped with a large screen High Definition Display onto which students can project their personal devices using HDMI, VGA, or Mini DisplayPort cables. In addition, easily accessible power outlets are provided for students, as well as a wall-sized whiteboard for group work. Rooms are bookable online via the library website;
- Six break-out study areas surrounded by wall-sized whiteboards;
- Self-serve pay-for-print kiosk and two black & white photocopiers;
- Electrical outlets near every seating area and desk in the library; and
- Calculators.

Selection of Education Equipment and Materials to Support Student Learning

The Core Committee for the library renovation had final responsibility for selecting most of the educational equipment and materials listed above. The self-serve pay-for-print system, ePRINTit, was selected at the district level by a committee consisting of ETS staff, librarians, and front-line staff from both campuses.

The effectiveness of the library's learning support equipment and materials is assessed in a variety of ways. Each year library faculty and staff consider collection counts, a variety of usage statistics, and surveys of faculty and students when we write our program review, and every three years this data is also used to assess and reflect on our Service Area – Student Learning Outcomes [II.B-6]. In addition to the channels for receiving information about student learning needs from instructional faculty and staff described in II.B.1, librarians work with the Dean of Online Learning and the COOL Committee to connect online students with the library resources they need.

Analysis and Evaluation

Standard II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The library is evaluated in a number of ways. Each year library faculty and staff consider collection counts, a variety of usage statistics, and surveys of faculty and students when writing program review. Every three years this data is also used to assess and reflect on Service Area – Student Learning Outcomes [\[II.B-6\]](#). In addition, library faculty in tenure review or seeking Professional Growth Awards (PGA) write a self-evaluation and are evaluated by students, faculty peers, and administrators.

Assessment of Use, Access, and Relationship of the Services Tied to Student Learning Outcomes for DE/CE Programs

The usage statistics that inform program review and the assessment of Service Area – Student Learning Outcomes include off-campus use of the library’s online resources. Online students and students who take on-campus classes are invited to complete the annual student survey. Librarians rely on division assistants to communicate with all faculty, including DE faculty, in the divisions for which they serve as library liaisons, and the library’s Resources for Faculty guide invites instructional faculty to submit recommendations [\[II.B-3, II.B-4\]](#).

Under the current curriculum model at Foothill, information competency is infused across the curriculum as an Institutional/General Education SLO in a broad mixture of subject disciplines [\[II.B-10\]](#). Many colleges prefer this model because they do not want to add another unit of work required of students. Under this system, information competency is assessed by teaching faculty teaching on-campus and online courses.

Analysis and Evaluation

Standard II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through the contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Contracts

The library collaborates with other institutions and establishes formal agreements at the local, regional, and national level to maximize information resources for the college's programs. Locally it shares reciprocal borrowing privileges with its sister library at De Anza College, but the collections at the two libraries are distinct with autonomous collection development.

Regionally, the library is a member of the Community College Library Consortium (CCLC), which provides a cooperative buying program for community college libraries for discounted subscriptions to online resources [II.B-11]. Its services also include usage statistics; faculty and student input on products; and product comparisons and reviews.

The library is also a member of the Online Computer Library Center (OCLC), which provides services and support for interlibrary loan (ILL) and shared cataloging that includes access to and maintenance of cataloging records [II.B-12]. Interlibrary loan services are available to all Foothill students, faculty, and staff when they need class materials that are not available at Foothill.

The library also contracts with Sirsi/Dynix to provide an integrated library system with the necessary functions for acquisitions, cataloging, serials, circulation, and statistical reporting. The library's 2015 contract with Sirsi/Dynix includes a hosted server [II.B-13]. The maintenance agreement covers system upgrades, diagnosis, and repair and provides technical support.

Library copiers are provided and serviced by an outside copying vendor, Kenpo Electronics [II.B-14].

Security

Security for the library is the responsibility of the Foothill-De Anza District Police Department. Foothill and De Anza College have an emergency notification system (ENS) that sends voice, email, and text messages to all faculty, staff, and students in the event of an emergency. Fire, disaster, and active shooter drills are carried out at the discretion of the college and fire department. The newly renovated library is equipped with an emergency alert system; an

emergency wheelchair that enables the evacuation of a person with disabilities from the library's mezzanine; and a security camera located on the outside of the building.

The recent library renovation reconfigured access points to the building. The library has public entrance/exit doors at the front of the library and an additional door leading to a patio area and the Teaching and Learning Center. New security gates were installed during the renovation. The doors were purchased and are maintained by 3M Detection Systems. Books, journals, audiobooks, and VHS/DVD videotapes are processed with security tapes which trigger an alarm in the security gates when materials are not desensitized during proper check out.

There are four emergency doors in the public service area of the library. The emergency doors and alarms are monitored by library staff who respond to activated alarms and determine the need for further action. Staff members have access to a key that deactivates the alarm. There are additional access points to the library through doors to an adjacent classroom, Technical Services and Foothill Online Learning departments and a conference room. These additional doors have led to security concerns by library staff, who are working with the lockshop to make corrections, including keying the doors to a fob.

Maintenance

As with all campus buildings, library maintenance and repair is the responsibility of the Foothill-De Anza District Facilities, Operations, and Construction Management department. The maintenance of computers and equipment is managed by Foothill –De Anza Educational Technology Services (ETS). The library printer is provided through a district wide printing system, e PRINTit. Printing equipment is maintained by ETS and ePRINTit. The district's ETS department provides a call center for reporting computer and printing problems. The library's experience with current district maintenance is that response time to work orders and repairs is adequate. Daily custodial service is excellent, including the restrooms, which were an ongoing concern for students in the former library facility.

Processes for Evaluation & Gathering Information for Assessment

Contracts: Library staff members routinely monitor and evaluate services for their relevance and effectiveness to student needs and library staff responsibilities. Library staff and librarians monitor the effectiveness of Online Computer Library Center (OCLC) services for cataloging and ILL services, as well as the various SirsiDynix WorkFlows modules. The Systems and Technology Librarian oversees the contracts for the Community College Library Consortium (CCLC) and Sirsi/Dynix. Twice a year the librarians evaluate the offerings from CCLC considering several factors: requests from students and faculty, needs observed at the reference desk, usage statistics, and reviews, especially those provided by CCLC's Electronic Access & Resources Committee.

Maintenance: Library staff members also monitor and evaluate the maintenance of the library facility. The construction contractor for the library renovation project was responsible for building repairs after the new facility opened. Library staff members have kept an ongoing list of construction-related issues resulting from the renovation and continue to work with the college's

facilities department, which communicates with contractors to resolve construction-related issues. As the renovation project nears completion, the responsibility of building repairs will revert to district facilities. The library's experience with current district maintenance is that response time to work orders and repairs is adequate. Daily custodial service is excellent, including the restrooms, which were an ongoing concern for students in the former library facility.

Security: All library staff members monitor and evaluate the security of the building. Of concern to staff are the unsecured entrance/exit doors to the library that leave the facility vulnerable to theft and vandalism. In addition, there are ongoing problems with several locks in the building causing access problems for library staff who continue to work with the college's Facilities Dept. to resolve these security issues.

Analysis and Evaluation

Standard II.B Evidence

- [II.B-1](#) FHDA Board Policy 6170: Library Materials Selection
- [II.B-2](#) Foothill College Library Collection Development Policy
- [II.B-3](#) Resources for Faculty: Library Contacts
- [II.B-4](#) Resources for Faculty: Materials Selection
- II.B-5 Program Booklet-1.0 Introduction.doc
- [II.B-6](#) Student Services Program Reviews, including SA-SLO report
- [II.B-7](#) Foothill Library webpage
- [II.B-8](#) Off-Campus Library Services: Home
- [II.B-9](#) Foothill Online Library Guide
- [II.B-10](#) Foothill General Education Requirements
- II.B-11 Community College Library Consortium (CCCL) Renewal
- II.B-12 Online Computer Library Center (OCLC) Invoice
- II.B-13 SirsiDynix Contract
- II.B-14 Kenko Invoice

Standard II.C Student Support Services

II.C.1. - Student Support Services - The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

At Foothill College, serving the student and providing opportunities to support student success are key tenets of the college's mission, vision, and purpose, and Foothill's comprehensive student services program is an integral force in shaping student success. The college constantly reviews and reflects on the quality of all components of its student services program to ensure that they remain aligned with the mission of the institution.

As a means to increase access to education, Foothill College has offered distance education courses through its Foothill Global Access (FGA) Program, now Foothill Online Learning, since 2002/2003. In addition, it has built and maintained comprehensive instructional and student support services available for distance education students. Foothill Online Learning coordinates with the Counseling & Student Services Division to ensure that distance education students have access to counseling services via the college website.

Faculty and staff engage in iterative processes to monitor, evaluate and improve the quality of distance education instruction and services. FGA offers a wide complement of services in support of faculty and students engaged with distance education courses. FGA conducts annual program reviews to ensure that services are annually reviewed in line with the mission of the college and the college goals [\[II.C-1\]](#).

Foothill College also offers courses, programs, and services on the Sunnyvale Center [\[II.C-2\]](#). As of the fall quarter of 2016, students at the Sunnyvale Center are able to speak with faculty and staff who are located at the Foothill College main campus such as at the STEM Success Center. This occurs in multiple ways: video face-to-face using Zoom, a blog interface, or a virtual whiteboard. Student Services staff will also be 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 ones provided for academic assistance, as well as a dedicated video terminal from Cisco called Telepresence. High-end computers in combination with the Virtualized Desktop Infrastructure (VDI) system create a uniquely adaptable instructional computing environment. Pervasive self-service wireless networking is available for the casual visitor to 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.

In spring 2017 the college surveyed Sunnyvale Center students to ask students about their satisfaction with the services at the Center. This information will be used to inform operations in the coming year.

The Program Review process includes administrative unit program reviews for the Sunnyvale Center and student services units. The program review data includes disaggregated information by ethnicity, gender, online status, and campus. The data allows special programs such as EOPS, DSPS, and Financial Aid to examine student achievement data.

Make sure to include shared governance committees:

Student Success Collaborative

Student Equity Workgroup

PaRC

Analysis and Evaluation

The college meets this standard.

ER 15 Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Standard II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Through an integrated program review process that is tied to resource allocation and institutional planning, backed by qualitative and quantitative data, Foothill College ensures that the learning support needs of students are identified and met through its comprehensive array of services and programs. In addition, student needs are assessed through information gathered by student service areas where students interact with staff, and discuss challenges to their achieving academic success. In order to provide the best quality of student services possible, the college engages in constant review and reflection to ensure that our student services program remains aligned with the mission of our institution and the core services mandated by the Student Success & Support Program (3SP). The college program review process provides an opportunity for the institution to generate valid data to support planning decisions in program development, program enhancement, and resource allocation.

The student services program review planning process includes service area outcomes (SAOs), which are aligned with the instructional program review timeline and processes. By closely aligning both instruction and student services program review timelines and processes, student services are reviewed annually and are inline with the college mission and goals [II.C-3]. The college review process also includes Service Area Outcomes [II.C-4] and Administrative Unit Outcomes [II.B-5].

Student Services engage in additional assessment and evaluation of learning support outcomes by way of the 3SP Program Plans of 2014-15 and 2015-16. Both outline Foothill's implementation of 3SP core services, including:

- Orientation
- Assessment for placement
- Counseling and other education planning services
- Follow-up for at-risk students

The office of institutional research provides data analytics for each core service and student success **measure**. Data from the California Community Colleges Chancellor's Office MIS Data Mart for student success are assessed and evaluated for areas to improve. For example, in 2014-15, 55% of students in the target population participated in orientation. To better serve students who cannot attend the orientation in person, the online version of the orientation (Go2Orientation) was created and implemented in Spring 2016. Currently, Foothill offers orientation in various modalities: face-to-face workshop; on-campus and online CNSL 5 (Introduction to College) classes; and Go2Orientation via the student portal, which is accessible 24/7. Counseling utilizes SARS, an online scheduling system, to assess student accessibility. This is one of many examples that Student Services continuously assess learning support outcomes and use the evaluation results to enhance student service programs and interventions.

Foothill College offers distance education courses through its Foothill Online Learning (FOL) program, and the college maintains instructional and student success resources available for distance education students. In addition, faculty and staff reflect on, evaluate, and improve the quality of distance education instruction and services. The mission of FGA is to increase educational access for students by supporting technology-mediated delivery of high-quality instruction and providing students with a flexible, convenient, and cost-effective system for achieving their educational goals. The FOL mission aligns with the college mission by emphasizing educational access and providing students with the scheduling and logistical flexibility they need to overcome barriers to success in their educational pursuits. The college's well-developed and successful FOL distance learning program, which has continued to expand, offers courses via the Canvas online course delivery software. With the philosophy that online education is not for every student, the FOL website dedicates an entire page on providing student information and a readiness self-assessment questionnaire to determine if the student has the personality traits, learning aptitude, technical knowledge, hardware and software, and study skills for online learning [II.C-6]. The main student page provides an array of resources and information for a distance education student, including:

- Apply and Register
- New Online Student
- Skills – Understanding College and College Life
- Access Your Online Course – Etudes or Canvas
- Online Tutoring

As distance education has expanded over the years, support services has also grown to better accommodate and serve students taking online courses. From the point-of-entry to Foothill College to graduation or transfer, online support services are now in place to support distance education students along their college pathway. Improvements have been made to house online support services in the student portal (MyPortal) with single sign on to Go2Orientation; DegreeWorks for educational plan and degree audit; Ed Ready for an online math placement test prep tool; Academic Works for scholarship applications; log in to online courses; and ClockWork for online access to schedule services with Disability Resource Center and Veterans Resource Center such as accommodated exams and certification of GI BII status. MyPortal is accessible to all Foothill students anywhere and at anytime.

Specific effort is placed on mirroring academic and transfer counseling services for both in-person and distance education students. It is an ongoing goal that, regardless of physical location, Foothill College students have access to all counseling services. Education plans are built and saved on the DegreeWorks system so that they may be accessible to all students, anytime, anywhere. Phone and live video conferencing (Zoom) counseling appointments are available in the event that a student is not able to be physically on campus. In addition to phone and in-person appointments, students have the option to interact with counselors through email, as well as the online counseling system run by Freshdesk.

During the past six years and in three-year cycles, Foothill College has conducted a program review of all of its student services programs. These program review cycles were initially conducted during 2003 and 2006. Beginning with the 2009–2010 cycle, student services program

reviews were reformatted and currently updated annually to reflect program outcomes and assess the need for resource allocation. The ongoing goal remains to generate valid data to enable the student services areas to make data-driven planning decisions in program development; program improvement; and human, financial, and facilities resource allocation. Each student services program review is updated annually with a comprehensive program review once every three years [\[II.C-7\]](#).

Analysis and Evaluation

The college meets the standard. Program reviews, SAOs, 3SP Program Plans submitted to the California State Chancellor's Office, and student utilization rates with key student support programs provide benchmarks for decisions about student support programs and services. Student support programs and services are continuously improving based on the assessment data, especially with the infusion of technology to offer both online and face-to-face services.

Standard II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Foothill College takes pride in offering equitable access to a myriad of support services to ensure academic success of all students, regardless of service location or delivery method. Along the college pathway for each student, there are comparable services available in face-to-face format at both the main campus and the Sunnyvale Center, as well as online services and resources for Foothill distance education students [\[II.C-2\]](#).

Detailed information about all student services can be found in the Matrix document.

Analysis and Evaluation

The college meets the standard. Foothill College is committed to increasing educational access for students by supporting technology-mediated delivery and providing students with convenient access for achieving their educational goals. As detailed in the Matrix, Foothill College continues to ensure access to services for all students regardless of location.

ER 15 Student Support Services

The institution provides for all of its students appropriate student support services that foster

student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Standard II.C.4

Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The Office of Student Activities (OSA) works hand-in-hand with the Associated Students of Foothill College (ASFC Student Government) and many faculty, staff, administrators, academic divisions, and community organizations to offer co-curricular activities to students at Foothill College. These activities fall under several categories: Athletics; Leadership and Civic Engagement; Heritage and Diversity; and Student Interest Clubs.

Athletics

Foothill’s Athletics program includes thirteen teams, eight for women and five for men. The program is headed by Athletic Director, Mike Tejero, who reports to the Dean of Kinesiology and Fine Arts. The program is regularly evaluated using the college’s program review process [II.C-8]. The program also submits reports to the California Community Colleges Athletic Association and uses data from the California Interscholastic Federation to determine if there is enough local participation to warrant adding that sport at Foothill. Financial budgets are determined annually with the college’s CFO to ensure funding for each athletic team. The athletic director also evaluates and ensures Title IX compliance for all teams [II.C-9]. Foothill College is Title IX compliant.

Leadership and Civic Engagement

Leadership and Community Service Classes: Foothill College offers a series of leadership classes for students.

CNSL 86	INTRODUCTION TO LEADERSHIP
CNSL 87	LEADERSHIP: THEORIES & PRACTICES
CNSL 88	LEADERSHIP: THEORIES, STYLES & REALITIES
CNSL 89	ADVANCED LEADERSHIP REALITIES
CNSL 90	INTRODUCTION TO ONLINE LEARNING
CNSL 90A	INTRODUCTORY LEADERSHIP INDEPENDENT STUDY
CNSL 90B	LEADERSHIP INDEPENDENT STUDY II
CNSL 90C	LEADERSHIP INDEPENDENT STUDY III

These courses give students the core skills needed for development of leadership and

communication skills, preparation for civic responsibility, exploration of diverse cultures, and/or participation in building communities. Some of the content include planning, policy and budget development, team building, group dynamics, and community service.

Starting Fall 2017, OSA will offer a one-unit course called [SOSC79](#): Introduction to Community Service/ Civic Engagement. This course is an introduction to community service as it relates to community organizations, businesses, or civic institutions allowing students to gain skills in advocacy and civic engagement through community service experiences, research, and reflection. It will also provide students the opportunity to design their own service learning opportunities within and outside of Foothill College with other non-profit agencies.

Associated Students of Foothill College (ASFC)

ASFC is the student government of Foothill College. ASFC serves as “the voice” of the student body, with representation on shared governance committees and other important decision-making bodies at Foothill. It is also charged with encouraging the civic engagement of the Foothill community. In addition to representing students, ASFC funds student programming on campus. Most students pay an “Owl Card” fee that is the basis for the funding for ASFC [\[II.C-10\]](#).

The direction of ASFC is set by the students involved, with support from their advisors. These decisions are guided by their constitution and bylaws, the California Community College Student Affairs Association (CCCCSA), and the Student Senate of the California Community College (SSCCC) [\[II.C-11\]](#).

ASFC evaluates their programs and offerings in conjunction with their advisors. Goals are established at the start of each year with the new cabinet (summer quarter) and worked on throughout the academic year. ASFC programs are also evaluated through the Student Activities Program review [\[II.C-12\]](#).

Heritage and Diversity

Foothill students, faculty, and staff celebrate the rich cultural diversity of our campus community throughout the year, and especially during our heritage month festivities, which run from October through June. Heritage Months and Diversity programming offer a wide variety of programs from art exhibits and literature events, guest speakers and panel discussions, live entertainment and theatre performances, to film screenings and hot-topic workshops.

At Foothill College, January is Jewish Heritage Month; February is Black History Month; March is Women’s History Month; April is Asian Pacific Islander Heritage Month; May is Latino Heritage Month; and June is Lesbian/Gay/Bisexual Transgender Heritage Month. Heritage Month planning committees, which are comprised of students, faculty, and staff as

well as community leaders, recruit members and meet to organize exciting events for the education, empowerment, and entertainment of the campus and community. The Student Activities Office assists with the logistics of budgeting, planning, marketing, and hosting heritage month celebrations. Several years of Heritage Month events and programming are archived on the Student Activities website [[II.C-13](#)].

Some recent examples of Heritage Month events include:
Asian Pacific Islander Heritage Month April 2017

<p>Monday - Thursday, April 10 - 13 Week of Welcome! (WOW!) The WOW! Booths feature Asian Pacific Islander style complimentary snacks, campus maps and other campus resource information. Times: 8 a.m. - 1 p.m. & 5 - 6 p.m. Locations: Cesar Chavez Plaza, Admissions and Records, Library Quad, Physical Sciences and Engineering Center (PSEC) Cafe, KCI Café, Campus Dining (Room 2201), Campus Center Plaza, and Sunnyvale Education Center (hours vary), Evening Booth Locations Vary</p>	<p>Monday, April 24 Japanese American Legal Resistance to WWII Internment Camps Lecture, film and discussion featuring legendary Japanese American civil rights attorney. Time: 12 noon - 1:30 p.m. Location: Appreciation Hall (Room 1501)</p>
<p>Wednesday, April 12 College Hour: DJ Apollo Enjoy live music and turntablist showcase by DJ Apollo, opening remarks by Foothill College President Thuy Thi Nguyen, and refreshments. Time: 12 noon - 1 p.m. Location: Library Quad</p>	<p>Tuesday, April 25 Lecture Series IV: Bangladesh Past and Future Foothill College student Kareeda Kabir blogs for "The Huffington Post." Time: 12 noon - 1 p.m. Location: Hearthside Lounge (Room 2313)</p>
<p>Tuesday, April 18 Lecture Series I: Filmmaker Join filmmaker Marie Jamora as she leads a panel discussion on Filipinos in the Hip Hop scene in the Bay Area. Watch a sneak peak of her documentary, <i>Legions of Boom</i>. Time: 12 noon - 1 p.m. Location: Hearthside Lounge (Room 2313)</p>	<p>Wednesday, April 26 College Hour: Cultural Celebration Join us for a Polynesian Luau featuring live entertainment and a luncheon! Time: 12 noon - 1 p.m. Location: Library Quad</p>
<p>Wednesday - Thursday, April 19 & 20 College Hour: Club Day</p>	<p>Thursday, April 27 Lecture Series V: Janice Sapigao Author of two books of poetry: "Microchips for Millions" and "Like a Solid to a Shadow." Time: 10 - 11:50 a.m. Location: Hearthside Lounge (Room 2313)</p> <p>Lecture Series VI: Sandip Roy Join celebrated South Asian author and NPR</p>

Black History Month February 2017

<p>February 1, Wednesday College Hour: Opening Ceremony Join us in honoring Rev. Dr. Martin Luther King Jr. and others, enjoy African American dancer Cammie Nahyubi Griffin from the International World Tour of the Broadway sensation <i>STOMP</i>. Enjoy African drumming led by Foothill College classified staff members Dokesha Meacham, Fountainetta Coleman and Andre Meggerson. Complimentary refreshments. Time: 12 noon – 1 p.m. Location: Campus Center Dining Room (Room 2201)</p> <p>February 16, Thursday Annual National African American Read-In Join Foothill College Language Arts Instructor Scott Lankford and his students while they host a read-in focused on eco-justice themes in African American Literature. Complimentary refreshments. Time: 12 noon – 1 p.m. Location: Hearthsides Lounge (Room 2313)</p> <p>February 22, Wednesday College Hour: Cultural Celebration Join us as we celebrate the last College Hour of Black History Month. Featuring music and complimentary refreshments. Time: 12 noon – 1 p.m. Location: Dining Hall</p> <p>February 23, Thursday Film Festival I: 13TH Join our Foothill College Umoja Scholars Program while they view <i>13TH</i>. The documentary <i>13TH</i> refers to the 13th Amendment to the Constitution, and with a potent mixture of archival footage and testimony from a dazzling array of activists, politicians, historians, and formerly incarcerated women and men, DuVernay creates a work of grand historical synthesis. Time: 12 noon - 1:30 p.m. Location: Hearthsides Lounge (Room 2313)</p>	<p>Thursday, February 23 Artist Talk: Ron Herman Messengers of Peace: Photographs by Ron Herman Images for this exhibition were made in Senegal, where Foothill College Photography Professor Ron Herman researched religious diversity. Based at the West African Research Center in Dakar, Senegal, Herman studied the Muridiyya and other Sufi Muslim sects. His images reveal a lesser-known side of Islam, and offer a counter narrative to the one-dimensional portrayal of Muslims that dominates mainstream western media. For more information log on to https://messengerspeace.wordpress.com Time: 6 – 7 p.m. Location: Room 1501 Opening Reception of the Photo Exhibit Time: 7 – 9 p.m. Location: KCI Gallery</p> <p>February 27, Monday The Martin Luther King, Jr. Research and Education Institute Join our Foothill College Leadership Class while they tour The Martin Luther King, Jr. Research and Education Institute at Stanford University. Sign up in the Student Activities Office, Campus Center, Room 2009. Time: 12:30 – 1 p.m. Location: Stanford University, Cypress Hall D, 466 Via Ortega, Stanford, CA 94305-4146</p> <p>February 28, Tuesday Film Festival II: Touba <i>Touba</i> is the new feature documentary from director Chai Vasarhelyi (<i>Yousou N'Dour: I Bring What I Love</i>). With unprecedented access, <i>Touba</i> reveals a different face of Islam. The film chronicles the annual Grand Magaal pilgrimage of one million Sufi Muslims to the holy Senegalese city of Touba. Time: 2 – 4 p.m. Location: Appreciation Hall (Room 1501)</p>
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Start or Reactivate a Club

If there isn't a club that suits your needs, you can start a new club!

To activate or reactive a club, follow these steps when completing the Activation/Reactivation Form. You'll find the form on page 7 in the ICC Handbook.



Student Interest Clubs

Foothill College has a vibrant community of clubs that reflect a variety of interests of the student body. The list of clubs appeals to a variety of student interests, including academic, athletic, community service, cultural, political, religious, social, and special interest. Some examples of student interest clubs include Badminton Club, Japanese Culture Club, and Foothill Women in STEM club.

The Inter Club Council (ICC), under ASFC, sponsors two quarterly Club Days during the third week of each quarter, which give interested students an opportunity to learn about the various clubs on campus and allow clubs to increase their memberships. Students who wish to start their own club, or who wish to reactivate a club, may

also submit applications to ICC. Another function of ICC is to provide funding and event clearance in an effective, organized and fair manner so all clubs have the opportunity to thrive [II.C-14]. Funds are available to all active clubs.

Analysis and Evaluation

The college meets the standard. All extra-curricular activities are overseen by an administrator or a governing body on campus and have processes and procedures in place. Foothill College ensures diversity of extra-curricular programming by offering various heritage themed months that are planned by staff, faculty and student clubs. All students have the opportunity to collaborate and start their own student interest clubs. This has resulted in rich extra-curricular offerings to the campus community.

Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The Counseling Division faculty and staff play an important role in supporting student development and success by offering assessment for placement, counseling curriculum, retention programs, transfer planning, and support services which encompass academic, career, and personal counseling. From the starting point of matriculating new students to the campus to the exit point of graduating or transferring, Counseling offers an array of services and interventions along the student life cycle at Foothill College to best help them achieve their academic goals. With the mandate of the Student Success & Support Program (3SP), the Counseling Division has the important responsibility to ensure that the mandated core services such as orientation, assessment for placement, educational planning, and follow up services to at-risk students are developed with intentional strategies, implemented in a student-centered manner, and thoughtfully reflected upon through continuous evaluations.

The Counseling faculty and classified staff play a key role in student success by providing timely and accurate information about academic programs, transfer policies, and graduation requirements, as well as proactive retention interventions to at-risk students. To ensure that counseling services at Foothill College are effective and meet standards, the Counseling faculty, staff, and dean engage in continuous self-evaluation in various ways:

Program Reviews (Annual and Comprehensive)https://foothill.edu/schedule/service_program_reviews.php

Program Reviews provide the opportunity to review and analyze data and reflect on the successes as well as areas of improvement. Counseling is in the unique position to evaluate both the instructional component for courses taught in the division and the student services component for counseling and support services provided. Quantitative and qualitative data gathered from the Student Learning Outcomes (SLOs) and Service Areas Outcomes (SAOs) are

used to develop new programs, services, and/or interventions to be implemented and evaluated annually. Course completion and success rates provide important data for reflection and adjustments as needed. As a result of ongoing evaluations, the Counseling Division makes necessary adjustments in order to enhance student development and success [II.C-7].

Student Success & Support Programs (3SP) Program Plans (credit and non-credit)<https://foothill.edu/3SP/>

Student Success and Support Program (3SP) SB-1456 is mandated legislation that supports and enhances student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in achieving their educational goals [II.C-15]. The purpose of the Student Success and Support Program (3SP) Plan is to outline and document how the college provides 3SP services to students. Since accountability is critical to funding, the 3SP plans for both credit and non-credit provide the College specific student data, outcomes, and detailed information regarding each component of the mandated services. Based on the data, new interventions are created to better meet student needs. For example, when CNSL 5 (Introduction to College) was no longer mandatory for new students, and the number of students completing orientation decreased, an online orientation was developed and implemented to better meet student needs. Go2Foothill is the college's 24/7 online orientation, which is accessible to students via the student portal. As a result, in Spring 2016 quarter, the rate of new students completed orientation increased by 158% from the previous Spring 2015 quarter [II.C-16].



(Screen Shot of Go2Foothill on MyPortal)

3SP mandates each college to:

- Provide an abbreviated student education plan (SEP) to all entering students
- Provide orientation, assessment for placement, counseling, and other education planning services to all first-time students
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term
- Provide follow-up services to at-risk students (those enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation)

Foothill-De Anza MIS Quarterly Submission Report

Quarterly reports track data specifically on the number of students served by each core service per campus and are submitted to the MIS unit of California Community Colleges Chancellor's Office (CCCCO). The reports serve as a quarterly evaluation of the 3SP core services. These quarterly reports are critical for Counseling to prioritize needs and create innovative methods to better serve the students and meet the 3SP requirements. Counseling works closely with the Office of Institutional Research to track MIS data and to focus on service areas that need improvement as well as areas of success [II.C-17].

California Community Colleges Chancellor's Office: MIS Data

Marthttp://datamart.cccco.edu/Services/Student_Success.aspx

The Data Mart provides information about students, courses, student services, outcomes and faculty and staff [II.C-18]. Under the Student Services section, Data Mart houses MIS data of the 3SP mandated requirements for all California community colleges. The data is used to evaluate Counseling Division programs and services and reflected in the 3SP Plan and program reviews.

As a result of the Counseling Division engaging in dialogue and evaluation on a quarterly and annual basis, services and interventions are enhanced to be more effective in serving more students while remaining student-centered and holistic. The following is an example.

Academic/Progress Probation Program

The Counseling Probation Committee revamped and created a robust probation program with an emphasis on early intervention and increased accessibility to better serve at-risk students on academic and/or progress probation. Retention is even more critical to student success with the 3SP mandate to provide follow-up services to at-risk students and the new Board of Governor's fee waiver policy of second level probation students losing eligibility. According to the 2015-2016 enrollment data, approximately 7% of total students enrolled in courses during regular term were placed on academic and/or progress probation due to their academic performance, an estimated average of 1,000 students per quarter [III.C-19]. With the philosophy that early intervention is key to student success, Counseling places a registration hold on student accounts on each of the five levels of probation. To be accessible to students, the service delivery mode for the first two levels of probation is through Canvas, an online college-supported course management system. For the last three levels of probation, students must meet with a counselor (face-to-face, telephone, live video conferencing) to create an individualized plan for success.

The new probation program was implemented in Spring 2016. The changes in academic/progress probation have resulted in drastic increases in students served. According to FHDA MIS Quarterly Submission Report, in Summer 2015, only 42 students on probation were served by Counseling as "At-Risk Follow Up." In contrast, with the implementation of the new probation program, 433 students were served in Summer 2017. Similarly, in Fall 2015 quarter, 250 students on probation were served and by Fall 2016 quarter, 424 students were served [II.C-20].

Offering equitable and student-centered services is the cornerstone of the Counseling Division philosophy, with an emphasis on offering comparable services to all Foothill students: those

attending the main campus; those attending Foothill Sunnyvale Center; and those taking distance education (DE). Counseling appointments are available and accessible for all students with the option of choosing face-to-face, telephone, or live video conferencing (Zoom). Face-to-face appointments are available at both the main campus and the Sunnyvale Center. Students access appointments by calling the Counseling Center or via online booking through the SARS scheduling system [II.C-21]. <https://foothill.edu/counseling/counselappt.php>

For distance education students, information about accessing academic counseling is clearly stated on the Foothill Online Learning webpage. Options include: telephone appointments; live-video conference appointment; “Ask Foothill,” which is an online information service for general questions; and Academic Counseling FAQs, which is an online counseling ticketing system. Students are encouraged to review counseling commonly asked questions (FAQs) before opening a "ticket" to submit their questions. The FAQs comprise of five areas: Getting Started at Foothill; Major & Transferring; International Students; Policies; and Career Information. Counselors respond to student tickets within three working days [II.C-22].

Drop-In counseling, known as Counseling Quick Questions, is offered year-round, at both the Foothill main campus and the Sunnyvale Center. At the main campus, Counselors provide Quick Questions located in the campus center, the heart of the campus, where they are more visible and accessible to students. At the Sunnyvale Center, Quick Questions are offered in the counselor’s office, which is adjacent to the Admissions and Financial Aid Offices. Special student populations, such F-1 international students, Umoja, and First Year Experience also offer special Quick Questions during peak times throughout the quarter. The Sunnyvale Center offers telephone Quick Questions throughout the regular terms. The Counseling Center at the main campus offers telephone Quick Questions during breaks and summer, when Quick Questions are held at the Counseling Center and counselors are in their own offices.

All Foothill students, including distance education, Sunnyvale Center, and main campus students, have 24/7 access to their counselor-approved educational plan in DegreeWorks via the student portal. DegreeWorks is a web-based academic educational and degree audit tool. Assessment for placement into English, English as Second Language, Math, and Chemistry is available year-round, either as drop-in or by appointment at both the Foothill main campus and Sunnyvale Center. DE students have the option for Out-of-the-Area Placement Testing [II.C-23]. California high school students also benefit from The Early Assessment Program (EAP), which assess for college-level work in English and mathematics at the end of their junior year of high school. The EAP waives new students from having to take the assessment for placement tests at Foothill [II.C-24]. Similarly, Advanced Placement (AP) test scores of three and above can also waive students with the approval from a counselor or evaluator [II.C-25].

Test proctoring for students with learning disabilities are provided at both the main campus and the Sunnyvale Center [II.C-26]. In order to provide support for DE students and instructors, Foothill Online Learning faculty can request proctoring services from the Testing & Assessment Center. If a distance education student cannot attend a scheduled on-campus exam due a conflict with another class, faculty may request proctoring services [II.C-27]. There is no charge to students for this service.

With the mandate of the Student Success & Support Program (3SP), new students are required to complete assessment, orientation, and an educational plan in order to receive priority registration. To best help students, Student Orientation, Assessment, and Registration (SOAR) was created to provide these three components in a one-stop shop. SOAR events are coordinated by Student Services with collaboration among different departments, and Counseling plays a key role in providing orientation (covering the eight policies and procedures per Title 5 Section 55521) and creating an educational plan for students. SOAR events are strategically offered throughout the spring and summer months when high school seniors are selecting their college of choice. As part of the SOAR events, Learning Community programs such as Puente, First Year Experience (FYE), and Umoja, as well as Extended Opportunity Programs and Services (EOPS) introduce and highlight each of their programs so that student who meet the criteria of the programs have additional resources available to them to enhance their college experience and potential for success.

To better serve high seniors interested in attending Foothill College, SOAR-on-the-Go is offered at high schools and the Sunnyvale Center as a one-stop shop. Students receive application assistance, complete assessment for placement and orientation, work with a counselor to create an abbreviated (one-quarter) educational plan, and help with class registration. At the end of the event, students will have met all requirements for priority registration.

In addition to SOAR events, Foothill College offers 24/7 online orientation (Go2Foothill), which is accessible to students via the student portal. Students must view the entire orientation and pass the quiz. Another way to meet the orientation requirement is to take CNSL 5: Introduction to College, which is a UC-transferable class that helps students understand the requirements related to their programs of study and specific policies regarding graduating with a certificate and/or degree, as well as transferring to a 4-year university. Students have the option of taking CNSL 5 class face-to-face or online.

The Owl Scholars Program aims at providing early intervention for students identified by their instructor as needing support to pass the class. The program is designed to provide encouragement, motivation, and direct connection to tutoring services, on-campus resources, and other support services. A dedicated counselor, student success specialist, and coordinator work closely with instructors in basic skills Math, English, and English as a Second Language classes. The program is available to students attending the main campus as well as Sunnyvale Center. The Owl Scholars Program is currently working on the implementation of Hobsons Starfish, a software program to assist college early alert programs to address, evaluate, and manage students having difficulties in class as reported by faculty. Through case management, reporting options, and data tracking, the early alert coordinators can better address student needs and provide them with references and resources. Once Starfish is implemented for face-to-face students, the future goal is to provide early alert services to distance education students.

The Counseling Division invests time and resources to provide continuous training, updates, and professional growth opportunities. It is important that each professional is well equipped to carry out his/her responsibilities competently to best help students succeed at Foothill. Newly hired counselors, both full-time and adjunct, receive intensive training on each specific responsibility of a counselor. Trainings are usually three to four weeks in duration. Effective training ensures

that all counselors are best prepared to serve students. Additionally, each new counselor is assigned to a tenured and experienced counseling mentor. The closely guided mentorship lasts for a full academic year and provides an opportunity to support new counselors upon joining the division. Full-time probationary faculty undergo an extensive **tenure process, encompassing**

Foothill counselors regularly attend in-service meetings, during which information and updates are shared on a multitude of topics, including reports from state-wide conferences regarding transfer and student success. In addition to discussing nuances of ever changing topics in transfer and career, instructional discipline faculty are also invited to share department updates. Division deans and representatives from Admissions and Records, Financial Aid, Assessment, and Articulation are requested to attend, so that all collaborate to provide the best student support possible.

Counselors meet three times per month for in-service meetings and trainings. Division meetings are held once a month and includes all members of the division, which encompasses faculty and staff in the Counseling Center, Testing & Assessment Center, Transfer Center, Owl Scholars Program, and counseling faculty from Disability Resource Center and Extended Opportunity Program & Services. By attending regularly scheduled in-service and division meetings, the counseling division is able to keep up to date with best practices in providing the services students need.

Analysis and Evaluation

The college meets the standard. Foothill College provides counseling, assessment for placement, orientation, and test proctoring equitably to all students, including students enrolled in distance education, Sunnyside Center, or the main campus. Counseling plays a key role in helping students matriculate into the college and along their pathway to achieve their goals. By engaging in self-evaluations by way of SAOs and SLOs and MIS data analysis, Counseling is continuously improving and changing interventions to better meet student needs and state mandates.

Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Foothill has an open-door admission policy for all high-school graduates and non-graduates who are 18 years of age or older. Students enrolled in the Freshman through Senior years of high school may attend Foothill College with written parental and school permission. Parental and school permission forms are available online or in the Admissions & Records Offices on both Foothill campuses.

The Counseling Division's primary mission is to help students make appropriate and successful educational decisions, set achievable and realistic goals, adjust to changing roles in a global society and resolve academic, transfer and career concerns. Part of the services provided by Academic Counseling are helping students explore majors, educational choices and set academic goals; provide up to date information on institutional and transfer requirements; develop a Student Educational Plan (SEP) for certificate, graduation and/or transfer; address academic and progress probation; provide referrals to support services on campus; and discuss Intersegmental General Education Transfer Curriculum (IGETC) California State University (CSU) General Education (GE) certification eligibility [II.C-28]. <https://foothill.edu/counseling/>

Additionally, the Transfer Center assists all students in their successful transition from Foothill College to the four-year college or university of their choice by assisting students with selecting a major or preparing to transfer to a four-year college or university; meeting minimum transfer requirements; filling out college applications; writing admission essays; and completing a Transfer Admission Guarantee (TAG) [II.C-29]. The Transfer Center also offers a transfer fair once a year where representatives from various colleges come to provide information.

Special Admission Programs

Special admission procedures, such as additional testing and application forms, are required for admission to several career programs [II.C-30]. All specially admitted students are assigned to respective cohorts. Special admission programs include: Dental Assisting [II.C-31], Dental Hygiene [II.C-32], Paramedic, Pharmacy Technician [II.C-33], Diagnostic Medical Sonography, Radiologic Technology [II.C-34], Respiratory Therapy Technology [II.C-35], and Veterinary Technology [II.C-36].

Admission to each of the eight Allied Health programs is based on criteria approved by Foothill College and consistent with State and Federal laws and regulations and program accreditation guidelines. Each program has slightly different prerequisite requirements described on each unique application. Any student who fulfills the prerequisite requirements for a specific program is considered "eligible" for the program. All eligible students are entered into a program specific lottery and students are accepted into each program based on being selected randomly from the lottery pool. The admission process is highly regulated to ensure that no bias enters into the selection process.

In 2018, the application process to these impacted programs will be updated to an online system. This will allow programs to include questions regarding student demographics which will allow us to characterize the applicant pool. This dataset will be analyzed to guide marketing and outreach efforts to diversify our applicant pool and thereby diversify the admitted student populations.

Learning Communities, Pathways and Cohort Experiences

Foothill College also has Learning Communities that provide pathways and cohort experiences to first year students and underrepresented groups. These include:

FYE - First Year Experience Program: a one-year learning community that provides first-year

college students the resources and support needed to successfully transition to college — whether straight from high school or returning after a few years of working or being in the military [[II.C-37](#)].

Umoja: a year-long learning community and critical resource at Foothill College dedicated to enhancing the cultural and educational experiences of African American and other students [[II.C-38](#)].

Puente: a national-award winning program that has helped thousands of students reach their dreams of college success [[II.C-39](#)].

STEM Core: a cohort-based learning community seeking to increase the number of students in the fields of engineering and computer science [[II.C-40](#)].

Owl Scholars Program: a campus early alert support system. The program is designed to provide encouragement, motivation, and direct connection to tutoring services, on-campus resources, as well as, other support services [[II.C-41](#)].

Eligibility

To qualify for the Honors Institute, students must satisfy each of the following requirements:

1. Academic Performance.

A. For continuing Foothill College students, demonstrate a minimum 3.3 cumulative GPA in 10 or more units completed at Foothill College.

OR

B. For students with less than 10 units completed at Foothill College, provide evidence of **one** of the following:

1. Minimum 3.5 cumulative high school GPA; or,

2. Minimum 3.3 cumulative GPA in 10 or more units completed at another regionally accredited college or university.

2. Writing Proficiency.

Honors courses typically require more writing than non-honors courses. Students are required to demonstrate the potential for successful completion of honors courses by providing evidence of one of the following:

A. Foothill English Assessment Test results indicating eligibility for Honors ENGL 1AH; or,

B. Completion of ENGL 1A or ENGL 1S & 1T or equivalent with a grade B or better.

3. Personal Statement.

On a separate sheet, using 150-200 words, please describe your interest in the Foothill College Honors Institute. Your statement should include what you hope to gain from your participation in the program as well as how you believe you will contribute to the program. Because honors courses are typically writing intensive, this statement should reflect appropriate writing skills. Remember that clear writing is the result of clear thinking.

Honors Institute: The Honors Institute offers students the opportunity to participate in specialized courses including special focus seminars and research studies with top notch instructors in their field. There are specific eligibility criteria (see graphic) for students who wish to participate in the honors program. The program also provides specialized counseling for Honors students. Many students participate because this gives them an edge when

transferring to competitive four-year institutions [[II.C-42](#)].

In addition to the Learning Community and Honors programs, the Counseling Department has created a Student Guide [[II.C-43](#)] and it is posted on the website. The Guide gives full information on how to apply for admission, take assessment tests, and attend an orientation, in addition to providing information about college programs, rules and procedures, and the services available for the students.

Analysis and Evaluation

The college meets the standard. Admissions to all programs are well defined and published on the College website. Aside from this, students learn about admission procedures to special programs and pathways from meetings with their counselors, and during outreach events such as

Transfer Fair, Orientation and SOAR Foothill College where representatives from various programs are available to speak in person to students.

Plans for Future Action

While Foothill College has a high completion rate both state-wide and nationally, with a graduation rate above the national average

<https://collegescorecard.ed.gov/school/?114716-Foothill-College>

the college has recognized that the rates vary by student group. While the institution is continuously assessing the needs of students in scheduling courses, with discussion between instructional and student services staff, the college seeks improvements to close the gap between student groups. This has led to the development of a Quality Focus Essay topic on improving supporting student obtainment of their educational pathways goals.

Standard II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Open Access

Foothill College maintains an open-door admissions policy and offers the opportunity for admission to anyone who is a high school graduate or the equivalent (GED or CHSPE), or, if not a high school graduate, is at least age 18, without requiring Scholastic Aptitude Tests. High school students (freshmen, sophomore, junior, or senior) may also apply for admission to Foothill College with the permission of and documentation from a parent/guardian and a high school principal [[II.C-44](#)].

The college uses a selective admissions process for some programs, such as those in the health care careers and apprenticeship trades programs, which require specific preparation and a separate application for admission, and therefore have special requirements.

In addition, potential and current students are notified online and in printed publications that lack of English language skills will not be a barrier to admission to or participation in vocational educational programs at Foothill College as long as other program admissions standards (if any) are met. Further, it is announced online and in multiple publications such as the Foothill College Catalog and Student Handbook, that Foothill College does not discriminate against any person in the provision of its educational programs and services, and personnel practices on the basis of race, color, national or ethnic origin, age, gender, religion, sexual orientation, marital status, physical disability or mental disability [[II.C-45](#), [II.C-46](#)].

Applying for College

The Foothill College Application for Admission is available on the college website [[II.C-47](#)]. The online application is also accessible to students with disabilities, and in the on-campus Admissions and Records Office and Disabilities Resource Center, in-person assistance is available for those who require help completing the application. There is no fee to apply. Foothill College uses CCCApply.org, a database client administered by the California Community Colleges State Chancellor's Office, for its admission application, which then integrates collected data into the Foothill-De Anza district wide Banner student database system. Once the student has applied for admission, the Banner system automatically creates an individual, password-protected MyPortal.fhda.edu account for the student at no charge. The student will then use MyPortal.fhda.edu for all future transactions with Foothill or De Anza colleges, including registering for classes; paying enrollment and parking fees; updating personal information; requesting transcripts and enrollment verification; monitoring financial aid status; completing online orientation; preparing for assessment; and reviewing the class schedule by term and grades.

Assessment and Placement into the English, ESLL, Math and Chemistry Course Sequence

The California Community Colleges Chancellor's Office (CCCCO) defines assessment as:

A holistic process through which each college collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum [II.C-48].

Foothill College strongly encourages all students to participate in the assessment for placement process for the purposes of assessing the student's knowledge and mastery of an academic subject. Assessment is required for students enrolling in the following Foothill courses:

- Transfer level English (ENGL 1A); two levels below transfer level English (ENGL 209, ENGL 110); and the accelerated pathway (ENGL 1S/T)
- English for Second Language Learners (ESLL) courses except ESLL level 3 courses (ESLL 226 and ESL 227)
- All mathematics (MATH) courses except NCBS 201A and MATH 235

Foothill also offers a Chemistry 1A placement test, for those students who would like the opportunity to demonstrate chemistry proficiency and test out of CHEM 25 and/or CHEM 20 for the purposes of enrolling directly in CHEM 1A.

Students interested in enrolling in CHEM 25 or CHEM 20 must earn a Math 105 or Math 108 placement on the math placement test. Students interested in enrolling in CHEM 30A must earn a Math 217 or Math 220 placement on the math placement test.

Students can enroll in the lowest credit course within the Math, English or ESLL Course Sequence without an assessment [II.C-49].

Assessment using Multiple Measures for Placement

Per title 5, section 55502(a), colleges are required to employ multiple measures “when using an English, Mathematics, or ESL assessment test for placement.” Multiple measures for assessment are defined as in title 5, section 55502(i):

Multiple measures are a required component of a district's assessment system and refer to the use of more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience as in CCCCCO.

Foothill uses the following multiple measures to assess students for placement in college curriculum:

- College Board, Accuplacer: a computerized, adaptive assessment test that is used for English, ESLL, and Math placement. Upon test completion, students earn a raw score, which corresponds with a course(s) placement into the English, ESLL, and Math Course Sequences [II.C-50].

- Early Assessment (EAP): The EAP is a standardized assessment administered to 11th grade students in California [\[II.C-24\]](#). Foothill College accepts EAP results for placement into Math and English courses. Upon earning a “standard exceeded” result on the EAP, a student is eligible to enroll in:
 - Transfer level English (ENGL 1A)
 - Transfer level Math courses—Math 10,11, 44, and 48A

Students submit their EAP results directly to Admissions & Records via the prerequisite clearance process [\[II.C-51, II.C-52\]](#).

- Advanced Placement (AP) Exams: AP Exams are standardized assessments administered by the College Board. Foothill College accepts the following AP Exam scores for placement into English, Math, and Chemistry:
 - Score of ‘3’ or higher on the AP English Literature & Composition or AP English Language & Composition, a student is eligible to enroll in English 1A.
 - Score of ‘3’ or higher on the AP Calculus AB or AP Calculus BC exam, a student is eligible to enroll in MATH 1A.
 - Score of ‘4’ or higher on the Chemistry exam, a student is eligible to enroll in CHEM 1A [\[II.C-52, II.C-25\]](#).
- High School Transcripts: Foothill is currently piloting the use of high school transcript data to place students into the English Course Sequence (ENGL 209, 1S, 110, 1A) and Math 105 and 10. Following the state recommended model, the following high school transcript data points used are: cumulative, non-weighted grade point average (GPA); high school courses taken in math and English; and grades earned in the math and English courses. Piloting high school transcript data for assessment placement in the ESLL course sequence is currently on hold [\[II.C-53, II.C-54\]](#).
- American Chemical Society California Chemistry Diagnostic Test – The Chemistry Diagnostic Test assesses a student’s Chemistry knowledge. Upon receiving a passing score, a student is eligible to enroll directly in Chemistry 1A [\[II.C-55\]](#).

The Foothill College Assessment Taskforce, which is composed of discipline faculty, the academic senate president, the associate vice president of instruction, and the assessment supervisor, meets regularly to discuss assessment for placement within the scope of student success and support programs (3SP), basic skills and equity agendas. In 2016, the Foothill Assessment Taskforce began meeting with the De Anza Assessment Taskforce to create the Foothill-De Anza (FHDA) District Assessment Taskforce. The District Assessment Taskforce continues to explore assessment research, multiple measures for assessment, and also oversees the Common Assessment Initiative (CAI) and CCCAssess adoption by FHDA. The anticipated CCCAssess adoption will occur sometime during 2017-2018 academic year; however the CCCCCO has not yet issued an update on the official adoption schedule [\[II.C-53, II.C-56\]](#).

Use of California Community College Chancellor’s Office (CCCCO) Approved Assessment Tools & Standards for the Evaluation of Assessment Instruments

Foothill subscribes to the Standards, Policies & Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges. Foothill College faculty, as defined in the above section, is responsible for selecting college assessment instruments. All Foothill assessment instruments are approved by the CCCCCO and are listed in the California Community College Approved Assessment Instruments, May 2016 [[II.C-57](#)].

Per title v, section 55512a, colleges are required to study the disproportionate impact of assessment instruments utilized for placement:

All assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, districts shall determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor.

In 2015, the American Chemical Society California Chemistry Diagnostic Test was due for assessment review. Foothill completed the validation study on the American Chemical Society California Chemistry Diagnostic Test and received probationary approval [[II.C-57](#)].

In May 2016, the CCCCCO issued the “Extended Suspension of Approval Process for Assessment Instruments” memo, which formally announced the suspension of the review for “approval of English, mathematics and ESL assessment instruments by the Chancellor’s Office until the colleges’ transition to CCCAssess” [[II.C-58](#)].

Evaluation of admissions for DE/CE programs

The process used to evaluate the effectiveness of practices and tools of registration for DE courses pertains to the compliance of Foothill with state authorization regulations for enrolling DE students who reside in states outside of California, as well as hiring faculty to teach while residing in another state. First, staff in the Foothill Online Learning program regularly monitor any changes to each state's requirements and fees regarding state authorization. These changes occur frequently and usually without notice. Once the requirements and fees to obtain authorization or waiver for each state has been determined, the Vice President of Instruction and Institutional Research makes a decision based on recommendations by the Dean of Foothill Online Learning to either obtain the necessary authorization for each state or restrict enrollment in DE courses by students who reside in that state. Then, the Dean of Enrollment Services coordinates with District ETS staff to adjust the registration process in Banner accordingly. The Dean of Foothill Online Learning obtains quarterly reports from the college researcher that lists the states where enrolled DE students reside in the U.S. outside of California. If any students who reside in restricted states were able to enroll, the Dean of Foothill Online Learning notifies the Dean of Enrollment Services, who then coordinates with District ETS to remedy the problem before enrollment for the next quarter begins [[II.C-59](#)].

Analysis and Evaluation

The College meets the standard by providing assessment for placement; providing assessment using multiple measures; utilizing CCCC approved assessment instruments; and completing validation studies on assessment instruments per CCCC policies and procedures. There is a strong need for college commitment to assessment research and planning. The Foothill student body is diverse and ever changing; the college is required to continuously search for dynamic assessment instruments for the purposes of accurately capturing the knowledge base of its current and future students.

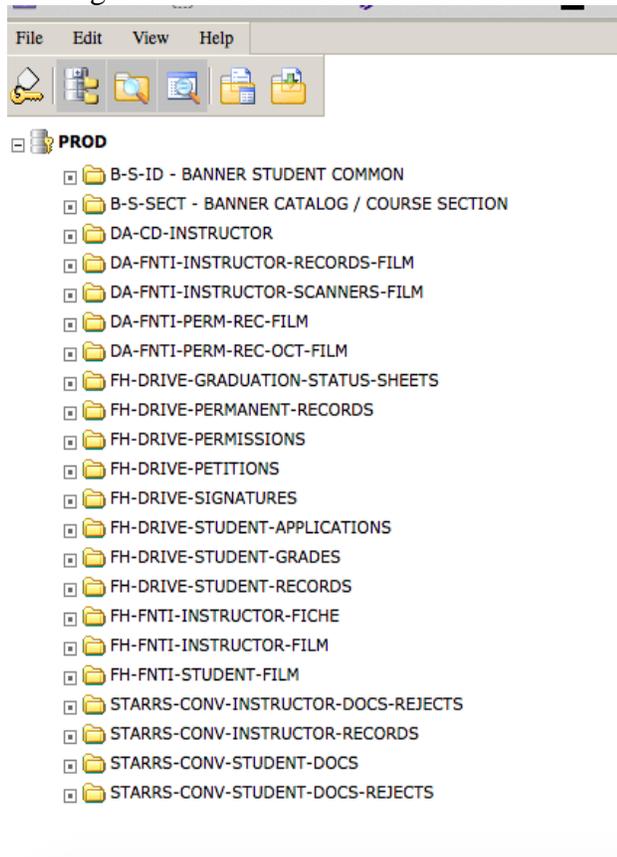
Standard II.C.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The Foothill Admissions & Records Office permanently maintains all Class I records [\[II.C-60\]](#). The records are stored in the following ways:

- Scanned images are stored on a secure database called Banner Document Management



Suite.

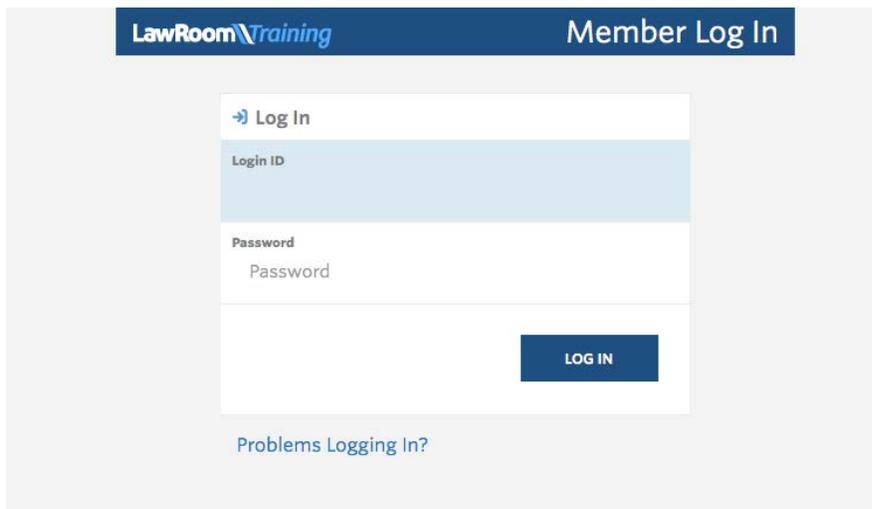
- The college also stores scanned images on a secured hard drive that is locked at all times in an on-campus vault as well as on a secure backup hard drive that is stored at an off-campus site. The Foothill-De Anza Community College District Educational Technology Services (ETS) unit coordinates off-site storage.
- All microfiche and paper records are scanned and stored in BDMS.
- Dean of Enrollment Services, Admissions & Records Supervisor and Enrollment Services Supervisor, Sr. have been issued keys to the vault. Any access to confidential student records that are stored in the vault must first be approved by one of the above

mentioned staff members.

- Access is approved on a case-by-case basis, and only under the immediate observation of one of the key holders.

The access to the secured database (BDMS) is issued by Dean of Enrollment Services based on the staff assignments and allowed security access.

All employees who have access to the student information system or who have administrative permission to view student records receive mandatory Family Educational Rights & Privacy Act (FERPA) training. FERPA training is conducted through online system called LawRoom, which is online compliance training [[II.C-61](#)].



The screenshot shows the 'Member Log In' page for LawRoom Training. At the top, there is a dark blue header with the 'LawRoom Training' logo on the left and 'Member Log In' on the right. Below the header is a white login form. The form has a 'Log In' link with a right-pointing arrow. It contains two input fields: 'Login ID' and 'Password'. Below the password field is a dark blue 'LOG IN' button. At the bottom of the form, there is a blue link that says 'Problems Logging In?'.

Certificates of completion are available as evidence of FERPA training once employees complete the training. Each employee is then provided with FERPA guidelines and is required to sign a confidentiality agreement. These signed agreements are maintained and stored by the Dean of Enrollment Services.



FERPA guidelines regarding release of records are published in the Foothill College Course Catalog and posted on the college website [[II.C-62](#)].

Analysis and Evaluation

The college meets the standard. The college maintains a secure system and follows established policies for release of student records.

Standard II.C Evidence

[II.C-1](#) Foothill Online Learning: Student Resources

[II.C-2](#) Foothill website: Sunnyvale Center, Student Services

II.C-3 ?

II.C-4 ?

II.C-5 ?

[II.C-6](#) Foothill Online Learning: Get Started

[II.C-7](#) Foothill website: Student Services Program Reviews

II.C-8 Comprehensive Student Services Program Review: Athletics

II.C-9 Title IX R4 form

[II.C-10](#) Associated Students of Foothill College (ASFC) Budget Information

[II.C-11](#) Foothill website: Campus Life, ASFC

II.C-12 Program review for Student Activities

[II.C-13](#) Foothill website: Heritage and Health Series

[II.C-14](#) Foothill website: Campus Life, Clubs

[II.C-15](#) Foothill website: Student Success and Support Program

II.C-16 DataMart Report regarding increase in rate of completion for orientation

[II.C-17](#) FHDA website: Research, MIS Quarterly Submission Reports

[II.C-18](#) CCCCCO Management Information Systems DataMart website

II.C-19 Evidence needed – 2015-2016 enrollment data

II.C-20 Evidence needed – MIS Quarterly Submission Report

[II.C-21](#) Foothill website: Counseling, Counseling Appointments

[II.C-22](#) Foothill Online Learning: Academic Counseling

[II.C-23](#) Foothill website: Testing for Out of the Area, Transferring & Online Students

[II.C-24](#) CSU Success website: Early Assessment Program (EAP)

[II.C-25](#) College Board website: AP Scores

[II.C-26](#) Foothill website: Testing & Assessment, Accommodated Testing

[II.C-27](#) Foothill Global Access: Online Faculty Responsibilities

[II.C-28](#) Foothill website: Counseling

[II.C.29](#) Foothill website: Transfer Center

[II.C-30](#) Foothill website: Admission Guidelines

[II.C-31](#) Foothill website: Dental Assisting Department

[II.C-32](#) Foothill website: Dental Hygiene Department

[II.C-33](#) Foothill website: Pharmacy Technician Department

[II.C-34](#) Foothill website: Radiologic Technology Department

[II.C-35](#) Foothill website: Respiratory Therapy Department

[II.C-36](#) Foothill website: Veterinary Technology Department

[II.C-37](#) Foothill website: First Year Experience (FYE)

[II.C-38](#) Foothill website: Umoja

[II.C-39](#) Foothill website: Puente

[II.C-40](#) Foothill website: Stemcore Program

[II.C-41](#) Foothill website: OWL Scholars

[II.C-42](#) Foothill website: Honors Institute

[II.C-43](#) Counseling Student Guide

[II.C-44](#) Foothill website: High School Students

[II.C-45](#) Foothill College 2016-2017 Course Catalog

[II.C-46](#) Foothill College Student Handbook

[II.C-47](#) Foothill website: Application for Admission

[II.C-48](#) CCCCCO website: What is Assessment?

[II.C-49](#) Foothill website: Testing and Assessment

[II.C-50](#) College Board Accuplacer website

[II.C-51](#) Foothill College Assessment/Placement Ad Hoc Taskforce EAP Policy

[II.C-52](#) Foothill website: Prerequisites

[II.C-53](#) Foothill website: Assessment Taskforce

[II.C-54](#) RP Group: Multiple Measures Assessment Project (MMAP)

[II.C-55](#) Foothill website: Placement Testing, Chemistry 1A Exam

[II.C-56](#) Common Assessment Initiative website: Timeline

[II.C-57](#) California Community Colleges Approved Assessment Instruments, My 2016

[II.C-58](#) CCCCCO Letter, May 31, 2016

[II.C-59](#) Foothill website: Foothill Global Access

[II.C-60](#) Administrative Procedure 3410: Guidelines for Classification, Retention and Destruction of Records

[II.C-61](#) LawRoom website

[II.C-62](#) Foothill website: College Policies, FERPA

Standard III.A Human Resources

Abstract

Foothill College strives to be an innovative, premier college that employs highly qualified faculty, staff, and administrators. The instruction and services are delivered to meet and exceed the expectations of the students. There are comprehensive systems in place that ensure faculty, staff, administrators, and students are treated equitably. The college mission states that “a well-educated population is essential to maintaining and sustaining a democratic society.” Following that direction, the college supports a strong professional development program funded through designated annual budgets to ensure its employees stay current in their skills and fields.

Evaluations are systematic, regularly performed, and designed to provide feedback for continuous improvement. Human resource planning, including the allocation of new full-time positions, is integrated into our system of program review and resource allocation. This process ensures that faculty and staffing levels are assessed and reviewed and appropriate resources are allocated to further college goals and priorities. The college and its district-centered human resources organization maintains a comprehensive set of policies to ensure hiring processes are consistent, rigorous, and promote diversity, equity, and quality. The district along with its Human Resources Advisory Committee (HRAC) reviews its policies, in concert with governance groups, to ensure that intended outcomes of diversity, equity, and fairness exist in both the hiring process and the ongoing development of employees within the district.

Standard III.A.1

The institution assured 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.

Evidence of Meeting the Standard

Hiring highly qualified faculty, staff, and administrators who reflect the diversity of its student population is a top priority at Foothill College. 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 the future success of the institution. To attract qualified candidates who are committed to the college mission and goals, Foothill 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 them being posted. District Administrative Procedures that define these processes include AP 4130 which states the District is dedicated to “a qualified, diverse administration, faculty and staff dedicated to student success” [\[III.A-1\]](#).

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 six weeks or more. 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 [\[III.A-2\]](#).

The college verifies the qualifications of its applicants in accordance with AP 4130 District Hiring Procedures [\[II.A-1\]](#). 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, the college job announcement will include information regarding the requirement and or preferred qualification for Distance Education experience. For instance, in the Business and Social Sciences Division, which has 50% of its courses online, all four of its position announcements in 16-17 included a preferred qualification for “interest in or experience in, teaching online” [\[III.A-3\]](#). Job interviews for faculty also include a question about experience or interest in teaching online in this Division. 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-US 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 audit. 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 Planning and Resource Council (PARC) reviews the staffing requests along with OPC and must make decisions among competing college needs and requests. For example, in the 16-17 Academic Year, 14 tenure-track positions were approved by PaRC for hiring from a list of 25 requests [III.A-4, III.A-5].

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-2]. 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 decisions made by the committees are approved by District HR [III.A-6]

Analysis and Evaluation

The College meets this 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 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 our personnel are sufficiently qualified to guarantee the integrity of our programs and services, and that the processes themselves are being consistently evaluated and improved when needed.

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 college hiring committees to include preferred qualifications reflective of the specific needs of the department and can include distance education. Following the District Hiring Procedure AP 4130 the college ensures it is hiring faculty who have outstanding knowledge of their subject area [III.A-1]. 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-7]. 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-8].

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 should reflect 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-9].

Analysis and Evaluation

The 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.

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 candidates demonstrate the skill necessary to perform the duties of the position [III.A-10, III.A-11].

Analysis and Evaluation

The 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

The college hires candidates who hold degrees that are accredited from U.S. accrediting agencies or are recognized by U.S. agencies. The District HR office supervises this process in accordance with AP 4130 District Hiring Procedures and BP 4140 Equivalency [III.A-1, III.A-12 – 4140]. 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 Equivalency Process

Applicants may use one of a number of credential evaluation services such as Education Records Evaluation Service (eres.com) and Academic and Credential Records Evaluation and Verification Service (acrevs.com). 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-13](#)].

Analysis and Evaluation

The 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

The 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-15](#), [III.A-16](#)]. Evaluation processes are developed with the District HR and implemented under its supervision. Employee contracts, including the FA Agreement and the classified 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-17](#)]. 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. This is on top of an entire section of the evaluation on “Job Performance,” which is focused on teaching and student learning [III.A-18]. The administrative evaluation tool requires each administrator to list their 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-17].

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-20]. 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-21].

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 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-22].

Classified Staff

Classified evaluations are monitored through the District Office of Human Resources. Forms are sent to supervisors in a systematic and timely manner. Classified staff receive 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-X]. 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 distance education faculty regarding standards for online education. Each academic division at Foothill has developed division specific online course quality standards [III.A-23] online course quality standards] and uses those to ensure online courses are meeting the needs of students and that substantive interaction is occurring between faculty member and students. Online courses are evaluated for student and faculty interaction, for student engagement, and weekly contact and for 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-18].

Analysis and Evaluation

The college meets the standard. Foothill 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

Dialogue at Foothill College among faculty regarding the assessment of student learning occurs in numerous venues including department, division meetings, and shared governance meetings such as Academic Senate, Student Equity, Transfer, and Career/Workforce Workgroup. The college has a highly-structured Program Review Process that includes an annual assessment of program/department student success data that faculty must reflect on each year [III.A-25]. In

addition, each program and department must reflect on the student learning outcomes for each course in their discipline annually, and that data is tracked and collected through an online software system named TracDat.

The program review process requires each academic discipline to review, evaluate, and comment on a set of data provided by institutional research including program enrollment, productivity, and a series of student success metrics including course success, withdraw rates, success rates by targeted (underrepresented) groups, and success and withdraw rates for online courses also broken out by targeted groups. Faculty are asked to evaluate this data and make recommendations for improvement in areas that fall below the college set standard for course success. The College Program Review Committee evaluates the plans faculty put forward and provides feedback which can include a rating of “warning” if a program is not meeting college goals or student success rates are falling [III.A-26]. Data regarding student success is easily available to faculty, and in the past year a new software tool was implemented allowing faculty easier access to review their own student success information [III.A-27].

Distance education success rates are evaluated by the college as a whole and the improvement of student success, and the related support for online faculty that is required to improve student success, has been identified as a college goal: Goal A3 Equity to “enhance support for online quality and growth for web-based instruction and student services” in the recent Educational Master Plan adopted by the college in 2016 [III.A-28, p.28]. Faculty are engaged in dialogue around improving student success, both in on-campus and in online classes, in forums such as division and department meetings and in specific groups such as the Committee On Online Learning (COOL) [III.A-29]. This group reports to the Academic Senate and recommends policies and provides a forum for dialogue regarding online course quality, professional development for online faculty, and support for online faculty. This dialogue led to the recommendation for divisions to develop and implement online course quality standards and has led to the recommendation for increased support (an increase in classified staff support) for online faculty in the area of course design [III.A-24]. Current topics in the COOL committee include implementing division specific online course quality standards, updating the Distance Education Plan, developing an Online Faculty Handbook, and developing guidelines for accessibility compliance for online courses.

Analysis and Evaluation

The college meets the standard. Multiple processes exist for administrators, faculty, and other campus personnel to review data related to student success and make recommendations and action plans for improvement. The college program review process ensures that each year student success data related to each discipline is evaluated and tracked over a four-year interval. Data related to student success is accessible to faculty and publicly available, and new software systems are allowing faculty access to data to enable and facilitate dialogue around student success.

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 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 positions 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 16-17 Academic Year this process approved 14 full time positions for hiring [III.A-30, III.A-31].

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

Regarding faculty hiring for online classes, Foothill 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.

Analysis and Evaluation

The 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.

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. Adjunct faculty have under Article 7 of *The Agreement* between the Faculty Association and the District, rights to conference and travel funds, and 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-33]. 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-34]. 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-35, III.A-36].

Analysis and Evaluation

The college meets the standard. The college has processes, procedures and policies in place to ensure 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-37, III.A-38]. 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-39]. Because it had been approximately 20 years since a comprehensive classification study was completed at Foothill-De Anza, in the 2016-17 Academic Year a classification study was commissioned 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-40].

Analysis and Evaluation

The 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.

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 college uses a variety of methods to determine the appropriate number and qualifications for administrators. In terms of program needs, the program review process is used to identify the specific needs of a department or division. For instance, the office of Instruction added a new Director of Equity position recently to address the critical need for coordination of student equity categorical funds and equity-focused initiatives on campus. This was requested through the program review process and funded by the PaRC. Administrator job descriptions are reviewed and classified by a District classification committee with representatives from both college and District HR [[III.A-51](#), [III.A-52](#), III.A-53, [III.A-54](#)].

Analysis and Evaluation

The college meets the standard. Foothill has sufficient numbers of administrators with appropriate qualifications and training to meet the needs of the campus.

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-55](#), [III.A-56](#)].

Foothill 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 Manual (III.A-47] and are available in hard copy and electronic copy via the district website. The Board Policy 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 they are current, relevant, and appropriate. The 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. 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 handbook and have an opportunity to meet with their representative.

The District Hiring Manual prescribes the procedures for hiring employees and is required to be adhered to as a condition of participation on a hiring committee [III.A-58]. 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 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.

Analysis and Evaluation

The College meets this standard. Foothill College systematically develops personnel policies and procedures that are available for all to review and have input through our shared governance system campus wide and district wide. Our policies are equitably and consistently administered to the best of our abilities. Foothill and the FHDA Community College District have established policies and we 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

The 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 participate in and demonstrate support for programs, practices and services that support 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 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 has received significant support from the Los Altos Rotary Club, is yet another example of Foothill's commitment to addressing a diverse population [[III.A-59](#), [III.A-60](#), [III.A-61](#)].

Analysis and Evaluation

The 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'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-62]. In addition, many individual areas have separate ethics documents including the Academic Senate's Statement of Professional Ethics, Classified Senate Code of Ethics and the provision for addressing ethics and the expectations of ethical behavior in the Administrator Handbook [III.A-63, III.A-64, III.A-65]. 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-66]. These policies are available to the public through the district website.

Analysis and Evaluation

The 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 college 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 Chancellor also organize district and college wide professional development days, such as the April 28, 2017 Convocation with speaker Tim Wise and the annual opening day activities.

Analysis and Evaluation

The college meets the standard. Foothill 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 and keeping its employees skills current and enabling them to share their expertise with others to benefit 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-67](#)].

Standard III.A Evidence

[III.A-1](#) Administrative Procedures 4130

[III.A-2](#) FHDA District Human Resources: Employment/Careers

III.A-3 BSS Job Announcement

III.A-4 Faculty Prioritization List (PaRC)

III.A-5 OPC Resource Request Spreadsheet from Program Review Process 2017

III.A-6 Classification Committee Minutes

III.A-7 History 2016 Job Announcement

III.A-8 Online Learning Faculty Support

[III.A-9](#) FHDA Full-time Faculty Employment Policy and Hiring Procedures

III.A-10 Dean Hiring Announcement (PSME or FA/PE)

III.A-11 VP Instruction Hiring Announcement

[III.A-12](#) Board Policy 4140 Equivalency

[III.A-13](#) Board Policy 4135 Faculty Hiring Qualifications

[III.A-14](#) FHDA Human Resources: Hiring Manual – Process and Policies

[III.A-15](#) Board Policy 4145 Evaluations

[III.A-16](#) Board Policy 3225 Institutional Effectiveness

[III.A-17](#) FHDA Faculty Agreement

[III.A-18](#) Appendix J1 Administrative and Peer Evaluation Form for Faculty

III.A-19 File: Administrative Evaluation Form

[III.A-20](#) Appendix J2 Student Evaluation Form for Classroom Instruction

[III.A-21](#) Tenure Review Handbook

III.A-22 Part Time Faculty Evaluation Tracking Spreadsheet

[III.A-23](#) Classified Performance (ACE) Evaluation Form

[III.A-24](#) Discipline-specific Online Course Standards

[III.A-25](#) Program Review Data Sheets

[III.A-26](#) Program Review webpage

[III.A-27](#) Program Review Templates: Program Review Template

[III.A-28](#) Foothill College Master Plan

[III.A-29](#) Committee on Online Learning (COOL) Minutes

III.A-30 Program Review Resource Allocation Spreadsheet

III.A-31 Child Development Program Review 2015-16 (example of resource request funded)

III.A-32 Substantive Change for BA Degree in Dental Hygiene ?

[III.A-33](#) Faculty Agreement, Articles 7.10 “Administrative Evaluation”; 7.25.1 “Orientation”;
7.25.2 “Professional Development”

[III.A-34](#) Professional Development Committee Website

III.A-35 New Faculty Orientation Agenda

III.A-36 Adjunct Faculty Orientation Agenda

III.A-37 OPC Resource Request Spreadsheet (Classified Requests)

III.A-38 Program Review Examples

III.A-39 ACE Classification Committee Minutes

[III.A-40](#) ACE Classification and Compensation Study

III.A-50 <http://www.boarddocs.com/ca/fhda/Board.nsf/Public> ?

[III.A-51](#) Office of Instruction Program Review

[III.A-52](#) Office of Student Services Program Review

III.A-53 OPC Resource Request Spreadsheet

[III.A-54](#) Division Resource Request Prioritization Sheet

[III.A-55](#) District Personnel Policies

[III.A-56](#) Temporary Employee Policies and Procedures

III.A-57 Board Policy Manual

III.A-58 District Hiring Manual

[III.A-59](#) Heritage Months

[III.A-60](#) Disability Resource Center

[III.A-61](#) Veterans Resource Center

[III.A-62](#) Board Policy 3121-Standards of Ethical Conduct

III.A-63 Academic Senate Statement of Professional Ethics

[III.A-64](#) ACE Agreement

[III.A-65](#) Administrator Handbook

[III.A-66](#) AP4640 Procedures to Resolve Complaints Regarding Harassment and Discrimination

[III.A-67](#) Board Policy 4150

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.

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 is imbued with a strong sense of place and displays an aesthetic sensitivity to the foothills surrounding it. Foothill has always reflected its community beginnings and continues to do so through the present time. 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's architectural elegance emerged under the founding Superintendent Calvin C. Flint, and architects Ernest J. Kump of Palo Alto, and Masten and 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, improve functionality within the classrooms, and create alternative spaces that encourage student activities and interaction, as well as organization of 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 has been completely revised this year [III.B-2]. The planning process was a participatory one, during which shared governance input was a key theme of the document. 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 Plan, 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 recommendations.

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 have been noted below: Improve campus connectivity, improve efficiency of facilities, right-size facilities to address program needs, and enhance security and safety.

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

Measure E (\$108.4 million allocated to Foothill) 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, 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 Policies 3200 Facilities Philosophy & Priorities Statement [[III.B-6](#)]; Educational and Strategic Master Plan [[III.B-3](#)]; Facilities Master Plan [[III.B-2](#)]; 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](#)].

Measure C (\$190 million allocated to Foothill) 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 Sunnyvale 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 are constructed 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 Sunnyvale, California, 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 5 years. This report indicates if 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 for each 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 HMMP is reviewed and accessible to the Fire Department and the Department of Environmental Health. The Spill Prevention, Control, and Countermeasures Plan is another copy housed in building D160.

The district provides online training for hazardous materials awareness and certification [III.B-18] and hazardous materials waste inspection training [III.B.20]. 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. The 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 in an area of the hazards that reside in the area. It includes such items as knowing and communicating what 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 or standards are recorded during the inspection and shared with Plant Services so that Foothill-De Anza remains current with regulations and takes part in a process of continuous improvement. The Physical Sciences Math & Engineering Division (PSME) 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 entire campus are maintained by funds made available through general funds, grants, Perkins funds, and Measure E and C bond funds. The following 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. The institution supports the 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]; and Technology Committee [III.B-23] and 2016-2019 Foothill College Technology Master Plan [III.B-5].

Foothill College has been ranked the **number one 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 to allow 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 individual's 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 Foothill campus map for gender neutral restroom locations [III.B-25]. The CLERY Report is a review of statistics on safety and security activities reported for the District each year [III.B-26].

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) located 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

The College meets the standard. As a result of the last two bond Measures E & C, the past twenty years have been focused on maintaining or improving physical resources with a focus on safety to enhance a student's learning experience. In the 2011 Self-Study, 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 was implemented to add 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 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. The new Sunnyvale Center utilizes cameras at locations where money is exchanged and at all entrances.

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; [Building Summary Report \[III.B-11\]](#), [Report 17 \[III.B-33\]](#), and [Room Detail Report \[III.B-34\]](#) and project proposals.

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 proposal 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 of those IPPs to develop into Final Project Proposals (FPPs) due the following February for possible 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-user, 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 and that address the statement above.

Acquired

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, 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 with a priority for student learning, 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 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 campus on an adjacent hill, separated by the loop road. The challenge when building a new building is being mindful not to lose 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 3-D 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 [IIIB-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, ventilating 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 and provides different types of study spaces that promotes exploration and collaboration.

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

Emergency Telephones & Loud Speakers: This project was identified in the 2011 Self-Study 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.

Maintaining Facilities: The College uses 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 on-line work order system is used to notify Plant Services of facilities issues that need either immediate attention or maintenance. Health and safety issues are always the number one priority for scheduling work and resources. From July 1, 2015 – June 30, 2016, 1,950 work orders were completed. Due to budget constraints, there are a limited number of maintenance workers to maintain both Foothill and De Anza College. Additionally, the same number of workers must now maintain the Foothill Sunnyvale Education 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 Education Center, with specialized equipment ranging from 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-39](#)].

Other Assets

Computer Equipment: Technology equipment 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-40](#)]. Money is available through departmental operating funds, bond funding, or instructional equipment dollars. Educational Technology Services (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 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 the Administrative Unit Outcomes and are fed into the resource allocation process.

Furniture & Equipment: The Furniture, Fixtures and Equipment 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 the 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-41]. The College's Sustainability Committee [III.B.42] 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 "data must be monitored, for it to have value." The first "Sustainability Report Card" [III.B-43] 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 with a complete revision anticipated in 2017 based on new information from the 2016-2017 Facilities Master Plan revision. There are five categories 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%. Energy savings 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 2016-2017 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 (SLO's). 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 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:

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, which is a web based program that will allow more visibility for various offices to view a centralized calendar. This will allow multiple divisions and departments

to view the schedule to plan maintenance [activities](#), outside events, or utility shut-downs 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 10:00 a.m. and after 2:00 p.m. and on Fridays. With the growth in the physical sciences, math, and engineering offerings, this trend has changed, and classrooms are being scheduled on the majority of most days and Friday mornings. Community Education classes, professional development, and rental offerings are scheduled during instructional down time 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 (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 schedules 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 the Fine Arts 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

The College meets the standard. Two-hundred and ninety-eight million dollars in bond funding alone 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 a result of the facilities planning process, which has been done 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 the 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, when construction projects are done on the campus, this usually leads 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.

As of the last writing, one of the college's goals was to install stand-alone building meters for electrical monitoring. Electrical monitoring work continues so large-use facilities can be identified and strategies implemented to reduce peak electrical loads. The district is in the process of hiring a District Energy Manager who will manage and oversee this effort. In the future, it will be the task of the Energy Manager to implement additional energy-storage methods to help reduce energy use on the campus.

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.

The feasibility and effectiveness of the College's physical resources in supporting institutional programs and services are informed primarily by the Educational Master Plan and the Facilities Master Plan. Additionally, supporting information from Student Learning Outcomes, the Planning and Resource Committee, the Operations Planning Committee, and the Program Review Committee is incorporated. Within the college curriculum, assessment of facilities extends to the course and program levels through the use of the Student Learning Outcome assessment model and the Program Review documents. The purpose of Student Learning Outcomes is to establish and institutionalize cyclical processes and procedures developed and driven by Foothill faculty and staff to define and assess specific observable characteristics or outcomes that demonstrate evidence of learning that has occurred as a result of a specific course, program, activity, or process. An effective program review supports continuous quality improvement to enhance Student Learning Outcomes (SLOs) [III.B-44] 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 are asked to determine the effectiveness of facilities used to deliver instruction and to reflect on needs to improve the classroom experience. These data are utilized by programs and divisions to determine funding needs for equipment and space, which are then forwarded onto the college governance group, PaRC, for approval, and then to the college president. Requests for facility improvements for instructional and non-instructional spaces will be reviewed and prioritized by divisions using the program review process. The Operations Planning Committee (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 Program Review Committee (PRC) [III.B-45] provided recommendations on providing critical tutoring services to students and options for supporting

student engagement through a centralized meeting place for students. In the new PSEC building, open, flexible study spaces are located outside of faculty offices. Students are encouraged to use the space individually, meet one-on-one, with a group, and/or with their instructor. Flexible furniture that can be reconfigured in minutes and a large glass board for capturing ideas promote the traditionally planned or "new" 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 study, group study rooms with multi-media, a quiet study area, computer access, and social interaction spaces. The Teaching and Learning Center provides computer access as well as 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 long range plans support a campus culture that values ongoing improvement and stewardships of resources; developing, implementing and maintaining the physical campus; and emphasizing the 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 utilizing 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 2012-2016 Facilities Master Plan [III.B.3]** indicated the college had adequate space for lecture, laboratory, and office spaces, but had additional need for library and audio-video/television facilities, which was addressed with Measure C bond funds. **The recently updated 2016-2022 Facilities Master Plan** shows lecture and office space are in abundance and with renovation and re-purposing could provide needed space for lab, instructional media, library, study, and tutorial spaces.

Analysis and Evaluation

The 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 above. Items identified in the past two Facilities Master Plans have come to fruition or are in the final stages. 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 Education 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 the multitude of successfully renovated and newly constructed facilities that provide flexible spaces, furniture and philosophies supporting different learning styles.

For institutions with a baccalaureate degree:

- **The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis**

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

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

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 room for dental assisting. Measure C and E funds were allocated for these projects.

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

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 regularly 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, laser, 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. (23), (24), (25)

Standard IIIB.4.

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

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" (Source: [Internet](#)). The above 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 have 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(s) 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 to lay 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 developed, 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 with employees and visitors for the various projects.

As of the last writing, Plant Services had been 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.

Oversight for bond spending is provided by the Citizen’s Bond Oversight Committee (CBOC). The committee meets four times a year and receives regular reports on all bond related projects; ensures 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 2017-2018 in parking lot 7. The process and procedures followed in previous projects continue to be followed to ensure design integrity, fiduciary responsibility, and meet regulatory compliance.

Analysis and Evaluation

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

One of the last items noted in the past self-study was the replacement of temporary buildings. Upon completion of the new district office in 2018, the “temporary village” set of modular buildings located in parking lot 5-6, will be removed and will create additional parking spaces for students. Of the thirteen recommendations cited in the last self-study, only one remained outstanding: Loop Road re-alignment. A re-alignment of the loop road to the outer confines of the campus was proposed, ensuring that student and vehicle never have to interact; however, the adjacent residential neighbors vetoed this proposal and the college will continue to address the vehicle/pedestrian concerns through the new Facilities Master Plan.

Standard III.B. Evidence List

- [III.B-1](#) 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 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 (Steve Kitchen)
- [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 (Karen Lauricella)
- III.B.18 Hazardous Materials Awareness and Certification – <https://www./tag.f77>; employee tab, Employee Training, HazMat Awareness; Certification and Hazardous Material Inspector
- III.B.19 PSME Classroom Rules
www.sinhainstitute.com/Education/FoothillCollege/FH_Chem30A/FH...
- [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, February 3, 2016

III.B.32 Space Inventory

[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 January 11, 2016

[III.B-39](#) California Uniform Public Construction Cost Accounting Act (UPCCAA) – August 2016

[III.B-40](#) Operations Planning Committee

[III.B-41](#) FHDA District Board Policy 3214: Environmentally Sustainable

[III.B-42](#) Sustainability Committee Meeting Minutes

[III.B-43](#) Sustainability Report Card

[III.B-44](#) Student Learning Outcomes

[III.B-45](#) Program Review Committee

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-9]. Board Policy “Section 508 Standards for Electronic and Information Technology Accessibility” guides the purchase of hardware and software and development of web content that meets accessibility requirements [III.C-10]. 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-11]. It describes the appropriate use of webpages generated by all segments of the campus community, particularly compliance with accessibility standards proposed by the Americans with Disabilities Act.

“Administrative Procedures 3250 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-8].

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 addressed the privacy rights of employees and students [III.C-12].

Of the respondents to the Employee Accreditation Survey conducted in spring 2016 by the college research office, 65% 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% agreement include administrator (86%) and full-time faculty (70%) compared to classified professional (63%) and part-time faculty [III.C-6].

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%) and full-

time faculty (78%) compared to classified professional (70%) and part-time faculty (62%) [III.C-6].

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 the Program Reviews, especially reflections on Administrative Unit Outcomes and Student Learning Outcomes, as well as input shared at Technology Committee meetings. Foothill College engages in program 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 Student Learning Outcomes (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-1].

Program Reviews, especially reflections on Administrative Unit Outcomes and Student Learning Outcomes, 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-1].

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 of 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 of training students in said technologies. Each department under PSME meets and decides what software and hardware standards they will need 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 of technological needs for student support services originate from the development of new technologies out in the field and the need of training students in said technologies. For example, EduNav, a 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 (citation) and brought to the Board of Trustees as a recommendation for purchase. The technology is being integrated into the Qualify Focused Essay project for educational pathways.

Technology Committee

Foothill College integrates technology planning with 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) organization, administration, distance education representatives, 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-2](#)].

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 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 – 2019 Foothill College Technology Master Plan, in conjunction with the Foothill College Education 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-3](#)]. The academic and administrative capabilities desired by Foothill College that require technology implementation and support fall into four categories: 1) business processes; 2) communications; 3) information and knowledge management; and 4) instruction and student services. These

capabilities were identified by soliciting input from faculty, staff, and administrators using interviews, meetings, and surveys during the Fall Quarter of 2015. The 2016-2019 Foothill College Technology Master Plan was presented to the PaRC on November 16, 2016 and the President's Cabinet on November 6, 2016 [III.C-4].

Distance Education

The 2015-2016 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-15].

Distance education planning is addressed by several shared governance committees at Foothill College: Technology Committee, 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 the COOL, the Distance Education Advisory Committee is in the process of updating the existing 2010 Distance Education Plan to develop 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-14].

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 Foothill College shared governance groups is instrumental in coordinating institutional efforts to meet the needs of Foothill College's distance education students and instructors.

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 as well as 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. According to 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.” [\[III.C-16\]](#).

Sunnyvale Education Center

Technology resource needs, use, and distribution for the new Sunnyvale Education 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 Education 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 meeting 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-5]. 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 Project Requests 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: 1) assigned to the Department Approver, and 2) assigned to the Final Approver for College. The Department Approver is typically the Division Dean at the college. The Final Approver is the VP, Finance & Admin Services, Finance, and Administrative Services. Once approved by the Final Approver, the project request is routed to 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.

Analysis and Evaluation

The 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 assures 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.

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 at a college.

Bachelor of Science in Dental Hygiene

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 regularly 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, laser, 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 SLO 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-13]

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

The 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 and 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-17].

Representatives from Foothill College serve on the Student Banner Committee, which is led by Director of Information Systems and Operations in the District 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-18].

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-19]. The Standards Policy states: “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-20]. 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. “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-21].

The Operations Planning Committee of the 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-22].

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 subcommittee for prioritization of committee plans. Additionally, the ETS Project Requests tool is used as a process for prioritization. As stated in the 2016-2019 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-3].

The 2016-2019 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-3]. For example, Foothill based its technology decisions on the results of evaluation of program and service needs with respect to: 1) Development of the Program Review Data Tool, and 2) 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-23].

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 quiz/exam information and accommodations and upload testing materials.

Technology Resources for Distance Education

Typically, decisions about use and distribution of its 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. The Program Review is reviewed as part of resource requests. The Operations Planning Committee of the 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, we were 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 College 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 2015 Spring Quarter, 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-24]. The Academic Senate accepted the recommendation. Subsequently, in June of 2015, Foothill College adopted Instructure's Canvas as its campus-wide Course Management System (CCMS).

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 the Committee on Online Learning (COOL) about the timetable for when Foothill College will no longer use Etudes. The COOL committee presented the timetable to the Academic Senate in October 2015. Accordingly, Etudes will no longer be available after the 2017 Spring Quarter. Etudes course sites will be archived for one year after the last live Etudes course site is offered in Spring Quarter of 2017.

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 BHS, BSS, Counseling, FA, LA, Library, Foothill Online Learning, and the Office of Instruction [III.C-25, III.C-26].

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-27](#)].

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-28] and the Foothill Online Learning Program Review.

Analysis and Evaluation

The College meets the Standard. The evidence indicates that ample processes, primarily by virtue of the employee participation on the Operations Planning Committee of the 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 has 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 participative governance structures necessary to ensure the effective management, maintenance, and operation of its 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 support of IT systems including software applications, networks, instructional computer labs, smart classrooms, personal computing, and telephony 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, the college provides a limited number of IT staff (primarily at the Instructional Associate level) to directly assist with instruction in computer labs. Foothill College provides a limited number of IT staff to directly assist with instruction in computer labs and support a few other instructionally related systems. The Division of Physical Science, Mathematics, and Engineering (PSME) 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 coordinates and 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 Educational Technology Services, 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 our Ellucian Banner system [III.C-29].

Website Operation

All public webservers are co-administered by the College Web Coordinator, Senior/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 webserver 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 webserver 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 Web Coordinator, Senior/Webmaster performed several system reboots to clear out run-away processes that degrade the performance of the website. A reboot generally lasts 2-3 minutes, during which time the website is unavailable.

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

On-Campus Servers

Currently all the PSME servers are virtual machines hosted by a cluster of 7 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 Instructional Computer Lab Administrator, Senior 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 Sunnyvale campus. 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 the fall quarter of 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 in through video face-to-face using Zoom, a blog interface, or a virtual whiteboard. Student Services staff will be 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 twenty-four hours a day, seven days a week (24/7). 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-30].

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

III.C.4: This section was all over the place, so I did some major reorganization. Once I did that, I saw that though the writers reference "program review" as a way to "identify the need for information technology training," there is no content about program review.

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 technology is 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 there will information given to students on the first day of school regarding navigating the Center. In addition, the dean held faculty trainings the week of opening day and held an open house for students registered at the Center the week before classes started [[III.C-33](#)].

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-36](#)].

Faculty are provided with ample technology support, hands-on training session, 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 use of the Canvas Content Migrations tool in Canvas, 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 "Canvas Certification" and thus 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 Etudes training course (3 weeks) 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; surveys; and the Online Learning department program review.

Training Events

Attendance at each 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 of a professional development event 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 [III.C-35]. 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-34].

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-31, III.C-32].

In spring of 2016, the college research office conducted the Employee Accreditation Survey. Of the survey respondents, 62% 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 [III.C-6]. Employee groups with more than 62% agreement include administrator (71%) and part-time faculty (69%) compared to full-time faculty (60%) and classified professional (53%).

Committee Meetings

The need for information technology training for 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

The 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 use of 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

The College has defined processes for decision-making about use of its technology resources that are detailed in the 2016-2019 Foothill College Technology Master Plan (**Std3C3**). A valuable tool for making decisions about technology resources is the Automated IT Project Request Workflow Process available in MyPortal (**Std3C5**). As explained in section III.C.2., technology decision-making is integrated in the college planning and budget structure.

Decisions about technology services, hardware, and software to meet the needs of faculty responsible for distance education (**Std3C15**) are described in the 2015-2016 Comprehensive Foothill Online Learning Program Review. Many of these decisions are discussed and approved at meetings of the Academic Senate (**Std3C36**) and its Committee on Online Learning as well as the Distance Education Advisory Committee (**Std3C37**). After receiving input via committee discussion, town hall meetings with faculty, presentations at division meetings, and a survey of faculty, 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.

The college publicizes the technology-related decision-making process by posting the 2016-2019 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

The 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 use of its technology resources as well as documentation of the entire process. The 2016-2019 Foothill College Technology Master Plan effectively documents decision-making and guides implementation.

Supporting Evidence

- Std3C3 2016 2019 Foothill College Technology Master Plan
- Std3C5 IT Project Request Instructions
- Std3C15 Foothill Online Learning Program Review
- Std3C36 Meeting minutes of Academic Senate about “Recommendation to Academic Senate from the Committee on Online Learning on Adoption Of Canvas”
- Std3C37 June 1, 2015 Meeting minutes of Distance Education Advisory Committee

Standard III.C List of Evidence

[III.C-1](#) Program plans

[III.C-2](#) Technology Committee agendas and minutes

[III.C-3](#) 2016 2019 Foothill College Technology Master Plan

III.C-4 PaRC meeting minutes 2016Nov16

III.C-5 IT Project Request Instructions

III.C-6 Accreditation Survey Employee 2016Dec6 Report.pdf

III.C-7 Sunnyvale Center organizational meeting minutes

[III.C-8](#) Administrative Procedures 3250 Computer and Network Use

[III.C-9](#) ETS Standards Policy

III.C-10 Board Policy Section 508

[III.C-11](#) Foothill Web Policy

[III.C-12](#) Board Policy 3260 security

III.C-13 Substantive Change Proposal BSDH degree program

[III.C-14](#) FH_DE Plan 2010

III.C-15 Foothill Online Learning Program Review

[III.C-16](#) Canvas Security

III.C-17 ETS Service Level Agreement 2016

[III.C-18](#) ETS Banner meeting minutes

[III.C-19](#) ETAC webpage

III.C-20 Standards Configuration

[III.C-21](#) Resource Allocation Process

III.C-22 OPC Recommendation for Flow for Resource Requests

III.C-23 FHDA Program Review Tool

III.C-24 Academic Senate meeting minutes 2015June15

III.C-25 Academic Senate meeting minutes 2015October26

III.C-26 Canvas Migration Planning Group meeting minutes 2015October2

III.C-27 Online Education Initiative Progress Report

III.C-28 OEI Full Launch Survey Results Fall 2015

III.C-29 EIS Core Committee Meeting Minutes

III.C-30 Statement of Work by Etudes 2016 2017

III.C-31 Report Survey PD Needs of Faculty
III.C-32 Report Survey PD Needs of Staff
[III.C-33 Sunnyvale Center Technical FAQ](#)
III.C-34 Foothill Online Learning Help Desk
III.C-35 Lynda_Course Ranking Summary
III.C-36 Canvas Student Orientation course site

Standard III: Resources

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 2016-2022. 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 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 document 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 and 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/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 colleges service area, creatively reviewing marketing strategies, and analyzing institutional data

to see if particular groups or instructional areas are growing or declining are ways the college is working to improve enrollment [[III.D-12](#), [III.D-13](#), [III.D-14](#)].

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 (full-time equivalent students), 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 state 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 including the Operations Planning Committee (OPC) and Planning & Resource Council (PaRC) on campus have worked cooperatively to allocate funds 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 made using a rubric that is evaluated by the shared governance groups [[III.D-3](#)]. 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-4](#)].

The institution'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-5](#)]. In 2009, the Banner/Ellucian 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-6](#)]. Program plans and reports for categorical programs including Student Success and Support Program (SSSP) and Student Equity are available on the public website [[III.D-7](#)]. 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-8](#)] [[III.D-9](#)]. 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-9](#)]. The BP 3000 directs designated employees to adhere to certain policies, including internal controls, that will ensure financial stability and integrity [[III.D-10](#)].

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 audit, utilities, and insurance, unrestricted funds are distributed to the campuses based on the average FTES (full-time equivalent student) 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 campus 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-4]. Program Plans, a self-assessment performed by each department on campus, identify current and future needs and are used to assess, rank, and recommend funding as resources become available [IV-D.11]. Depending on the program requirements, grant and self-generated funds are allocated as appropriate [III.D-7].

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-4] 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-3]. The planning and budget teams of each division have program reviews processes established to ensure that funds are being used, and continue to be used, in the most effective and efficient manner.

The institution’s budget provides sufficient resources for the effective planning, maintenance, implementation, and enhancement of distance education courses, programs, and services, as well as personnel development. The majority of Foothill’s enrollment comes from traditional face-to-face lecture 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 with over 30% of Foothill College’s enrollment attributed to distance education. Located in one convenient location, online students can access courses and student services including types of degree programs, registration, counseling, resources, and tutoring [III.D-13].

Analysis and Evaluation

The college meets this standard. The institution regularly evaluates its resources and the effectiveness of the allocation process. It has processes in place to deal with significant changes in funding levels, both decreases and increases, 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.

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

The institution 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-16], Facilities Master Plan [III.D-17], and Technology Plan [III.D-18]. 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-19]. As part of its 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-25].

The institution identifies goals for achievement throughout its budget cycle. The annual budget has established goals in place as a guide for the evolution of district wide budgeting [III.D-23]. As detailed in the Planning and Resource Council (PaRC) Planning Calendar [III.D-19], the program review process allows the divisional areas to analyze their services, accomplishments, and needs and determine what resources are required to continue to provide exemplary service to students, faculty, and staff [III.D-20, III.D-21, III.D-22]. Institutional key performance measures have been established and are reflected in the Foothill College Educational Master Plan (EMP) (2016-2022) 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-24].

The institution establishes priorities amongst competing needs so that it can predict future funding needs. Institutional plans, such as the Educational Master Plan, Facility Plan, and Technology Plan exist and are clearly linked to financial plans both short-term and long-range [III.D-16, III.D-17, III.D-18]. State categorically funded programs, such as the Student Equity Program and 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-26]. 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-20, III.D-21, III.D-22].

The financial planning process primarily relies on institution 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-16], Facility Master Plan [III.D-17], and Technology Plan [III.D-18]. 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-19]. These documents drive the decision-making process of the various shared governance groups on campus.

The institution provides evidence that past fiscal expenditures have supported the achievement of institutional plans. As an 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 workgroup 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-20, III.D-21, III.D-22]. The college program plans include the outcomes of the resources allocated to various departments and divisions on campus [III.D-20, III.D-21, III.D-22]. Every year the annualized “B” budget (unrestricted discretionary budget for the campus) is reviewed by various campus shared governance committees and forwarded to PaRC for review and approval [III.D-22].

Institutional leaders, including the Vice Chancellor of Business Services, present to the Board of Trustees information about fiscal planning that demonstrates its link to institutional planning. The Board of Trustees reviews and accepts the campus’ Educational Master Plan, Facility Plan and Technology Plans [III.D-16, III.D-17, III.D-18]. In addition, the Board, as well as the Audit and Finance Committee Board Subcommittee, is given a fiscal overview as part of both the Tentative [III.D-27] and Adopted Budget [III.D-23] approval processes. 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-29]. The Board has also received updates specifically directed toward the use and accomplishments of the Equity and SSSP funding [III.D-28].

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 as well as a campus carryforward balance that can be used to mitigate emergency needs.

The following are the District General Fund balances as a percent of total budgeted expenses and transfers [III.D-122, III.D-123, III.D-124, III.D-125]:

<u>Fiscal Year</u>	<u>Actual</u>	<u>District Ending</u>	
	<u>Expenses & Transfers</u>	<u>Fund Balance</u>	<u>Percent</u>
2012/13	180,821,863	53,608,915	29.65%
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%

The campus is allowed to carry an unrestricted general fund carryforward balance that is a subset of the District's General Fund balance:

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

The institution primarily receives its revenue from the state apportionment formula. 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-29](#)].

The institution 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 due to its high level of reserves has sufficient reserves to handle financial emergencies.

Analysis and Evaluation

The college meets this standard. Its mission and goals, as well as planning documents, are used as a key guide in future planning and budget allocation. In addition, the campus has created a planning quilt to ensure that it stays on cycle in meeting its goals and priorities. The policies and procedures the campus 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-30](#)]; 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-31](#)]; 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-33](#)]. 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-32](#)] and the Adopted (Final) Budget [[III.D-34](#), [III.D-35](#)] 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-36](#), [III.D-37](#), [III.D-40](#)].

Foothill College has processes to insure constituent participation in financial planning and budget development. BP 3000 states “the budgets are shared with constituency groups including student representatives” (1). Through Foothill College’s shared governance process, all constituencies may participate in the development of the campus General Fund discretionary budget and budget and program plans related to the restricted programs including SSSP (Student Success and Support Program) and Student Equity [[III.D-36](#), [III.D-37](#), [III.D-38](#), [III.D-39](#)].

Analysis and Evaluation

The college meets this standard. The campus has established clearly defined guidelines and processes for its financial planning and budget development. In particular, close attention is paid to ensuring that there is clarity and transparency in the information it provides to its constituency groups and 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 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-41, III.D-42]. 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-43] and Planning and Resource Council (PaRC) [III.D-44] as well as the Academic and Classified Senates [III.D-46, III.D-47].

Quarterly reports assessing the actual expenses versus budgeted forecasts for the District are prepared and presented to the Board, district, and campus [III.D-49]. The District also performs a fiscal self-assessment that evaluates the fiscal health of the district and shares that information with various groups on campus including the Board of Trustees and District Budget Committee [III.D-50].

The campus is responsible for allocating and monitoring grant, self-sustaining, enterprise, and the discretionary unrestricted “B” budget. Campus personnel are updated on the needs and status of its campus level or “B” budget that covers supplies, services, capital assets, and non-permanent on an ongoing basis through both the Operations Planning Committee (OPC) and the Planning and Resource Committee (PaRC) [III.D-43, III.D-44]. Planning for special grant funding, such as SSSP and Equity grants, are approved through the shared governance process [III.D-45]. Through the Operations Planning Committee and Planning and Resource Committee, over the past several years, the campus has made a conscious and informed decision to use the campus carryforward balance to fund needed expenses. The shared governance process was integrally involved in the process [III.D-43, III.D-44].

On an individual basis, appropriate personnel have access and are trained 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 campus budget personnel [III.D-48]. Categorically funded programs and grants are assisted by both district and campus staff in creating budgets and forecasting expenditures and revenue needs.

The 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.51]. The

college Integrated Planning and Budget Committee works with the Planning and Budget teams (OPC, PaRC) to review and guide planning [[III.D-42](#), [III.D-43](#), [III.D-44](#)]. Funding allocations and priorities are reviewed by OPC and recommendations are presented to PaRC [[III.D-43](#), [III.D-44](#)]. The campus budget is reassessed for changes including additional available resources and/or adjustments based on organizational reductions. The College resource allocation model establishes the approach to resource allocation. The approach 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-45](#), [III.D-49](#), [III.D-52](#)].

Analysis and Evaluation

The college meets this 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 that assures funds are allocated in a manner that will 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-53](#)]. The Integrated Planning and Budget (IP&B) Task Force helps to make connections between program reviews and OPC. OPC then makes resource allocation recommendations to PaRC, which typically originate from program reviews [[III.D-54](#), [III.D-55](#)]. All three support judicious budget management and assist in prioritizing budget needs on campus. 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 District'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 [\[III.D-56\]](#).

In the annual financial audit, most recently completed June 30, 2015, it is stated: “In our opinion, the financial statements referred to above 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, 2015, 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* [\[III.D-57\]](#).

Foothill College’s institutional budget reflects planning and decision making of the District, PaRC, OPC, and various subcommittees, such as the Integrated Planning and Budget (IP&B) Task Force [\[III.D-58\]](#). 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 [\[III.D-59\]](#).

The Board of Trustees and the Audit and Finance Committee communicate audit findings to institutional leadership and constituents [\[III.D.60\]](#). The Board reviews the annual audit at a regular public Board meeting and directs the administration to make any appropriate responses to it [\[III.D-61\]](#). District audit reports are available online [\[III.D-57\]](#).

The institution has an annual external audit to provide feedback on its processes [\[III.D.60\]](#).

The institution reviews the effectiveness of its past financial planning as part of current and future planning. The constituents of PaRC and the OPC, with related assistance from the Integrated Planning and Budgeting Process (IP&B) Task Force, evaluate program review resource requests, administrative unit outcome assessments, and continuous self-improvement studies as well as annual assessment of institutional effectiveness indicators to make fiscal decisions, which include past budgeting information [\[III.D-53\]](#), [III.D-62](#), [III.D-63](#). FTES targets also drive financial planning in the next year.

Analysis and Evaluation

Foothill College meets this 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

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-65] and values, as well as the Educational Master Plan [III.D-66], Facility Plan [III.D-67], and Technology (5) Plans, are the guiding documents for the campus and 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-73, III.D-74]. Self-sustaining and enterprise funds are responsible for maintaining services while keeping within a budget that will meet their revenue generation.

The audit statements state 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, 2015, 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-64].

When appropriate, the institution provides timely corrections to audit exceptions and management advice. In general, the campus has had no audit findings over the most recent few years [III.D-75].

The institutional budget is an accurate reflection of institutional spending and has credibility with its constituents. All financial reports are issued and reviewed to ensure that appropriate allocation and use of financial resources is being employed by the college. 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-69]. 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-70].

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-69], and Citizen's Bond Oversight Committee [III.D-71]. The final audit report is reviewed and accepted by the Board of Trustees [III.D-72].

Analysis and Evaluation

The college meets this 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. Further, the information supports the fact that 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

An annual budget, quarterly reports, and the annual audit are uploaded and available on the District website [[III.D-76](#), [III.D-77](#)]. 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 institution 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-77](#)].

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

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

All Foothill College audit findings were addressed immediately with no reoccurrence of the finding [[III.D-76](#)].

Analysis and Evaluation

Foothill College meets this 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

The institution's special funds are audited regularly per the Board of Trustee Policy BP 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-78]. The audit requirements are required by California Code of Regulations, Title 5, Sections 59.

The audits demonstrate the integrity of financial management practices. In the annual financial audit completed June 30, 2015, it is stated: "In our opinion, the financial statements referred to above 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, 2015, 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-79].

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-79]. 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-80]. The annual audit also examines the long-term debt of the college and tracks the debt issued and repayment obligations [III.D-79].

The campus reviews its internal controls on a regular basis. In addition, 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-81].

Analysis and Evaluation

The campus meets this 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

The institution meet the 5 percent minimum cash reserved as required by the California Community Colleges Chancellor's Office (CCCCO). As of June 30, 2016, the institution's unrestricted fiscal reserve balance was \$57,919,372 [[III.D-82](#), [III.D-83](#), [III.D-84](#)]. This reserve is more than sufficient to meet its ongoing needs and any emergencies.

Analysis and Evaluation

The college meets this 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

The institution assesses its use of financial resources. Every year the annualized district budget is review and approved by the Board of Trustees [[III.D-86](#)] and Audit Finance Committee [[III.D-85](#)]. Both the district budget and the applicable amounts of the campus' discretionary unrestricted "B" budget and any grant funding requiring college wide approval are distributed and reviewed by shared governance process through Operational Planning Committee (OPC) and forwarded to Planning and Resource Council (PaRC) for resource allocation and approval [[III.D-87](#), [III.D-88](#)]. In addition, each division area, Instruction, Student Services, Finance and Administrative & Institutional Research, review and update their program plans to reflect accomplishments, relevance, appropriateness, and achievement of stated goals and outcomes related to student learning and institutional effectiveness [[III.D-89](#), [III.D-90](#), [III.D-91](#)].

The institution 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 finding regarding its federal financial aid [[III.D-92](#)].

The institution 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-89](#), [III.D-90](#), [III.D-91](#), [III.D-92](#)]. Every year the annualized B budget (unrestricted discretionary budget for campus use) is reviewed by various shared governance committees through OPC and forwarded to PaRC for resource allocation and approval. Other funding sources are regularly evaluated. For example, the Campus Council reviews the activities of the Associated Student of Foothill College (ASFC) budget allocations and projects [[III.D-93](#), [III.D-94](#)]. Other grants, such as DSPS and EOPS, submit annual reports to the Chancellor's Office. Student Success and Support Program (3SP) and Student Equity funding requires extensive planning documents and annual reports [[III.D-95](#), [III.D-96](#)].

The institution 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-97](#), [III.D-98](#), [III.D-99](#)]. 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-study requirements, self-study review, planning and budgeting, 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-87](#), [III.D-88](#)].

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

Analysis and Evaluation

The college meets this standard. It effectively manages its financial resources through various oversight processes in place. Furthermore, though the college obtains funding from a variety of resources, it makes every effort to ensure that its processes encompass effective oversight of all resources.

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-100](#), [III.D-101](#)].

The Board of Trustees recognizes the importance of fiscal stability and in establishing and maintaining an adequate reserve level. Pursuant to requirements of Title 5, the District 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 five percent (5%) of unrestricted general fund revenues [[III.D-102](#)].

Noncurrent liabilities include bonds and notes payable, compensated absences, claims payable, and capital lease obligations with maturities greater than one year. All long-term obligations are reported in the entity-wide financial statements. The District is self-insured for health care claims of employees participating in the District's health care plans. The District carries stop loss insurance to limit its aggregate liability to 125 percent of the expected paid claims and its individual claim liability limit to \$100,000 per care year. The District establishes a liability for both reported and unreported events, which includes estimates of both future payments of losses and related claim adjustment expenses [[III.D-103](#)].

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-103](#)].

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-104](#), [III.D-105](#)].

Analysis and Evaluation

The college meets this standard. The level of financial resources provides an acceptable level of financial solvency and allows the campus to make long-range plans to assure its financial stability. As shown by its prudent reserves and conservative policies, the campus 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 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 Other Post Employment Benefits guidance. The 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-106](#)].

For the past three years, the OPEB percentage of contribution has been 89 percent [[III.D-106](#)].

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-107](#), [III.D-108](#)].

Analysis and Evaluation

The college meets this 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

Payments on the certificates of participation 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 COP's payable [\[III.D-109\]](#).

The 2015/16 Actual Summary for ALL FUNDS = 18.5% of the budget was used to repay this debt [\[III.D-109\]](#).

The 2016/17 Adopted Budget for ALL FUNDS = 24.5% of the budget will be used to repay this debt [\[III.D-110\]](#).

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 [\[III.D-109\]](#). A detailed debt service schedule is included in the 2015/16 audited financial statements in Note 8 – Long-Term Obligations [\[III.D-110\]](#).

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 come before the Board of Trustees, including bonds, certificates of participation, and other funding instruments [\[III.D-111\]](#).

Analysis and Evaluation

The college meets this 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

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-112](#)]. The annual audit also examines the long term debt of the college and tracks the debt issued and repayment obligations [[III.D-113](#)].

Analysis and Evaluation

The college meets this 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

The campus default rate for the last three years is as follows:

	Cohort Year 12/13	Cohort Year 11/12	Cohort Year 10/11
Student Loan Default Rate (FSLD) (3 year rate)	20%	14%	16%

Please note each federal fiscal year refers to the calendar year in which it ends OCT 1 – SEP 30) [[III.D-114](#), [III.D-115](#)].

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-115](#)]. 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-117](#)].

Consequences of cohort default rates on the campus' ability to participate in Title IV, HEA programs:

- Lose eligibility to participate in the FFEL and Direct Loan programs 30 days after you receive notice that your most recent cohort default rate for fiscal year 2011 or later is greater than 40 percent.
- Lose eligibility to participate in the FFEL, Direct Loan, and Federal Pell Grant programs 30 days after you receive our notice that your three most recent cohort default rates are each 30 percent or greater [[III.D-117](#)].

As a precautionary measure, the campus 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-115](#)].

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 LRDR (loan record detail report) 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-117](#)]:

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

Unless it is corrected, the draft cohort default rate data will be used to calculate the official cohort default rates. Therefore, it is important for the school to verify the accuracy of the draft cohort default data before the official cohort default rates are calculated and released [[III.D-117](#)].

Analysis and Evaluation

The college meets this standard. It regularly monitors and manages its federal financial aid issuances and ensures compliance with federal requirements. In addition, the campus 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 different types of standard agreements set in place by the district; their use is consistent with the missions and goals of the district. 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 for programs and services that directly support 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. All contracts/agreements are monitored by the Vice President of Finance and Administrative Services.

The standard agreements include [III.D-119]:

- 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-119].

Foothill College adheres to a shared governance process that assures 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-120, III.D-121]. 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-118]. 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-118, III.D-120, III.D-121].

Analysis and Evaluation

The college meets this 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 to protect the campus and provides the services and supplies necessary to maintain the quality of its instruction and services to students.

Standard III.D Evidence List

To be provided by Mike Mohebbi

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A Decision-Making Roles and Processes

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The Foothill College president and her key administrative staff work collaboratively with the faculty and classified staff senates, with the leadership of the Associated Students of Foothill College, and with numerous shared governance workgroups and committees to ensure broad participation in the college's achievement of institutional excellence [\[IV.A-1\]](#).

In its mission statement, which was revised in 2015-16 in conjunction with the Educational Master Plan (EMP) through a wide-reaching participative process, Foothill College sets forth a clear commitment to student success and educational excellence, "We work to obtain equity in achievement of student outcomes for all California student populations" [\[IV.A-2\]](#). The first of three goals identified in the 2016-2022 Educational Master Plan mirror this commitment, "Create a culture of equity that promotes student success, particularly for underserved students," while the second and third goals provide a framework for operating in a manner that promotes frank discussions and allows innovative ideas to be suggested by all members of the campus community: "Strengthen a sense of community and commitment to the College's mission; expand participation from all constituents in shared governance" and "Recognize and support a

campus culture that values ongoing improvement and stewardship of resources" [\[IV.A-3\]](#).

As reported in the EMP, the College ensured that institutional goals and values would be well understood by all stakeholders by embarking on a yearlong, inclusive planning process:

Multiple rounds of outreach sessions were conducted to receive input and feedback from faculty, classified staff, administrators and students regarding Foothill College's EMP. These efforts include holding campus open forums, internet/web-based opportunities (webinar, online survey) and targeted focus groups and interviews. Additionally, presentations were conducted among various participatory governance groups to encourage participation. District representatives were included in the campus focus groups and a board member was interviewed. Community voices were solicited through scheduled interviews and open sessions; representatives included those from the Moffett Business Group; Joint Venture Silicon Valley; local city government, high schools and chamber of commerces; and the Foothill-De Anza Foundation and Commission. The EMP planning process was discussed as a standing agenda item at the Planning and Resource Council (PaRC), the main shared governance group for the college. Advertising for the EMP planning activities was conducted via the college website, college blog (The Heights), direct emails, and in the college president's communiqué. All documentation related to the EMP planning process was posted on the college website so it would be publicly available and accessible [\[IV.A-3\]](#).

The president underscores the College mission and goals and promotes innovation and shared governance at the onset of each academic year through an Opening Day program planned and facilitated by the Professional Development Committee, which includes faculty, classified, and administrative representatives [\[IV.A-4\]](#). Attendance at the College Opening Day is mandatory for all administrators, staff, and faculty [\[IV.A-5\]](#). Faculty presence, whether full or part-time, is considered so essential that it is deemed a "College Flex Day." Contract and regular faculty are required to attend Opening Day, and part-time faculty are compensated for attendance [\[IV.A-6\]](#).

The fall 2016 College Opening Day, held on September 23, 2016, provides an example of staff, administrator, and faculty-led initiatives that improve practices, programs, and services. In keeping with the College mission to "work to obtain equity in achievement of student outcomes for all California student populations," the president's speech focused on strategic objectives to operationalize the goals of the EMP and address achievement gaps [\[IV.A-5, IV.A-7\]](#). Evidencing the opportunity for a wide range of employees and students to share in improving practices and services, the agenda included a student panel and workshops on gender diversity, online student engagement, and understanding how to counter racial bias that derails student success that provided tools to employees to use in supporting the College mission and goals [\[IV.A-5\]](#)

At the district level, innovation is supported in a variety of ways. Ideas for District Opening Day workshops are solicited district wide by the chancellor through constituent group leaders, professional development is supported both contractually and financially, and employees are provided opportunities such as the Foothill-De Anza Foundation Innovation Grants offered in 2014-15 "to fund projects related to student equity and retention, ultimately increasing student success" [\[IV.A-8, IV.A-9, IV.A-10\]](#).

In the Employee Accreditation Survey, 77 percent of respondents agreed, “Faculty and staff are empowered to develop programs and services that will enhance student learning” [\[IV.A-11\]](#). Evidence of faculty innovation supported by the District and College is abundant. The Dental Hygiene baccalaureate pilot program, the Physics Show, and the biomedical devices engineering program are just a few of many examples of innovative ideas put forward by faculty [\[IV.A-12\]](#). Classified staff members are also supported in suggesting ideas for improvement. For example, the classified senates at both colleges and Central Services proposed and coordinated the “Stop the Bounce: Making Meaningful Connections!” applied equity workshop for the 2016-2017 District Opening Day and were invited to present their Service Excellence professional development proposal to the Chancellor’s Advisory Council [\[IV.A-13, IV.A-14\]](#).

The college’s values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability promote an environment in which not only faculty and staff, but also students feel safe in proposing ideas. A recent example is the Banned 7 Panel hosted by the Associated Students of Foothill College with support from the Dean of Student Affairs and Activities. The panel was convened in response to a suggestion from an international student affected by President Donald Trump’s January 27, 2017, executive order banning travel to the United States by citizens of Iraq, Iran, Syria, Libya, Yemen, Somalia, and Sudan who wanted to put a human face to the story [\[IV.A-15, IV.A-16\]](#).

In addition, the Foothill-De Anza Community College District is a founding member of the League for Innovation in the Community College, and examples of innovative practices from faculty, staff, students, and administrators throughout the District are documented in the recent report for reaffirmation of membership. The Online Education Initiative, one of the programs featured in the report, is creating and encouraging innovation not only at the District’s two colleges but also throughout the entire California community college system [\[IV.A-12, IV.A-17\]](#).

Systematic Participative Processes Are Used to Assure Effective Planning and Implementation

Board policy and administrative procedure 2410 Policy and Administrative Procedure and Board Policy 3250 Institutional Planning ensure that systematic participative processes are used district wide to assure effective planning and implementation for ideas for improvement that have significant district wide implications [\[IV.A-18, IV.A-19, IV.A-20\]](#).

In addition to the example of the broad and wide-reaching Educational Master Plan development process described previously, Foothill College program review gives evidence of the College’s participative processes. As noted on the Program Planning and Review website, “An effective program review supports continuous quality improvement to enhance Student Learning Outcomes (SLOs) 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” [\[IV.A-21\]](#).

Foothill College instructional programs, administrative units, and student services are reviewed annually, with an in-depth, comprehensive review occurring on a three-year cycle. Department

by department, self-evaluation through program review provides each division an ongoing opportunity to thoroughly consider its progress in achieving objectives, addressing barriers to success, and implementing innovation in improving services and programs. In many cases, the development of program review responses takes place in division meetings and online discussions that include all faculty and staff. Members of the Program Review Committee, which provides careful assessment of each division's program benchmarks and observations, is designed to ensure broad participation:

The Program Review Committee (PRC) consists of 9-12 members appointed through the Academic Senate, Classified Senate, and the President's Office (3- 4 from each), and a student advisory member. Constituent groups are strongly encouraged to appoint members representative of all four Core Missions (Basic Skills, Transfer, Workforce, Student Equity), as well as a wide range of college programs, including but not limited to: student services, cross-divisional support services (e.g. the Library), and instruction. Senate Presidents will confer with each other to ensure that membership is balanced and representative. "Expert" resources will be consulted as needed, such as the SLO Coordinator(s), CCC Faculty Co-Chair, Articulation Officer, Director of Facilities, and Chief Financial Officer. [[IV.A-22](#)]

Evaluations of institutional performance are readily available to staff, students, and the community, and such evaluations are the basis for decision making in the College's participatory governance groups and in program review. The Office of Instruction and Institutional Research issues a quarterly newsletter to employees that includes progress in meeting goals, links to college wide and departmental data, and updates regarding committees and courses; regularly updated Institutional Research and Planning and Program Planning and Review websites provide a broad range of data that is used in decision-making and planning; and the Student Success Scorecard available on the California Community Colleges Chancellor's website gives the public access to disaggregated data regarding the College's success rates in remedial instruction, job training programs, retention of students, and graduation and completion rates [[IV.A-23](#), [IV.A-24](#), [IV.A-25](#), [IV.A-26](#)].

Each program review addresses data and trend analysis, outcomes assessment, program goals and rationale, program resources and support, program strengths and opportunities for improvement, administrator's comments, reflection and next steps. As one of many examples of changes made based on data analyzed in program review, the Biology Department's 2015-2016 comprehensive program review reports the following in relation to the Equity Plan goal to close the performance gap:

African American students make up 3% of our enrollment, Filipino students are 10% of enrollment, and Latino students make up 21% of our enrollment in biology. This is similar to overall enrollment at the college for African American students and Latino students (5% and 22%, respectively) but we're slightly higher than the college enrollment for Filipino students (5%). Most student groups (exceptions being the Latino/a and the younger demographic), are succeeding at, or slightly above, the College level. Targeted groups are at 70% success (vs. 72% for the College) and non-targeted groups are at 84% (vs. 82% for the College). We are constantly trying new things to increase student

success. For example, in the past year, we have continued to, staff and promote the STEM Center (including holding a tutor session in Spanish) and held a Biology Department Summit on Teaching & Learning. We are hopeful that these efforts will increase success for all of our students.

In response to our program review and equity data last year, we wrote an equity grant to place embedded tutors in select biology classes. Using the 80% index, we identified Biol41 and Biol10 as the courses with the most disproportionate impact to our targeted student groups. We have asked for data on the student success rates in courses with embedded tutors and will reflect on that information when we receive it (likely winter quarter) [[IV.A-27](#)].

Program review is aligned with the resource allocation process to ensure that decision-making is data driven. The College's website notes that "The resource alignment process 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" [[IV.A-28](#)].

The Operations Planning Committee (OPC) is responsible for verifying the accuracy in data and metrics of resource requests prioritized by the divisions or by Core Mission Workgroups. Minimum requirements for resource requirements listed on the OPC Resource Request Rubric for Prioritization are "alignment with college mission and having a completed program review that includes the resource request and "align[ment] with at least one goal of Educational Master Plan." Prioritized requests are presented to PaRC and then forwarded to the College president [[IV.A-29](#), [IV.A-30](#), [IV.A-31](#), [IV.A-32](#)].

Analysis and Evaluation

The College meets the Standard. The College president and other institutional leaders encourage innovation, and the College's participatory governance and planning processes provide ample opportunity for administrators, faculty, staff, and students to take initiative for improving practices, programs, and services. The College mission makes clear the commitment to student success and educational excellence, and the College values and Educational Master Plan goals provide an inclusive framework that allows all constituents a role in moving the College forward.

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The Board of Trustees has adopted policies to ensure participation of administrators, faculty,

staff, and students in decision-making processes. In the policy regarding institutional planning, the governing board directs the chancellor to “ensure that the District has and implements a broad-based, comprehensive, systematic and integrated system of planning that involves participatory governance representatives and appropriate segments of the college community” [\[IV.A-20\]](#)

The authority of faculty in academic and professional matters is enshrined in board policy 2223, which defines matters in which the Board of Trustees relies primarily on faculty expertise (i.e., curriculum, general education and program specific degree and certificate requirements, grading policies, standards regarding student preparation and success, and policies for faculty professional development activities other than contractual aspects) and areas of joint development between faculty and administration (i.e., units for degree, educational program development, governance structures as related to faculty roles, faculty involvement in accreditation, policies for program review, and processes for institutional planning and budget development) [\[IV.A-33\]](#).

The Academic and Professional Matters Committee (APM), which is co-chaired by the chancellor and the District Academic Senate president, is charged with the “Joint-development of academic and professional matters (“10+1” issues), particularly those that have district policy implications or where decisions at one campus may significantly affect the other campus.” The committee includes in its membership the chancellor, college presidents and vice presidents of instruction, District and college Academic Senate presidents and vice presidents, and a Faculty Association representative [\[IV.A-34\]](#).

The governing board’s policy regarding philosophy of education reinforces the primary role of the Academic Senate while recognizing student and administrative roles in curriculum development as well, “The Colleges, relying on the Academic Senate and with the full involvement of the Associated Students and the administration, shall develop curriculum and strict academic standards which will challenge all students to strive to their highest capacities” [\[IV.A-35\]](#). Likewise, the policy on curricular offerings states, “The Colleges, relying on the Academic Senate and with the full involvement of the Associated Students and the administration will continuously be alert to the educational needs of the community so they can present for Board consideration new and appropriate community college programs” [\[IV.A-36\]](#).

Participation of classified staff in District and College decision-making processes is addressed in board policy 2224, “To provide opportunity to influence the deliberative process and encourage improved policies and recommendations, classified staff representatives to the various district and college governance bodies shall be granted the same rights and privileges provided to all other representatives.” The advisory function played by faculty and classified staff is also recognized in board policy 2230 [\[IV.A-37, IV.A-38\]](#).

The District’s governing board recognizes that “students should have an opportunity to participate in matters of governance and access to governance mechanisms that allow them to express their opinions at both the campus and district level” in board policy 2222 and provides for student members of the Board of Trustees in board policy 2015 [\[IV.A-39, IV.A-40\]](#). Over 70

percent of Foothill College students responding to the Student Accreditation Survey agreed that, “The college makes it known that students are welcome to participate in decision-making processes and considers student views in matters where students have direct and reasonable interest” [\[IV.A-41\]](#).

Participatory governance is a priority at both the District and Foothill College. The College’s Integrated Planning & Budgeting Governance Handbook describes the roles and responsibilities of constituent groups in the areas of planning, budget, and shared governance processes. The importance participatory governance to the College is highlighted in the introduction:

At Foothill College, participatory governance is grounded in the inclusion of faculty, staff, and students in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The Academic and Classified senates, the Associated Students of Foothill College (ASFC), and the collective bargaining units are all present at the highest participatory governance council, Planning and Resource Council (PaRC). Two-way communication between the individual members of PaRC and their constituent groups is critical for optimal functioning of the planning structure [\[IV.A-30\]](#).

The Governance Handbook sets forth a framework for individuals to bring forward ideas and work together in participatory governance groups, “The charge of Foothill College governance committees or councils is to “communicate ideas, concerns, and recommendations through dialogue between policy or advisory groups, PaRC, and their constituents” [\[IV.A-30\]](#).

The District’s primary participatory governance group, the Chancellor’s Advisory Council (CAC), and the four committees which report to the council, the District Budget Advisory Committee, District Diversity and Equity Advisory Committee, Human Resources Advisory Committee, and Educational Technology Advisory Committee, include members from each constituency group, which facilitates wide participation in matters that have a district wide impact, including policy development, planning, and budget development. The 21-member CAC is charged with advising the chancellor “on institutional planning, budgeting, and governance policies and procedures affecting the educational programs and services of the Foothill-De Anza Community College District.” The CAC receives input from the College’s Planning and Resource Council (PaRC) [\[IV.A-42\]](#), [\[IV.A-43\]](#), [\[IV.A-44\]](#).

PaRC serves as Foothill College’s primary participatory governance group. The council, which is jointly chaired by the College, Academic Senate, and Classified Senate presidents and includes administrative, faculty, classified staff, and student representatives, “oversees and drives institutional planning agendas for each academic year as they relate to the core mission workgroups” of transfer, workforce, basic skills, operations planning, and student equity. PaRC “prioritizes expenditures to advance the Strategic Initiatives including resource requests for personnel, facilities, technology, and supplies,” “develops policy regarding budget reduction,” “reviews College and District policies and develops procedures to implement policy,” and “provides accreditation oversight” [\[IV.A-45\]](#).

The tri-chair model utilized by PaRC is also incorporated in its workgroups. By including

administrators, faculty, and classified staff leaders as co-chairs of each of these important governance groups, the College seeks to empower all voices. Minutes of PaRC meetings for 2016-2017 show a pattern of attendance and participation by representatives of all constituent groups. For example, the October 5, 2016, minutes reflect the attendance of three students, four faculty, five classified staff, and six administrative voting members of the council, while the October 19, 2016, minutes show the attendance of four students, five classified staff, six faculty, and four administrative voting members. Students not only attend the meetings, but also actively participate. The Associated Students of Foothill College president made comments at both the October 5 and October 19, 2016, meetings regarding a proposal of the Integrated Planning and Budget Council, and the student trustee discussed the concerns of a disabled student regarding campus signage at the October 19, 2016, meeting and inquired about process [[IV.A-32](#), [IV.A-46](#)]

While attendance reflected in meeting minutes provides strong evidence of participation by all constituent groups in the primary governance body responsible for informing decision-making, only 43 percent of respondents agreed with the following statement in the 2016 Governance Survey: “The college’s planning discussions are inclusive and transparent” [[IV.A-47](#)]. Following the annual governance evaluation, PaRC develops a summer agenda for the Integrated Planning and Budget (IP&B) task force to address findings. For summer 2016, IP&B was asked to complete the following tasks, several of which address the need to improve inclusion and transparency:

1. Review the linkages and continuity between the annual and comprehensive program reviews. What is the mechanism for follow-up regarding the annual program reviews and the associated resource requests?
2. Review the length of the Comprehensive Program Review cycle for the College.
3. Determine ways to make a clear connection between Program Review and prioritization of resource requests by OPC. Suggestions included noting where the request is coming from (e.g. department or division program review document). Greater guidance for completing program review (e.g. emphasizing why a specific resource request has been included).
4. Create a TracDat V5.1 implementation timeline for review at PaRC. Discuss using TracDat as a single program for student learning outcomes and program review.
5. Discuss participation in the Program Review process (for classified staff and faculty). Should participation be mandatory? Will there be contractual implications?
6. Process for replacing vacant classified staff positions.
7. A documented process for creation and implementation of learning community programs (e.g. Umoja, FYE).
8. Develop guidelines and/or criteria for ranking full-time faculty hires in-cycle, as well as new classified staff positions. Explore how these guidelines and/or criteria apply at the division-level as well as for PaRC [[IV.A-48](#)].

IP&B recommendations were presented to PaRC at the October 5, 2016, meeting for first reading. While it is too soon to assess if proposed changes will have a positive impact on the perception of inclusion and transparency in the decision-making process. The wide participation in participatory governance by members of all constituent groups and the sustained assessment, analysis, and recommendations for improvement of the governance structure provide evidence

that the participatory governance policies are functioning effectively [\[IV.A-32\]](#).

Analysis and Evaluation

The College meets the Standard. Board policies and administrative procedures authorize administrator, faculty, staff, and student participation in decision-making processes. The manner in which individuals may bring forward ideas and work together on policy, planning, and special-purpose committees is clearly document in the College Governance Handbook, and there is evidence of participation by representatives from all constituencies in governance bodies.

Standard IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

District policies and procedures delineate the role of administrators and faculty in institutional governance. Through board policy 2223, the board recognizes the authority of faculty in academic and professional matters related to curriculum, general education and program specific degree and certificate requirements, grading policies, standards regarding student preparation and success, policies for faculty professional development activities other than contractual aspects. The policy also acknowledges the responsibility of administrators to work together with faculty with regard to units for degree, educational program development, governance structures as related to faculty roles, faculty involvement in accreditation, policies for program review, and processes for institutional planning and budget development [\[IV.A-33\]](#).

In keeping with board policy 2223, the District has approved an administrative procedure regarding policy development that charges the Academic and Professional Matters Committee (APM), which is made up of Academic Senate and senior administrators from both colleges and Central Services, with the responsibility to develop and revise board policies and administrative procedures related to academic and professional matters. As illustrated in the flowchart included as part of the procedure, APM works closely with the Academic Senate on policy recommendations [\[IV.A-19\]](#).

District policy requires that institutional planning “involves participatory governance representatives and appropriate segments of the college community” and “fiscal planning processes include constituency input” [\[IV.A-20, IV.A-49\]](#) The Chancellor’s Advisory Council and each of the district wide advisory committees related to Central Services operational units are made up of representatives from all constituencies, including several administrators and faculty members [\[IV.A-42\]](#).

Administrative roles are further defined in the College’s governance handbook as follows:

Administrators participate in decision-making processes in a variety of ways. In their local areas of responsibility, they are responsible for seeking faculty, staff, and student input to improve programs and services, as well as working with their direct supervisors

and appropriate committees and work groups to represent the ideas and issues of their areas. Managers are responsible for facilitating department and unit program reviews and plans by faculty and staff, as well as for facilitating division or service area meetings where faculty and staff work together to prioritize any requests for college-wide resources coming from their academic or service areas.

All administrators serve on the Admin Council, which meets monthly and includes all vice presidents, deans, directors, and supervisors. When needed, managers provide formal input on governance issues to the college president.

The Instructional Deans have a monthly meeting with the Vice President of Instruction and Institutional Research to problem solve and discuss operational issues such as providing curriculum support to faculty, program compliance and regulatory changes, enrollment management, and coordinating overlapping programs and services.

The President's Cabinet meets weekly and includes the President, all the Vice Presidents, two Associate Vice Presidents, and the College Researcher. President's Cabinet is responsible for discussing overall college operational issues and making recommendations to the president based on input from their areas.

Administrators are appointed to serve on a variety of Foothill College and District ad hoc and standing committees by the college president. The administrators provide input to the prioritization process for new planning and resource requests through their appointments to the Core Mission Workgroups, the Operations Planning Committee, and the Planning and Resource Council. In addition, administrators have a responsibility to solicit opinions from faculty, staff, and students in effected areas, as well as give those opinions reasonable consideration before final decisions are made that affect those individuals [IV.A-30].

The role of faculty members described in board policy is clearly spelled out, "The Academic Senate is responsible for formal recommendations regarding academic and professional matters," and further defined in the College handbook:

The Senate is also responsible for appointing faculty to college and district standing committees, peer review teams, and various college and district ad hoc committees. In addition, the Senate provides input into the prioritization process for new planning and resource requests through their appointments to the Core Mission Workgroups, the Operations Planning Committee, and the Planning and Resource Council. The Senate president meets regularly with the College President and Vice President of Instruction & Institutional Research to ensure college-wide faculty concerns are communicated and discussed. The Senate President serves alongside the College President and Classified Senate President in chairing the Planning and Resource Council (PaRC) [IV.A-30].

The results of the 2016 Governance Survey show that 83 percent of respondents agree that "The academic senate actively participates in the shared governance process by making recommendations related to academic and professional matters (such as curriculum, standards

regarding student preparation and success, planning and budget development processes, etc.),” suggesting that faculty responsibilities are well understood and the policy and procedures are working effectively [[IV.A-47](#)].

Analysis and Evaluation

The College meets the Standard. Board policy and administrative procedure set forth the substantive and clearly defined roles of administrators and faculty in institutional governance and ensure their influence regarding institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Board Policy 2223 Role of the Academic Senate in Academic and Professional Matters defines the relationship between the Board and faculty on areas of consultation identified by Title 5 and confirms the Board’s commitment to rely primarily on faculty in curriculum matters. Board policies 6000 Philosophy of Education and 6010 Curricular Offerings also speak to the primary role of faculty in curriculum development, and the Foothill College Academic Senate Constitution affirms this agreement [[IV.A-33](#), [IV.A-35](#), [IV.A-36](#)].

The College Curriculum Committee (CCC) is a subcommittee of the Academic Senate charged “with the responsibility to establish and approve campus-wide curriculum policies. This body approves new degrees and certificates; oversees general education requirements; establishes processes for implementations of State mandates and provides conflict resolution regarding curriculum issues.” The membership of the College Curriculum Committee is defined in the Foothill College Governance Handbook. The committee is “co-chaired by the Vice President of Instruction & Institutional Research and the Vice President of Academic Senate, who serves as a voting tiebreaker. The voting membership consists of two faculty members from each instructional division representing their division’s one vote, the College articulation officer, and three voting instructional deans. The non-voting members are the SLO coordinator, the evaluations specialist, the curriculum coordinator, and an ASFC representative” [[IV.A-30](#)].

Division Curriculum Committees act as subcommittees of the CCC. The process for review of curriculum matters and the division of responsibilities between the Division Curriculum Committee and the CCC are clearly defined in the Curriculum Committee(s) Responsibilities document. The Distance Education Advisory Committee and the Committee on Online Learning, which is a subcommittee of the Academic Senate, address “practices to ensure quality online instruction and services,” but all courses and programs are approved through CCC [[IV.A-50](#)].

Courses and programs approved through CCC are presented to the Board of Trustees for approval on a routine basis as evidenced by Board minutes. The approval of the Biology Associate Degree for Transfer (ADT), which was recommended by the Biological and Health

Sciences curriculum committee to the CCC, is one example of the process at work. The Biology Department committed to developing a Biology ADT in its 2014-2015 program review, and the degree was approved by the CCC on March 15, 2016, and by the Board of Trustees on April 4, 2016 [[IV.A-27](#), [IV.A-51](#), [IV.A-52](#)].

Curriculum issues for the baccalaureate degree followed the same approval process. CCC minutes of November 17, 2015, and December 1, 2015, offer examples of baccalaureate course and program discussions. CCC approved the program proposal for a Bachelor of Science in Dental Hygiene on January 19, 2016, and the Board of Trustees approved the program on February 8, 2016 [[IV.A-53](#), [IV.A-54](#), [IV.A-55](#), [IV.A-56](#)].

The college's accreditation website includes evidence regarding the substantive change process for the dental hygiene baccalaureate degree. The substantive change proposal was approved by the Board of Trustees on April 6, 2015; the Planning and Resource Council on April 15, 2015; and the Accrediting Commission for Community and Junior Colleges (ACCJC) on May 7, 2015 [[IV.A-57](#), [IV.A-58](#), [IV.A-59](#)].

Distance education programs, degrees, and certificates have also been reviewed through the substantive change process. The college submitted a substantive change proposal to the ACCJC on October 4, 2010. The commission approved the substantive change on December 6, 2010, with a request for an addendum, which the college submitted on February 3, 2011 [[IV.A-60](#), [IV.A-61](#)]. And in 2013

https://foothill.edu/president/documents/FGA-substantive-change_4-9-13.pdf

Foothill College has a number of degrees that are available fully or partially via distance education. These classes are approved through the curricular process and have an Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery on file. Foothill Online Learning keeps track of degrees available online and informs student and the public about processes for fully and partially online degrees and certificates. These degrees are also discussed in the Distance Education Plan - Foothill College (2010) that is now in the process of revision by the Foothill Online Learning in collaboration with the Committee on Online Learning and the Distance Education Advisory committee. [[IV.A-62](#), [IV.A-63](#)]

Analysis and Evaluation

The College meets the Standard. Board policies and administrative procedures charge faculty and academic administrators with the responsibility for recommendations about curriculum and student learning programs and services, and there is evidence that the policies and procedures are functioning effectively. There is internal and Accrediting Commission for Community and Junior Colleges review of College degrees and certificates with 50 percent or more online components.

Standard IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The governing board has adopted policies requiring the appropriate consideration of relevant perspectives in the governance of the College and District. The membership of district wide and college wide governance councils and committees includes administrators, faculty, classified staff, and students, ensuring broad participation in decision-making and planning processes. Board policies specify the roles of students, staff, and faculty in governance, and the academic roles of faculty [[IV.A-33](#), [IV.A-37](#), [IV.A-38](#), [IV.A-39](#)]. The College's Governance Handbook further details the roles and responsibilities of each constituent group in the decision-making processes [[IV.A-30](#)].

District policies are recommended for adoption to the Board of Trustees only after review by area experts and the Chancellor's Advisory Council, which includes leaders from each constituent group [[IV.A-19](#)]. For example, revision of the board policy on honors courses and programs was initiated by the Academic and Professional Matters Committee (APM) during 2012-2013, reviewed by the academic senates and honors coordinators at both colleges, approved by APM on November 15, 2013; by the Chancellor's Advisory Council on January 17, 2014; and by the Board of Trustees on April 17, 2014 [[IV.A-64](#), [IV.A-65](#), [IV.A-66](#), [IV.A-67](#)].

Policies regarding the Academic Senate's role in academic and professional matters, the district's philosophy of education, and curricular offerings ensure that decision-making regarding academic and professional matters is aligned with expertise and responsibility [[IV.A-33](#), [IV.A-35](#), [IV.A-36](#)]. Changes to curriculum are one area in which the governing board relies primarily on the expertise of faculty members, and evidence from College Curriculum Committee (CCC) minutes and Board of Trustees meeting agendas confirm that curricular changes are regularly recommended by division faculty and approved by the CCC before being presented for governing board approval [[IV.A-68](#)].

Students, classified staff, faculty, and administrators are informed of their role in governance through the District and College governance websites, the College Governance Handbook, and orientations that traditionally take place during the first fall meeting of Chancellor's Advisory Council, Planning and Resource Council (PaRC), the Academic Senate, and other committees and workgroups [[IV.A-42](#), [IV.A-1](#), [IV.A-69](#), [IV.A-32](#), [IV.A-70](#)]. In 2016-2017, President Nguyen initiated the practice of pairing students with experienced PaRC members to help orient them to the participatory governance system [[IV.A-46](#)].

Classified staff members co-chair PaRC and its workgroups along with an administrator and faculty member. This tri-chair model works to ensure greater participation of classified staff in governance. Evidence from PaRC minutes show that classified staff members regularly attend and participate in meetings. For example, five of the voting members of PaRC in attendance at the October 5, 2016, and October 19, 2016, meetings were classified staff, and the classified tri-

chair of the Workforce Workgroup gave a presentation at the October 5, 2016, meeting [[IV.A-32, IV.A-46](#)].

Institutional plans are developed and approved through the participatory governance process, and the PaRC’s planning calendar ensures review on a regular schedule. The College’s Educational Master Plan provides evidence of the concerted efforts College leaders make to facilitate inclusion of all stakeholders in the planning process [[IV.A-20, IV.A-3](#)]. The Educational Master Plan Steering Committee, for example, included students, classified staff, faculty members, and administrators:

EMP Steering Committee – 2015

Name	Role
Laureen Balducci	Associate Vice President, Student Services
Courtney Cooper	Associated Students of Foothill College
Robert Cormia	Faculty; Workforce Workgroup
Bernie Day	Articulation/Curriculum Officer (Faculty); Transfer Workgroup
John DuBois	Senior Administrative Assistant, Student Affairs; Transfer Workgroup
Craig Gawlick	Campus Supervisor
Dawn Girardelli	Dean, Sunnyvale Center; Workforce Workgroup
Al Guzman	Administrative Assistant I
Andrea Hanstein	Director, Marketing and Public Relations
Meredith Heiser	Faculty; Operations Planning Committee
Carolyn Holcroft	Faculty, Academic Senate President
Kurt Hueg	Acting Vice President, Instruction
Elaine Kuo	Supervisor, Institutional Research and Planning
Andrew LaManque	Associate Vice President, Instruction
Debbie Lee	Faculty; Operations Planning Committee
Choi Leong	Associated Students of Foothill College
Charlie McKeller	Program Coordinator II; Workforce Workgroup
Kimberlee Messina	Interim College President
Judy Miner	Former College President
Sarah Munoz	Faculty; Basic Skills Workgroup
Teresa Ong	Acting Dean, Business and Social Sciences
Josh Rosales	Associated Students of Foothill College
Jon Rubin	Director, Business and Education Partnerships
Justin Schultz	Acting Executive Assistant, President’s Office
Roberto Sias	Bookstore Courseware Coordinator; Student Equity Workgroup
Bernata Slater	Vice President, Finance and Administrative Services; Operations Planning Committee
Karen Smith	Senior Library Technician; Classified Senate President
Nanette Solvanson	Dean, Biological and Health Sciences
Paul Starer	Dean, Language Arts and Learning Resource Center

Denise Swett	Vice President, Student Services
Victor Tam	Dean, Physical Sciences, Mathematics and Engineering; Basic Skills Workgroup
Clare Tang	Associated Students of Foothill College
Donna Wolf	Administrative Assistant II, Workforce Dev and Instl Advancement, Workforce Workgroup

Furthermore, the Educational Master Plan planning process was included as a standing item on the Planning and Resource Council (PaRC) agenda, which includes members of each constituent group, and input and feedback was solicited through many different forums, including presentations at participatory governance group meetings [IV.A-3, IV.A-71].

Institutional improvement is the goal of all district wide and college wide governance councils and committees, and evidence of improvement can be found in the 2015-16 reflections of the Core Mission Workgroups. For example, the Basic Skills Workgroup reports:

Individual tutoring for Math 105 students that were repeating the course or were recommended by Early Alert was coordinated through the STEM Center during the Winter 2016 and Spring 2016 quarters. The success rate in Math 105 increased from 54.0% in Winter 2015 to 62.8% in Winter 2016 and from 49.3% in Spring 2015 to 59.8% in Spring 2016 [IV.A-72].

District Diversity and Equity Advisory Committee minutes provide another example of institutional improvement resulting from the governance system. A proposal by the committee to refocus the diversity statement on the District employment application to emphasize equity experience was approved by the Chancellor’s Advisory Council on April 15, 2016. The revised question reads, “Explain how your life experiences, studies or work have influenced your commitment to diversity, equity and inclusion,” which council members believe will prompt a more in-depth response than the previous application question [IV.A-8].

While evidence indicates that the governance system promotes institutional improvement, it appears from the Employee Accreditation Survey that communication could be improved. Only 47 percent of respondents agreed with the statement “There is effective (i.e., clear, current, and widely available) communication at the college” [IV.A-11]. Efforts to improve communication include regular distribution of the President’s Communiqué, reports of PaRC actions in the monthly Foothill College Fusion Staff Newsletter, and inclusion of a President’s Report covering progress related to the College’s strategic objectives and Board of Trustees, Chancellor’s Cabinet, and President’s Cabinet updates as a standing agenda item on the PaRC agenda. In addition, the District Strategic Plan includes district strategy 7.4, “Increase communication from the district to the colleges regarding governance,” and the chancellor included an objective in the Chancellor’s Office 2016-2017 Administrative Unit Review Report to “3. Develop processes to improve districtwide communication and feedback at Chancellor’s Advisory Council meetings.” [IV.A-73, IV.A-74, IV.A-75, IV.A-76, IV.A-77]

Analysis and Evaluation

The College meets the Standard. The academic roles of faculty in areas of student educational programs and services planning are set forth in written board policies, and the District and College have documented participatory governance policies and procedures that ensure

consideration of relevant perspectives and decision-making aligned with expertise and responsibility on institutional plans, policies, curricula, and other key considerations. Resources are provided online to inform members of each constituent group of their role in governance, orientations to the governance process are presented annually during various council and committee meetings, and discussions of institutional effort to achieve goals and improve learning are communicated to the college community. There is evidence that governance efforts have resulted in institutional improvement.

Plans for Future Action

While the institution has a very robust process for collaboration, the college community has recognized that improvements can be made in terms of involving more participants and communicating information. The discussion in 2016-17 has led to the development of a Quality Focus Essay topic on improving our participatory governance system. An effective governance system is the common denominator supporting student success.

Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Foothill College's Governance Handbook, which is publicly available on the College website, sets forth the decision-making processes related to resource allocation, defines the role and authority of each constituent group, and delineates the charge of the Planning and Resource Council (PaRC), the Core Mission Workgroups, the Operations Planning Committee, and other committees and groups. The handbook also documents guidelines to PaRC regarding ongoing budget augmentation and elimination, funding new or expanding programs or initiatives, determining and allocating full-time teaching faculty positions, determining and allocating contract classified staff positions, and allocation of office space. [\[IV.A-30\]](#).

The Board Policy and Administrative Procedure Manual, publicly available on the Board of Trustees website, defines district wide decision-making processes, and the District's Participatory Governance website provides the charge of each of the district wide participatory governance groups [\[IV.A-78, IV.A-42\]](#). Minutes of Board of Trustees meetings documenting decisions are also available on the governing board's website, and Board Highlights, which provides a synopsis of Board actions and discussions, is distributed to employees by email and posted online for the public [\[IV.A-79, IV.A-80\]](#).

Processes for decision-making are also regularly discussed during District and College council and committee meetings. For example, the governance and resource allocation cycle infographics, which provide visual representations of decision-making processes at the district level, were discussed by the Chancellor's Advisory Council (CAC) at the October 14, 2016, meeting, and council members were asked to seek feedback regarding the infographics from constituents. Based on feedback, the resource allocation cycle infographic was revised, and both infographics were approved by the Chancellor's Advisory Council at the December 2, 2016, meeting [\[IV.A-69, IV.A-81\]](#). Council members are responsible for communicating "a clear understanding of the issues and any CAC recommendations to his/her constituency," with the intention that discussions of decision-making processes will reach all members of the College community [\[IV.A-43\]](#). Meeting agendas and minutes are publicly available on the CAC website [\[IV.A-82\]](#).

Additionally, revisions to administrative procedure 2410, which documents the process for adopting new and revised board policies and administrative procedures, were proposed by the Academic and Professional Matters Committee, reviewed by the Academic Senate, and proposed to the Chancellor's Advisory Council. The Chancellor's Advisory Council sent the draft procedure back to APM for further clarification of the decision-making flowchart included in the procedure. The revised draft was reviewed again and eventually approved by the CAC at the January 27, 2017, meeting. Each review of the administrative procedure provided an opportunity for additional understanding of district wide decision-making processes [\[IV.A-69, IV.A-83, IV.A-84\]](#).

In making recommendations regarding resource allocations and institutional planning, the College's Planning and Resource Council (PaRC) routinely discusses decision-making processes. PaRC's agenda and minutes are readily available to members of the College community online, and a summary of meeting discussions and actions is sent to employees in the monthly Fusion staff newsletter [IV.A-85, IV.A-86]. As reflected in the council's minutes, proposed changes to the Operations Planning Committee (OPC) prioritization rubric were discussed by the council on November 2, 2016:

The OPC prioritization rubric was updated slightly to provide greater focus around how the various resource requests addressed the goals of the Educational Master Plan (EMP). Each criterion that OPC considers is ranked HIGH, MEDIUM or LOW – many of the statements for each ranking were slightly modified to provide distinction between the rankings as well as clear connection to each criterion (e.g. Data Trends (Enrollment). The rubric can be viewed here: http://www.foothill.edu/president/parc/minutes/parc2016-17/11.02.16/OPC_Resource_Rubric_2016-17.docx

It was noted that the OPC rubric is not simple and is often seen as cumbersome, but a reminder that made that the feedback from OPC is crucial, particularly when there is an issue of limited funding. Having the information of what OPC is looking for and how they are reviewing the requests is helpful, as it encourages departments/programs to clearly define how their various resource requests connect directly to support students. Overall, emphasis was placed on education around the OPC rubric to provide greater insight on how to fill-in resource requests in program review [IV.A-75].

While information regarding decision-making processes and the decisions resulting from such processes is available online, reviewed during governance meetings, and sent to employees by email, only 47 percent of respondents to the Employee Accreditation Survey agreed with the statement that “There is effective (i.e., clear, current, and widely available) communication at the college” and only 40 percent agreed that “There is effective (i.e., clear, current, and widely available) communication between the colleges and the district, allowing the college to achieve its mission and goals [IV.A-11, IV.A-47]. To address these findings, additional measures are being employed to educate the College community regarding decision-making processes, including regular distribution of the President's Communiqué and inclusion of a President's Report covering progress related to the College's strategic objectives and Board of Trustees, Chancellor's Cabinet, and President's Cabinet updates as a standing agenda item on the PaRC agenda. Additionally, the Operations Planning Committee has discussed taking a more active role in providing information to other governance groups regarding budget information [IV.A-73, IV.A-87, IV.A-88].

At the district level, district strategy 7.4, “Increase communication from the district to the colleges regarding governance,” was included as part of the District Strategic Plan, and in support of the strategy, the chancellor included an objective in the Chancellor's Office 2016-2017 Administrative Unit Review Report to “3. Develop processes to improve districtwide communication and feedback at Chancellor's Advisory Council meetings” [IV.A-76, IV.A-77].

Analysis and Evaluation

The College meets the Standard. Processes for decision-making and the resulting decisions are documented and widely communicated via online posting, email messages, and discussions in governance meetings. While there is evidence that communication challenges remain, the College and District are employing alternative means of communication to address concerns that standard means of communication are ineffective.

Standard IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College conducts a Governance Survey annually during the spring to evaluate leadership roles and governance and decision-making policies, procedures, and processes. Results are reviewed by the Planning and Resource Council (PaRC), which then tasks the Integrated Planning and Budget (IP&B) task force with meeting over the summer to make specific recommendations for improvement.

In 2015-2016, the survey was sent out to all employees as well as the students who participated in PaRC. Results of the survey were presented to the Planning and Resource Council on June 15, 2016, and posted on the council's website [[IV.A-89](#), [IV.A-90](#)]. Based on the results, PaRC created an agenda for the Integrated Planning and Budget task force:

1. Review the linkages and continuity between the annual and comprehensive program reviews. What is the mechanism for follow-up regarding the annual program reviews and the associated resource requests?
2. Review the length of the Comprehensive Program Review cycle for the College.
3. Determine ways to make a clear connection between Program Review and prioritization of resource requests by OPC. Suggestions included noting where the request is coming from (e.g. department or division program review document). Greater guidance for completing program review (e.g. emphasizing why a specific resource request has been included).
4. Create a TracDat V5.1 implementation timeline for review at PaRC. Discuss using TracDat as a single program for student learning outcomes and program review.
5. Discuss participation in the Program Review process (for classified staff and faculty). Should participation be mandatory? Will there be contractual implications?
6. Process for replacing vacant classified staff positions.
7. A documented process for creation and implementation of learning community programs (e.g. Umoja, FYE).
8. Develop guidelines and/or criteria for ranking full-time faculty hires in-cycle, as well as new classified staff positions. Explore how these guidelines and/or criteria apply at the division-level as well as for PaRC [[IV.A-48](#)].

IP&B presented recommendations for PaRC's consideration at the first meeting in the fall, and the proposals were considered for adoption at the following meeting. The IP&B proposals and the subsequent decisions made by PaRC were posted for campus wide review on the PaRC website and shared with all employees via the Fusion staff e-newsletter [[IV.A-32](#), [IV.A-46](#), [IV.A-86](#)].

In addition to the annual governance survey, the Core Mission Workgroups prepare an analysis of progress in meeting objectives that is presented to PaRC and posted on the council's website.

These Core Mission Workgroup Reflections record successes and challenges in meeting goals, providing the opportunity for changing tactics to better achieve desired results. [[IV.A-72](#)]

While more than half of the Employee Accreditation Survey respondents agreed that, “The college evaluates its governance and decision-making structures in order to identify weaknesses and to make improvements,” slightly more than one-quarter disagreed, indicating that there is room for improvement in communicating the results of the evaluations.

Analysis and Evaluation

The College meets the Standard. It evaluates the processes and procedures of governance on an annual basis in an inclusive and rigorous process and openly communicates the results of its findings as well as recommendations for changes.

Plans for Future Action

While the institution has a very robust process for evaluation, the college community has recognized through its evaluation that improvements can be made in our governance processes in terms of involving more participants and communicating information. Over the last couple years the Governance Survey has identified college communication as an area in need of improvement. While the new president has increased the frequency of campus communication, communication within and department departments and divisions and between committees is still in need of improvement. This has led to the development of a Quality Focus Essay topic on improving our participatory governance system. An effective governance system is the common denominator supporting student success.

Standard IV.A Evidence

- [IV.A-1](#) Foothill College participatory governance website
- [IV.A-2](#) Foothill College mission statement
- [IV.A-3](#) Foothill College 2016-2022 Educational Master Plan
- [IV.A-4](#) 6-6-16 Professional Development Committee meeting minutes
- [IV.A-5](#) Foothill College News and Events calendar listing of 9-23-16 College Opening Day
- [IV.A-6](#) Faculty Association Agreement, Article 27
- [IV.A-7](#) President's 2016 Opening Day presentation
- [IV.A-8](#) 4-15-16 Chancellor's Advisory Council meeting summary
- [IV.A-9](#) Human Resources Training and Development webpage
- [IV.A-10](#) Foothill-De Anza Foundation Innovation Grant Guidelines
- [IV.A-11](#) Foothill College Employee Accreditation Survey results
- [IV.A-12](#) League for Innovation in the Community College reaffirmation self-study report
- [IV.A-14](#) 1-27-17 Chancellor's Advisory Council meeting agenda packet
- [IV.A-15](#) Letter to campus community President Nguyen and ASFC President Ramiel Petros regarding President Trump's 1-27-17 Executive Order
- [IV.A-16](#) 1-31-17 email message to international students-Banned7
- [IV.A-17](#) Online Education Initiative About Us webpage
- [IV.A-18](#) Board Policy 2410 Policy and Administrative Procedure
- [IV.A-19](#) Administrative Procedure 2410 Policy and Administrative Procedure
- [IV.A-20](#) Board Policy 3250 Institutional Planning
- [IV.A-21](#) Program Planning and Review website
- [IV.A-22](#) Program Review Committee webpage
- [IV.A-23](#) Office of Instruction and Institutional Research fall 2016 newsletter
- [IV.A-24](#) Institutional Research and Planning website
- [IV.A-25](#) Program Planning and Review website
- [IV.A-26](#) California Community Colleges Student Success Scorecard
- [IV.A-27](#) Biology Department 2015-2016 comprehensive program review
- [IV.A-28](#) Integrated Planning and Budget website
- [IV.A-29](#) Operations Planning Committee Resource Request Rubric for Prioritization

[IV.A-30](#) Integrated Planning and Budgeting Governance Handbook

[IV.A-31](#) Operations Planning Committee Prioritizations PaRC presentation 10-5-16

[IV.A-32](#) 10-5-16 Planning and Resource Council meeting minutes

[IV.A-33](#) Board Policy 2223 Role of the Academic Senate in Academic and Professional Matters

[IV.A-34](#) Academic and Professional Matters Committee Charge

[IV.A-35](#) Board Policy 6000 Philosophy of Education

[IV.A-36](#) Board Policy 6010 Curricular Offerings

[IV.A-37](#) Board Policy 2224 Role of Classified Staff in Governance

[IV.A-38](#) Board Policy 2230 Staff Advisory Functions

[IV.A-39](#) Board Policy 2222 Student Role in Governance

[IV.A-40](#) Board Policy 2015 Student Members

[IV.A-41](#) Student Accreditation Survey results

[IV.A-42](#) District Participatory Governance website

[IV.A-43](#) Chancellor's Advisory Council Charge, Purpose, and Ground Rules

[IV.A-44](#) Chancellor's Advisory Council members

[IV.A-45](#) Planning and Resource Council 10-5-16 orientation presentation

[IV.A-46](#) 10-19-16 Planning and Resource Council meeting minutes

[IV.A-47](#) 2015-2016 Governance Survey Results summary

[IV.A-48](#) Integrated Planning and Budget 2016 webpage

[IV.A-49](#) Board Policy 3000 Principles of Sound Fiscal Management

[IV.A-50](#) Curriculum Committee(s) Responsibilities

[IV.A-51](#) 3-15-16 College Curriculum Committee meeting minutes

[IV.A-52](#) 4-4-16 BOT Agenda 13-Foothill College Program Proposal: Associate in Science in Biology for Transfer Degree

[IV.A-53](#) 11-17-15 College Curriculum Committee meeting minutes

[IV.A-54](#) 12-1-15 College Curriculum Committee meeting minutes

[IV.A-55](#) 1-19-16 College Curriculum Committee meeting minutes

[IV.A-56](#) 2-8-16 Board of Trustees Meeting Minutes

[IV.A-57](#) 4-6-15 Board of Trustees meeting minutes

[IV.A-58](#) 4-15-15 Planning and Resource Council meeting minutes

[IV.A-59](#) Accrediting Commission for Community and Junior Colleges Substantive Change

Approval Baccalaureate Degree

[IV.A-60](#) Accrediting Commission for Community and Junior Colleges Substantive Change

Approval Distance Education

[IV.A-61](#) Addendum to Substantive Change Distance Education

[IV.A-62](#) Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery

[IV.A-63](#) Distance Education Plan - Foothill College 2010

[IV.A-64](#) 6-14-13 Academic and Professional Matters Committee meeting summary

[IV.A-65](#) 11-15-13 Academic and Professional Matters Committee meeting summary

[IV.A-66](#) 1-17-14 Chancellor's Advisory Council meeting summary

[IV.A-67](#) 4-7-14 Board of Trustees meeting minutes

[IV.A-68](#) 2-6-17 BOT agenda 7-Foothill College - Curriculum Updates for 2017-18 Catalog

[IV.A-69](#) 10-14-16 Chancellor's Advisory Council meeting summary

[IV.A-70](#) 10-3-16 Academic Senate meeting minutes

[IV.A-71](#) 2-8-16 BOT agenda SS3-Foothill College Educational Master Plan 2016-2022 attachment

[IV.A-72](#) Basic Skills Workgroup Core Mission Workgroup Reflections for 2015-16

[IV.A-73](#) President's website-President's Communiqué

[IV.A-74](#) October 2015 Foothill College Fusion

[IV.A-75](#) 11-2-16 Planning and Resource Council meeting minutes

[IV.A-76](#) District Strategic Plan 2017-2023

[IV.A-77](#) Chancellor's Office 2016-2017 Administrative Unit Review

[IV.A-78](#) Board Policy and Administrative Procedure Manual

[IV.A-79](#) Board of Trustees website

[IV.A-80](#) Board Highlights webpage

[IV.A-81](#) 12-2-16 Chancellor's Advisory Council meeting summary

[IV.A-82](#) Chancellor's Advisory Council website

[IV.A-83](#) 12-2-16 Academic and Professional Matters Committee meeting summary

[IV.A-84](#) 1-27-17 Chancellor's Advisory Council meeting summary

[IV.A-85](#) Planning and Resource Council website

[IV.A-86](#) November 2016 Foothill College Fusion

[IV.A-87](#) 11-16-16 Planning and Resource Council meeting minutes

[IV.A-88](#) 2-13-17 Operations Planning Committee meeting minutes

[IV.A-89](#) 6-15-16 Planning and Resource Council meeting minutes

[IV.A-90](#) Planning and Resource Council 2015-16 archive webpage

Standard IV: Leadership and Governance

Standard IV.B Chief Executive Officer

Standard IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Foothill College president has primary responsibility for the quality of the College. Board policy delegates the authority for district management to the chancellor, who, in turn, has delegated authority for the administration of the College to the president [IV.B-1, IV.B-2].

Thuy Thi Nguyen serves as the seventh President of Foothill College in Los Altos Hills, California, a position she has held since July 2016. Prior to her arrival at Foothill, she served as interim general counsel for the California Community College's Chancellor's Office, where she led the move to an innovative funding approach that encourages community colleges to assess and strengthen their efforts in equal employment opportunity. For over eleven years, she served as general counsel for the Peralta Community College District. At different points during her tenure at Peralta, she served in additional roles as acting vice chancellor for Human Resources, District wide strategic planning manager, and legislative liaison. From January to June 2015, Nguyen took temporary leave from Peralta to serve as interim president and chief executive officer of the Community College League of California [IV.B-3].

The job announcement for the president developed through a participatory process in fall 2015 emphasized the need for experience in planning and budget and resource management skills [IV.B-4]. While planning at Foothill College is a participatory process, the president sets the overall tone of the institution, and as co-chair of the Planning and Resource Council (PaRC), leads the College's planning efforts. In December 2014, then President Judy Miner initiated the yearlong participative Educational Master Plan (EMP) revision process with a discussion in PaRC that included a proposal for the EMP writing group to include the president and voting members of PaRC, meeting schedule, and timeline [IV.B-5]. The EMP Steering Committee began meeting in winter 2015, and the planning process was added as a standing item on the PaRC agenda [IV.B-6]. In spring 2015, President Miner sent the first in a series of announcements to employees (students were sent separate individualized announcements) to elicit participation in and understanding of the process:

As we begin Spring Quarter, I would like to highlight our important collaborative process which will result in an Educational Master Plan (EMP) setting the course for Foothill College over the next eight years. The plan will extend from 2016 to 2024, congruent with the College's accreditation process timeline. The committee charged with developing the EMP is our primary governance group, the Planning and Resource Council (PaRC). For the process to be truly collaborative, however, we need to solicit the

thoughts, opinions, and suggestions of the entire College community to identify overarching goals that are supported by everyone [IV.B-7, IV.B-8].

Interim President Kimberlee Messina took over leadership of the Educational Master Plan planning process upon Judy Miner's appointment to the position of district chancellor in August 2015 and carried the process through to approval of the plan by the Board of Trustees on February 8, 2016 [IV.B-9].

Throughout the planning process, the importance of using evidence to guide the development of the plan was underscored, and the college researcher played a key role. While Institutional Research and Planning is staffed through Foothill-De Anza Community College District's Educational Technology Services department, a college researcher is located on the Foothill College campus and has an informal reporting relationship with the vice president of Instruction and Institutional Research [IV.B-10, IV.B-6].

Understanding the importance of creating a culture of evidence, then President Miner provided a website link for viewing qualitative and quantitative input in her spring 2015 letter introducing the EMP update process. The March 18, 2015, Educational Master Plan presentation to PaRC and the April 29, 2015, town hall meeting featured the slide displayed below to emphasize the important role data would play in guiding the development of the plan [IV.B-11, IV.B-12]. Additionally, the EMP Steering Committee held a full-day meeting on May 13, 2015, to discuss the data collected in connection with creating a draft of EMP long-term goals [IV.B-13].

Our Guidebook: The Data

- Can help us decide what path we might take
- Can provide context as we work on identifying institutional goals
- Data elements will include:
 - Quantitative data
 - Qualitative data
- All data will be accessible and open for feedback

<http://www.foothill.edu/staff/irs/ESMP/index.php>

 Foothill College

While the Educational Master Plan was completed prior to her appointment, President Nguyen has embraced the plan's goals and embarked on a mission to keep the 2016-2017 objectives in the forefront. After working with the administrative team to develop a blueprint for operationalizing the EMP goals in her first few months at the College, President Nguyen announced strategic objectives for 2016-2017 during her September 23, 2016, opening day speech:

- S -Sunnyvale and Enrollment Growth – more than 1.5% FTES growth, with successful operation of Sunnyvale Education Center
- H - Hispanic Serving Institution (HSI)– 22.3% to 25% Latino students
- E - Equity plan – implementation and assessment

- A - Accreditation – College Self-Study & BS dental hygiene [\[IV.B-14\]](#).

President Nguyen reinforced her opening day focus on furthering EMP goals by posting the objectives, collectively known as SHEA, on the President’s Office website; reporting about them in a President’s Communiqué; adding SHEA updates as a standing item on PaRC meeting agendas; proposing participatory governance involvement in setting objectives for 2017-2018; and providing updates at other participatory governance meetings. **It should be noted that each of these objectives operationalize the three EMP goals of Equity, Community and Improvement and Stewardship of Resources** [\[IV.B-15, IV.B-16, IV.B-17\]](#).

To improve institutional effectiveness, the president has also incorporated SHEA objectives into the evaluation process for managers and administrators. As well, the president is looking to revise performance evaluation timelines so as to allow for more time to further discussions on meeting the college’s annual strategic goals and the development of new annual goals [\[IV.B-76, IV.B-77\]](#).

The president leads the College budgeting process and ensures that resource allocation is linked to research on student learning. The foundation of the College’s resource allocation process is program review, which ensures that data on student learning drives decision-making [\[IV.B-18\]](#). Program review is an annual process, with a comprehensive review completed every three years that relies heavily on using research to improve effectiveness. The first section of every program review requires an analysis of data and trends and one of the stated purposes of program review is to “Use data and evaluation findings to develop goals and actions leading to program improvement” [\[IV.B-19\]](#). Resource requests defined in program review are prioritized by each division and the College vice presidents before being submitted to the Operations Planning Committee (OPC).

The Operations Planning Committee prioritizes requests based on a rubric that includes minimum requirements of alignment with the College mission and at least one Educational Master Plan goal as well as a completed program review that includes the resource request. The OPC then ranks each request based on criteria that take into account institutional learning outcomes and Core Mission Workgroup objectives; accreditation and legal mandates; enrollment, access, and equity data; organizational and operational changes and needs; and future need. OPC presents the ranked requests to the Planning and Resource Council for final recommendation to the president. The president makes the final decision regarding resource allocation and reports back to PaRC [\[IV.B-20, IV.B-21, IV.B-22\]](#).

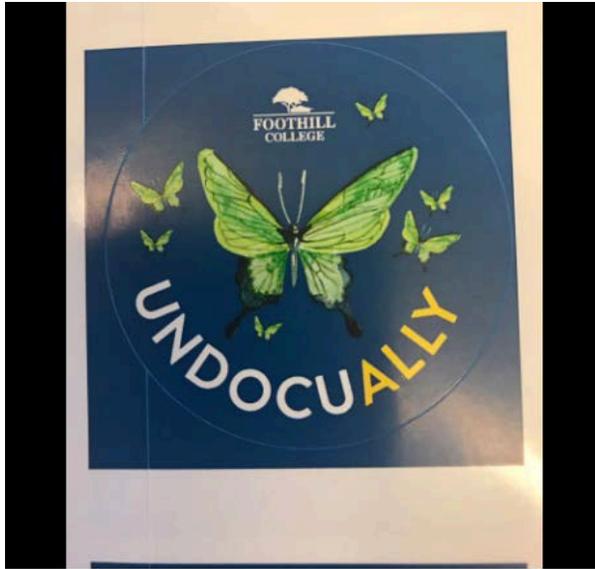
Board policy ensures that the president also makes the final decision in selecting key personnel, “Hiring faculty, classified staff and administrators is accomplished through search and selection committees which produce a recommendation from the President or appropriate administrator to the Chancellor to recommend to the Board for employment” [\[IV.B-23\]](#). While the president has the authority to make the final decision in hiring and evaluations of faculty and administrators, President Nguyen genuinely and consistently listens to the members of hiring committees and those who advise her. The president is responsible for signing all administrative evaluation forms and takes leadership in the development of personnel by providing support of professional

development activities, including regular Managers' College meetings initiated in 2016-2017 [\[IV.B-24\]](#).

President Nguyen's expertise and dedication to the students, faculty, and staff of Foothill College have been invaluable in promoting the quality of the institution. She takes initiative to achieve ethical and effective leadership through her engagement, encouraging faculty and staff to offer their best ideas and efforts through open dialogue, mentorship, and incentives.

In addition to traditional means of communicating with the campus community, such as opening day speeches and governance meetings, President Nguyen has incorporated social media tools, informal office hours held in varied locations, and a weekly, informal missive known as the President's Communiqué, to reinforce institutional values and goals. For example, in the President's Communiqué of July 18, 2016, the president discussed a key phrase of the District's mission statement, "We are driven by an equity agenda," and its applicability to the series of Courageous Conversations events held over the summer [\[IV.B-25\]](#). Additionally, the August 22, 2016, edition referenced the strategic objectives in support of Educational Master Plan goals, and the September 12, 2016, message considered the Foothill College value of forgiveness [\[IV.B-26, IV.B-27\]](#).

On her Twitter account, which reaches internal and external stakeholders, the president regularly promotes College programs and events, shares state and national education news, and highlights advocacy efforts, all of which support the Educational Master Plan goal to "Strengthen a sense of community and commitment to the College's mission..." For instance, on January 27, 2017, President Nguyen posted about serving on an immigration law panel at the Community College League of California Legislative Conference, noting that she would be sharing Foothill College's Undocually stickers, which are designed to show support for undocumented students in light of the increased focus nationally on deportations [\[IV.B-28\]](#). On January 30, 2017, the president's Twitter feed featured a joint letter written with the Associated Students of Foothill College president expressing support for the College's international students in reaction to President Donald Trump's executive order banning travel to the United States from citizens of seven countries [\[IV.B-29\]](#).



 **Foothill President** @FoothillPrez · Jan 27
Will be on an immigration law panel at @ccleague legislative conference in Sacramento & share these stickers. #dreamers #DACA #undocuAlly pic.twitter.com/mQyqdaft0p

↩ 3 ❤️ 9

Analysis and Evaluation

The College meets the Standard. The president leads the College in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Educational Master Plan development process provides evidence of the president's commitment to a participatory, data-driven planning process, and the president's multiple means of communication regularly underscore institutional values, goals, and standards. Student learning and a culture of evidence are apparent in the College's resource allocation process. While the president makes the final decision regarding resource allocations, all resource requests require consideration of program review and student learning outcomes and assessment.

Standard IV.B.2.

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The governing board has authorized the chancellor to delegate administration of the College to the president and holds management employees responsible “for the efficient and effective administration of the programs of the district.” The president, in turn, is directed by administrative procedure to determine an organizational structure for the College [[IV.B-1](#), [IV.B-30](#), [IV.B-2](#)].

The college's administrative structure is organized into four areas, each headed by a vice president who is selected by and reports directly to the president. The four areas, which are collectively responsible for the development and implementation of college plans, are:

- Instruction & Institutional Research
- Finance and Administrative Services
- Student Services
- Workforce Development

Along with the vice presidents, the director of equity programs, marketing and public relations, the Science Learning Institute, and the Krause Center for Innovation also report directly to the president.

The four vice presidents are members of the President's Cabinet, which meets on a weekly basis to discuss college operational issues and to exchange information about issues pertaining to the College's direction and scope. Members make recommendation to the president based on input from their respective areas of responsibility. The president also meets with cabinet members individually as needed to provide area direction. In fall 2016, the president restructured President's Cabinet to include the director of marketing and public relations and the director of equity programs [[IV.B-16](#)].

Associate vice presidents support the vice presidents of Instruction & Institutional Research, Finance and Administrative Services, and Student Services. Instruction & Institutional Research includes seven deans responsible for the divisions of Biological & Health Services; Fine Arts, Communications, Kinesiology & Athletics; Business & Social Sciences; Language Arts & Learning Resource Center; Physical Sciences, Mathematics & Engineering; Online Learning; and International Student Programs. Directors support deans in the areas of athletics and international student programs. The college researcher, employed by the district Educational Technology Services department, has an informal reporting relationship with the vice president.

In addition to the associate vice president, directors of the Bookstore and facilities and special projects as well as an office services supervisor provide support to Finance and Administrative

Services. The District police chief, custodial operations manager, and technology services supervisor maintain an informal reporting relationship with the vice president of Finance and Administrative Services, ensuring open communication and adequate support of College needs.

The vice president and associate vice president of Student Services work with a management team that includes deans with responsibility for the areas of Student Affairs & Activities, Enrollment Services, Counseling, Disabled Student Services & Veterans Programs, an executive director of the Family Engagement Institute, Director of Financial Aid, Assistant Director of Stretch to Kindergarten & Early Learning Programs, and supervisors of EOPS, Admissions & Records, Disabled Student Services, and the Assessment Center.

The vice president of Workforce Development oversees the director of business and education partnerships and the dean of the Sunnyvale Center, who is supported by the campus supervisor.

The president maintains on the public website a current organizational chart that identifies the titles and job functions of all management staff [IV.B-31]. The president and vice presidents regularly evaluate the administrative structure for effectiveness and have periodically reorganized duties as needs and resources have changed. For example, the need for a Director of Equity Programs was identified in the College's Student Equity Plan and an interim director was appointed in August 2016 [IV.B-32, IV.B-33]. Changes in the organizational structure are communicated to the College as a whole through the participatory governance structure [IV.B-34, IV.B-35].

Analysis and Evaluation

The College meets the Standard. The College administrative structure reflects the purpose, size, and complexity of the institution. The president oversees and regularly evaluates the administrative structure, reassigning, eliminating, and adding positions as needs and resources change. Administrators are delegated authority consistent with their responsibilities.

https://email.fhda.edu/owa/redir.aspx?C=nc14GhLbvUs82I0kch-7J_v_6TeBBmcXhpO7RL-Gjz0iOWzdN_zTCA..&URL=http%3a%2f%2fwww.foothill.edu%2fpresident%2fbio.php

Standard IV.B.3.

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The College president has established a collegial process for setting values, goals and priorities. The College participatory governance structure, detailed in the Integrated Planning & Budgeting Governance Handbook, details the responsibilities of each constituency and each governance council and committee. The Planning and Resource Council (PaRC), which is jointly chaired by the presidents of the College, Academic Senate, and Classified Senate, serves as the primary participatory governance council at the College and is charged with integrating planning with resource allocation and overseeing institutional planning agendas. [IV.B-21]. The governing board supports the College's approach to collegial planning as documented in board policy 3250, "The Chancellor shall ensure that the District has and implements a broad-based, comprehensive, systematic and integrated system of planning that involves participatory governance representatives and appropriate segments of the college community, is supported by institutional research, and informs the District's resource allocation processes." [IV.B-36].

During the 2012-2013 academic year, the College reviewed and revised its mission statement in keeping with the timeline set forth in the Planning and Resources Council Planning Calendar 2011-2017. [IV.B-37, IV.B-38]. During the development of the College's Educational Master Plan in 2015-2016, a recommendation was made to PaRC by the Educational Master Plan Steering Committee to conduct an out-of-cycle mission statement review to ensure alignment with EMP goals. After an inclusive and collegial review, which included discussions at EMP Steering Committee and PaRC meetings as well as an open forum, the college mission was adopted [IV.B-39, IV.B-22, IV.B-40, IV.B-41].

Development of the EMP goals followed a parallel inclusive process. As Foothill's interim president reported to the Board of Trustees during the February 8, 2016, study session, the EMP development process included numerous opportunities for discussion with internal and external stakeholders. PaRC included development of the EMP as a standing agenda item, and the EMP Steering Committee was made up of the College President and PaRC's voting members [IV.B-42, IV.B-5]

EMP Planning Activities

- EMP Steering Committee (regular mtgs)
- Focus groups and interviews (30+ sessions)
 - Campus (25 sessions, 40+ roles/programs/units)
 - Community (8 sessions, 21 organizations)
- Open forums (3x)
- Online input (2x)
- Webinar (evening)
- College opening day (+breakout session)
- Presentations to constituent groups

7

Under the president’s leadership, PaRC establishes institutional standards for student achievement. Standards related to student course, program, degree, and certificate completion; transfer to four-year institutions; licensure exam pass rates; and job placement rates are set each year after evaluation of data trends and performance. Aspirational goals for successful course completion and remedial math, English, and English as a Second Language are also set by PaRC annually, and district wide goals concerning accreditation status, fund balance, and programmatic compliance are approved by the council after development in consultation with Chancellor’s Cabinet [[IV.B-43](#), [IV.B-44](#)].

The president ensures that the College’s planning processes are data driven and focused on improving student learning. From program review processes that require analysis of student enrollment trends and success rates to the comprehensive data of internal and external conditions incorporated into the EMP and considered during a full-day meeting of the steering committee, high-quality research is an integral and ingrained part of the campus culture [[IV.B-45](#), [IV.B-46](#)].

Through the process delineated in the Governance Handbook, the president ensures that educational planning is integrated with resource planning and allocation to support student achievement. Part of the Planning and Resource Council’s charge is to evaluate “proposed new instructional and student services programs against sustainability and compatibility with Foothill Core Mission Workgroups.” This responsibility combined with the lead role PaRC plays in developing institutional plans, setting institutional standards, and prioritizing resource requests work to synthesize planning processes and maintain a focus on student learning [[IV.B-21](#)].

Resources are allocated through a data-driven, multi-level process that begins with a completed program review that identifies the resource request. Each request is prioritized at the division level; reviewed with a college wide perspective at the vice president level; evaluated against criteria including institutional learning outcomes and Core Mission Workgroup objectives, advancement of Educational Master Plan goals, and enrollment, access, and equity data; and appraised by PaRC before a recommendation is made to the president. Having program review at

the foundation of all resource requests and requiring each request to be evaluated objectively against data and institutional goals ensures that resource allocation remains focused on improving achievement and learning [IV.B-20, IV.B-21].

Institutional research not only guides all College planning but is also integrated into the regular evaluation of plans. For example, immediately following approval of the college's Educational Master Plan, PaRC began to consider measures to evaluate progress in meeting goals, and the President's Cabinet developed objectives to operationalize the EMP goals for 2016-2017 [IV.B-47, IV.B-15]. An annual governance survey evaluates the participatory governance structure and guides the summer agenda of the Integrated Planning and Budget Committee, which makes recommendations for improvements to PaRC each fall [IV.B-48].

Responses to the Employee Accreditation Survey statement that "The college president provides leadership in promoting continuous improvement of the teaching and learning environment," reflected that 44 percent of respondents agree, 29 percent disagree, and 27 percent responded "Don't know/Doesn't apply." With such a large percentage of respondents indicating that they do not know whether the statement is true, it is clear that the president's role in promoting continuous improvement is not fully understood. Since the survey was conducted during a period of leadership transition, the instability in leadership may have had some affect on the results.

Analysis and Evaluation

The College meets the Standard. Foothill College has developed a participatory governance structure that sets values, goals, and priorities through a collegial process. The Planning and Resource Council, the College's primary participatory governance body, which is chaired by the College president along with the Academic Senate and Classified Senate presidents sets institutional performance standards for student achievement. High quality research is a part of the College culture, with the College Researcher working closely with members of the President's Cabinet and PaRC to guide planning efforts and ensure an emphasis on using research to support planning and evaluation. Through responsibilities designated for PaRC, program review, and the resource allocation process, the president ensures that educational planning is integrated with resource planning and allocation to support and improve achievement and learning.

Standard IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Accreditation is a process to improve education and must, as this Standard suggests, be owned by all units of the college. Faculty, staff, and administrative leaders must work together, and the leadership role and guidance of the president is central to a successful and useful process. Foothill College has had great changes in administrative leadership during this accreditation

cycle, but each of the presidents has made the accreditation process and inclusiveness a priority. In their directions to the President's Cabinet and to the Planning and Resource Council (PaRC) as well as at many other meetings, the presidents consistently work to make accreditation part of the fabric of Foothill College and charge their administrators, faculty, and staff to share that integration across campus.

Judy Miner was president during the College's last accreditation visit and is now the chancellor of the District. Kimberlee Messina, the interim President from July 2015 to July 2016, was a lead in the last accreditation and continued involvement in the preparation for this cycle. Both former presidents featured accreditation on the President's Office webpage, one of the key places information is assembled for campus colleagues [\[IV.B-49\]](#).

Foothill College's new president, Thuy Thi Nguyen, comes particularly ready to lead in the accreditation processes. She was instrumental in working with Peralta Community College District (PCCD) as Strategic Planning Manager and leading the district's colleges out of warning status. It is worth noting that the accreditation visiting team to PCCD noted that the "culture of collaboration developed at PCCD is exemplary." President Nguyen is bringing this knowledge and attitude to Foothill and will be a leader for this cycle and beyond [\[IV.B-3\]](#).

The president informs and empowers faculty, administrators, and staff in the accreditation process through participatory governance. The vice president of Institutional Planning and Instruction was named accreditation liaison officer to ensure collaboration at the highest levels. In PaRC, which has representatives from all constituent groups, accreditation is planned and discussed on a regular basis and presentations were made to constituent groups. The accreditation liaison officer and the self-study standard team leaders are all members of PaRC, helping to ensure the free-flow of information [\[IV.B-50, IV.B-51\]](#).

Events in PaRC are reported out by representatives in Academic Senate and Classified Senate meetings and shared through the College's electronic newsletter, the Foothill College Fusion. Summaries of PaRC meetings are posted on the council's website. Also on the PaRC website is the Accreditation 6-Year Cycle Planning Calendar [\[IV.B-37\]](#).

The Educational Master Plan work is also led by the president and supported by the entire campus through the members of PaRC. The development of the plan provided an opportunity to align the accreditation self-study with campus goals and the implementation of plans to meet all Accrediting Commission for Community and Junior Colleges requirements, standards, and policies. The inclusive process of revising the mission statement in conjunction with developing the EMP is an example of both the president's leadership and a vibrant participatory governance structure. The rich discussion around revising the mission statement was instrumental in focusing the College's accreditation work [\[IV.B-22, IV.B-52\]](#).

All constituents on campus have been welcomed and invited to participate in accreditation by the president and her representatives. Multiple invitations were sent to join the accreditation teams to assure broad participation in the self-study, and over 70 volunteers stepped forward to work on the self-study [\[IV.B-53\]](#). On November 18 and 19, 2016, President Nguyen organized an Accreditation Leadership Summit to bring together members of the standard teams to share

findings to date. A subsequent gathering was held in January 2017 to reflect on outcomes of the meeting. The inclusive nature of the invitation to the join the self-study team, the president's commitment to regular discussion of accreditation in participatory governance meetings, and her resolve to create extended gatherings that allow deeper discussions to take place are evidence of leadership in the self-study, a crucial aspect of creating a culture of continuous quality improvement.

The Governance Survey provides evidence that, while there are some participants not fully satisfied with the governance process, which is central to both accreditation and implementation of the accreditation feedback, most feel that there has been improvement in transparency and process [[IV.B-54](#)].

College Opening Day in 2016 featured much discussion of accreditation, and accreditation plays a primary role in President Nguyen's SHEA, strategic objectives for 2016-2017 developed from the Education Master Plan. In 2015, the Education Master Plan, an important step in the College's accreditation preparation, was central to the opening day workshops [[IV.B-14](#)].

From all three presidents, we have a culture of shared governance and ongoing improvement. The self-reflection of the accreditation process is fully supported by this cultural infrastructure. President Nguyen's dedication to accreditation is particularly noted in the local newspaper article on her arrival to Foothill [[IV.B-55](#)].

Analysis and Evaluation

The College meets the Standard. The president invited all staff, faculty and administrators to participate in the process of self-study and accreditation. The discussions about the process, the surveys that have gone out to the Foothill community, and the committees that have been formed are all encouraged and supported by the president. An Accreditation Leadership Summit was held that allowed face-to-face discussion across standards and an invitation to participate was given to all accreditation team members to support this process.

In meetings with the Planning and Resource Council, Academic Senate, Classified Senate and other shared governance committees, the president and her representatives have talked about accreditation, its importance, and how everyone in the Foothill community is instrumental in helping to meet the standards and support the self-study process. These face-to-face meetings are supplemented by the website and email communications which have up-to-date information on the progress of accreditation self-study and planning.

Standard IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Foothill College president ensures the implementation of statutes, regulations and governing policies and assures that the College's practices are consistent with its mission, policies, procedures, and guidelines. With President Nguyen's background as general counsel to the Peralta Community College District and interim general counsel for the California Community Colleges Chancellor's Office, she is particularly attuned to legal and compliance matters [\[IV.B-3\]](#).

As a member of the Chancellor's Cabinet, the Chancellor's Advisory Council, and the Academic and Professional Matters Committee and a standing attendee of Board of Trustees meetings, the president is engaged in the process of developing board policies and administrative procedures that govern the district and is kept well informed of changes in statutes and regulations and Board actions.

The president also works along with Chancellor's Cabinet and the College administrators to communicate statutory and compliance expectations to the governing board. At the October 5, 2015, Board of Trustees meeting for instance, the background information presented to the governing board detailed the legal need for the College's Student Success and Support Program Plan, "Foothill College is required to create a yearly Student Success and Support Services Program (3SP) plan in response to the Seymour-Campbell Student Success Act (SCSSA) of 2012. The specific requirements in the SCSSA may be found in California Education Code, Sections 78210-78219. By prompting each California Community Colleges to write a 3SP plan, the legislature's intent is to 'increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions'" [\[IV.B-56\]](#).

The president works with the College vice presidents and other administrators to implement board policies and institutional practices consistent with the College's core mission and values. The College's resource allocation process requires that resource requests be aligned with the College mission, and requests are prioritized based on linkage with student outcomes, compliance with laws and regulations, and data trends [\[IV.B-20\]](#).

Under the president's leadership, college operational procedures comply with laws, policies and regulations. For example, the College is careful to comply with federal financial aid regulations as evidenced by the detailed information available on the College website and the unmodified opinion on compliance issued by the District's external auditors for the year ending June 30, 2016. [\[IV.B-57, IV.B-58\]](#).

Foothill College's president also supports professional development that furthers knowledge of laws and regulations. President Thuy attends all Professional Development committee meetings. As well, the office of the President offers professional development training to administrators and staff. This year, the president established Manager's College as an on-going series of professional development for administrators. This kicked off in Summer 2016 with a leadership coach on soft skills training. [IV.B-73: ManagersCollege]. A half-day professional development day was also developed in response to Classified Senate's request for more professional development opportunities particularly in the area of equity and inclusion [IV.B-74: ClassifiedStaffSummerTraining]. Administrators, faculty, and staff members attend conferences specific to their areas of expertise, and all employees are encouraged to take advantage of resources available on the Professional Development Committee's webpage that provide training on safety, emergency, and legal issues [IV.B-59].

Analysis and Evaluation

The College meets the Standard. The president provides leadership to assure that the college is compliant with laws, regulations and board policies. The president assists in the development of governance policies, communicates regarding statutory and compliance requirements with the college community and the governing board, and encourages professional development that furthers understanding of regulations. Through defined and documented program review and resource allocation processes, the president ensures that decisions are linked to the institutional mission and provides leadership in controlling the budget and expenditures.

Standard IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Foothill College serves internal communities of students, staff, faculty, and administrators, and external communities of residents, businesses, organizations, alumni, volunteers, and donors.

The President's Office maintains a website for communicating decisions and processes to internal and external communities that includes links to the college's organizational structure, reports and publications, strategic planning documents, governance committees, accreditation documents, and the president's communications to the college community [IV.B-49].

Information about critical matters and initiatives is shared with internal communities through regular email messages sent by the president and with external communities through communications managed by the Office of Marketing and Public Relations.

As documented in the Office of the President's 2013-2014 annual administrative unit program review, the president hosts and/or helps plan events on campus throughout the year to communicate with internal communities, including opening day, graduation, end-of-the-year celebration, and quarterly open office hours. External communities are also invited to join the president for events such as Celebrity Forum lecture series receptions and the STEM lecture series that provide a forum for informal discussion [IV.B-60].

The College's participatory governance structure provides a formal communication framework for the president to work and communicate with internal communities. As outlined in the Integrated Planning & Budgeting Governance Handbook, the Planning and Resource Council (PaRC) serves as the college's primary participatory governance group charged with overseeing planning and budget issues as well as advising the president on issues affecting the campus climate and the well being of the college. The council is chaired by the president along with the Academic Senate and Classified Senate presidents and includes student, faculty, classified staff, and administrative representatives. PaRC meetings are open to all, and meeting materials are publicly available through the College website [[IV.B-21](#)].

Feedback from the 2013-2014 program review given by the Academic Senate and Classified Senate presidents recognized the "transparency of (then) President Miner's schedule, her willingness to hold open office hours throughout the campus, and her work in promoting Foothill to the public," but also recommended that the general campus community receive more information about PaRC meetings. In response to the recommendation, the Foothill College Fusion newsletter distributed to staff each month informs the campus community about major decisions, announcements and updates made in PaRC [[IV.B-61](#)].

To encourage the regular free-flow of information, the president holds regular meetings with Cabinet, Administrative Council, and leaders of constituent groups. She serves as a member of the Chancellor's Cabinet, Chancellor's Advisory Council, and Academic and Professional Matters Committee, which provide opportunities for open dialogue with De Anza College and Central Services.

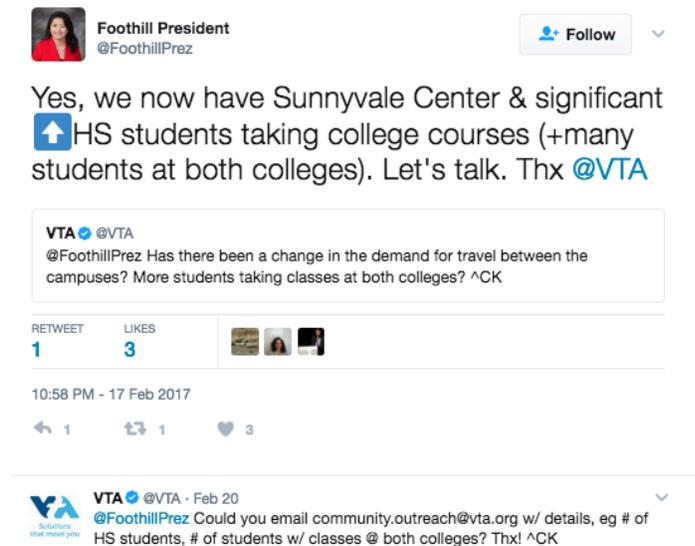
Since taking office at the beginning of the 2015-16 academic year, President Nguyen has sent informal President Communiqué email messages to the college community highlighting events on campus, employee and student accomplishments, and important issues facing the College and District. She also established a Twitter account, @Foothillprez, that has attracted 1,266 followers as of April 4, 2017; held a series of Courageous Conversations in cooperation with the Academic Senate and Classified Senate presidents to address nationwide racial tensions in support of the college's equity agenda; organized Teaching Moments to incorporate discussion of current events into the campus culture; and conducted a confidential survey of employees to determine their needs and concerns [[IV.B-62](#), [IV.B-63](#)].

The president maintains an active presence in the community, regularly meeting with regional educational and business leaders, attending community meetings and events, making presentations regarding the college and community college issues to community organizations, giving interviews to media, and serving as a member of the Los Altos Rotary Club and the Bay Area Community College Consortium. The president also facilitates communication as a member of the Foothill College Science Learning Institute Advisory Board and Foothill Commission, is an ex-officio member of the Foothill-De Anza Foundation Board of Directors, and regularly attends public meetings of the Board of Trustees, Measure C Citizens' Bond Oversight Committee, and Audit and Finance Committee.

An example of external community outreach by the president can be found in the series of presentations given in support of the opening of the Foothill College Sunnyvale Center to the

Fremont Union High School District Board of Trustees, Sunnyvale City Council, and Sunnyvale Chamber of Commerce [IV.B-64].

The president also uses social media to communicate with the external community and advocate for College and District priorities. During the February 6, 2017, Board of Trustees meeting, the president posted a message on Twitter regarding a resolution adopted by the Board of Trustees to encourage the Santa Clara Valley Transportation Authority (VTA) to improve public transportation options between the district's two colleges. The post led to a request, which appears below, for more information from the VTA [IV.B-65].



The Office of Marketing and Communications, working under the direction of the president, produces several electronic publications designed maintain regular communication with the College's internal and external communities:

- The Hoot is a monthly student newspaper that is sent by email to all currently enrolled students and provides information about services, programs, events, and deadlines.
- Foothill College Fusion is a newsletter distributed by email and others who have registered on the first Thursday of each month during the fall, winter and spring quarters.
- The Heights is a quarterly community newsletter published as an online blog and sent by email to subscribers [IV.B-66].

In addition to more traditional email publications, the college has embraced social media as a communication tool. Foothill College social media accounts include:

- @Foothillnews - 4,257 followers and 5,435 tweets as of April 4, 2017 [IV.B-67]
- Foothill College Facebook - 15,541 likes as of April 4, 2017 [IV.B-68]
- Instagram – 1,347 followers, 832 posts [IV.B-69]
- Flickr [IV.B-70]
- YouTube [IV.B-71]

Despite the extensive processes and new initiatives designed to respond to concerns about communication, results from the Employee Accreditation Survey point to a need to explore more effective ways of reaching the internal community of employees. When asked if there is effective (i.e., clear, current, and widely available) communication at the college, 47 percent of respondents to the Employee Accreditation Survey either strongly agreed or agreed while 46 percent either disagreed or strongly disagreed. Similarly, 44 percent of respondents strongly agreed or agreed that the college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents, while 33 percent disagree [IV.B-72]. While the results of the survey may reflect upon challenges stemming from the transition in College leadership, President Nguyen has been responsive to the concerns and has launched worked to ensure more frequent, widespread, and effective communication. Although email messages from the president have been used to communicate with the college community for many years, President Nguyen has made the President's Communiqué an almost weekly feature of College life [IV.B-49]. In November 2016, she added the President's Report as a standing item to PaRC meeting agendas. The report covers updates on 2016-2017 strategic college objectives related to Educational Master Plan goals known colloquially as SHEA as well as information from Board of Trustees, Chancellor's Cabinet, and President's Cabinet meetings [IV.B-16].

Analysis and Evaluation

The College meets the Standard. The president communicates with the College's internal and external communities through websites, electronic communications, social media, personal meetings, participation in organizations and committees, interviews, and attendance and presentations at College, regional, and statewide events. While the campus community in the Employee Accreditation Survey has expressed concerns regarding communication, the president has taken steps to improve the frequency, relevance, and effectiveness of communication.

Standard IV.B Evidence

- [IV.B-1](#) Board Policy 2430 Delegation of Authority to the Chancellor
- [IV.B-2](#) Administrative Procedure 3100 Organizational Structure
- [IV.B-3](#) Foothill College President Search website
- [IV.B-4](#) Foothill College President Position Announcement
- [IV.B-5](#) 12-3-14 Planning and Resource Council meeting minutes
- [IV.B-6](#) Educational Master Plan webpage
- [IV.B-7](#) 4-5-15 President Miner Welcome to Spring 2015 memo to College
- [IV.B-8](#) 5-2-15 President Miner's email message to students regarding Educational Master Plan
- [IV.B-9](#) 2-8-16 Board of Trustees meeting minutes
- [IV.B-10](#) Foothill College Institutional Research and Planning website
- [IV.B-11](#) 3-18-15 Educational Master Plan presentation to Planning and Resource Council
- [IV.B-12](#) 4-29-15 Educational Master Plan Town Hall presentation
- [IV.B-13](#) 5-13-15 Educational Master Plan meeting minutes
- [IV.B-14](#) 2016 Foothill College President Opening Day presentation
- [IV.B-15](#) 2016-17 Strategic College Objectives
- [IV.B-16](#) 11-2-16 Planning and Resource Council meeting minutes
- [IV.B-17](#) 10-18-16 Student Equity Workgroup meeting minutes
- [IV.B-18](#) Resource Allocation Process flowchart
- [IV.B-19](#) Instructional Program Review Cover Page
- [IV.B-20](#) Operations Planning Committee Resource Allocation Rubric
- [IV.B-21](#) Institutional Planning and Budgeting Governance Handbook
- [IV.B-22](#) 10-21-15 Planning and Resource Council meeting minutes
- [IV.B-23](#) Board Policy 4130 Employment
- [IV.B-24](#) Administrative Evaluation Form
- [IV.B-25](#) 7-18-16 President's Communiqué
- [IV.B-26](#) 8-22-16 President's Communiqué
- [IV.B-27](#) 9-12-16 President's Communiqué
- [IV.B-28](#) 1-27-17 President Nguyen Twitter post-Undocually
- [IV.B-29](#) 1-30-17 President Nguyen Twitter post-Travel ban
- [IV.B-30](#) Board Policy 2600 Relation of Board to Management Personnel

[IV.B-31](#) Foothill College Administrative Reporting Structure 2017-2017

[IV.B-32](#) Foothill College Student Equity Plan

[IV.B-33](#) President Nguyen's announcement of interim Director of Equity Programs

[IV.B-34](#) President Miner's reorganization memo

[IV.B-35](#) 11-6-13 Planning and Resource Council meeting summary

[IV.B-36](#) Board Policy 3250 Institutional Planning

[IV.B-37](#) Planning and Resource Council Planning Calendar 2011-2017

[IV.B-38](#) 6-7-13 BOT agenda-6 Foothill College Mission Statement

[IV.B-39](#) 10-14-15 Educational Master Plan Steering Committee meeting minutes

[IV.B-40](#) 11-11-15 Educational Master Plan Update Open Forum presentation

[IV.B-41](#) 2-8-16 BOT agenda-4 Foothill College Revised Mission Statement

[IV.B-42](#) 2-8-16 BOT agenda-SS3 Foothill College Educational Master Plan 2016-2022 presentation

[IV.B-43](#) 3-16-16 Planning and Resource Council meeting minutes

[IV.B-44](#) 3-16-16 Planning and Resource Council-Institution-Set Standards and Goals presentation

[IV.B-45](#) Program review training presentation

[IV.B-46](#) 5-13-15 Educational Master Plan Steering Committee Environmental Scan presentation

[IV.B-47](#) 3-2-16 Planning and Resource Council meeting minutes

[IV.B-48](#) 6-15-16 Planning and Resource Council Meeting - Integrated Planning and Budget Committee Summer 2016 Suggested Charge

[IV.B-49](#) Foothill College President website

[IV.B-50](#) 10-5-16 Planning and Resource Council meeting minutes

[IV.B-51](#) 1-25-16 Foothill College Classified Senate meeting minutes

[IV.B-52](#) 12-2-15 Planning and Resource Council meeting minutes

[IV.B-53](#) Accreditation Self Study: Teams being formed now!

[IV.B-54](#) 6-15-16 Planning and Resource Council meeting - Governance Survey results presentation

[IV.B-55](#) 7-27-16 Los Altos Town Crier "New Foothill president hits the ground running"

[IV.B-56](#) 10-5-15 BOT agenda-8 Foothill Credit Student Success and Support Program (3SP) Plan

[IV.B-57](#) Financial Aid website

[IV.B-58](#) 12-12-16 BOT agenda 18 Audit for the Year Ended June 30, 2016

[IV.B-59](#) Foothill College Professional Development Committee webpage

[IV.B-60](#) Office of the President 2013-2014 annual administrative unit program review

[IV.B-61](#) Office of the President 2015-2016 annual administrative program review

[IV.B-62](#) 7-1-16 President Communiqué

[IV.B-63](#) Foothill College President Twitter feed

[IV.B-64](#) Presentations regarding Sunnyvale Center Opening

[IV.B-65](#) 2-6-17 President Nguyen Twitter post-Valley Transportation Authority

[IV.B-66](#) Foothill College Marketing and Communications Publications webpage

[IV.B-67](#) Marketing and Public Relations Twitter feed

[IV.B-68](#) Foothill College Facebook page

[IV.B-69](#) Foothill College Instagram

[IV.B-70](#) Foothill College Flickr

[IV.B-71](#) Foothill College YouTube

[IV.B-72](#) Foothill College Employee Accreditation Survey results

IV.B-73 Manager's College Summer Training

IV.B-74 Classified Staff Summer Training

Standard IV: Leadership and Governance

Standard IV.C. Governing Board

Standard IV.C.1.

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Foothill-De Anza Community College District Board of Trustees is an independent, policy-making body charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. Voters within the district's boundaries elect five at-large members of the Board. Two student trustees, one from Foothill College and one from De Anza College, are selected by the student body annually.

The Board of Trustees has adopted a policy manual that establishes its role in academic quality, integrity, effectiveness of student learning programs and services, and financial stability to ensure that the academic mission of the institution, which ultimately is to effectively serve the needs of the students within the community, is met [\[IV.C-1\]](#).

Pursuant to Board Policy 2200 Board Philosophy, Mission, and Roles and Responsibilities, the governing board "carries out the philosophy, mission and priorities of Foothill-De Anza Community College District" [\[IV.C-2\]](#). The district mission statement, last revised by the Board of Trustees on July 11, 2016, emphasizes the primary importance of student success and the underlying core values of excellence, inclusion, and sustainability required for all students to succeed [\[IV.C-3\]](#).

Academic Quality, Integrity, and Effectiveness of Student Learning Programs and Services

The governing board's understanding of its responsibilities is clearly demonstrated by its philosophy statement, which was reaffirmed on February 3, 2014, and "acknowledges students, their opportunities, and their progress as the central purpose of our colleges and supports their academic pursuit through careful program review" [\[IV.C-2\]](#). The academic quality of Foothill College is assured by the Board through its commitment, articulated in its mission statement, to "establish and protect district wide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected, and where cultural diversity is celebrated." The Board's mission statement further supports effective student learning programs through its oversight of faculty and administration policies and procedures for hiring, tenure review, and professional growth [\[IV.C-2\]](#).

The Board takes seriously its responsibility to provide consultation to the Academic Senate, and where relevant to the administration, on academic and professional matters, and to ensure the joint development of policies in critical areas such as educational program development and

program review [IV.C-4]. In light of this, the Board has adopted policies on a wide range of matters, including curricular offerings, graduation requirements, philosophy for counseling program, and inter-district attendance [IV.C-5, IV.C-6, IV.C-7, IV.C-8].

The District Strategic Plan also speaks to the prioritization of academic quality, integrity, and effectiveness [IV.C-9]. Adopted by the governing board on March 6, 2017, the planning document identifies specific district strategies to support the goals laid out in the district mission statement. In particular, district strategic priorities regarding educational achievement, learning and support services, and governance ensure institutional actions are conducted with integrity and that learning programs and services work to support the educational achievement goals of the students.

Financial Stability

In maintaining the academic quality of effective student learning programs, the Board is necessarily tasked with ensuring the financial stability of Foothill College. The governing board's mission statement commits trustees to ensure "the fiscal health and stability of the Colleges and Central Services by having close working relationships with the Chancellor, financial staff, and auditors, and assures that proper procedures are in place to monitor this fiscal stability" [IV.C-2].

In addition, the Board has adopted, and abides by, fifteen overarching principles of sound fiscal management [IV.C-10]. Not only does the Board maintain stringent control of the budget, it also requires quarterly, at a minimum, reports on the District's financial and budgetary condition [IV.C-11, IV.C-12, IV.C-13].

The Board recognizes its charge "to fulfill its fiduciary responsibilities to the public by approving the District's budget, ensuring that it reflects the District's mission, priorities and goals; and informing the community of the financial needs of the District" [IV.C-2]. The adoption of the 2016-17 budget is one example of the Board ensuring the financial stability of the District [IV.C-14]. In a process that started in winter 2016, continued with a public hearing held August 29, 2016, and concluded with the Board's adoption of the budget on September 12, 2016, the Board complied with its responsibilities under its policies and Title 5, Section 58301, of the California Code of Regulations. The overall stated goals in adopting the budget were broadly noted to be the service of students, and assurance of financial stability [IV.C-15].

Analysis and Evaluation

The College meets the Standard. As established in policy, and documented in practice, the Foothill-De Anza Community College District Board of Trustees has authority over and responsibility for regularly reviewed policies that assure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution.

Standard IV.C.2.

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees pledges in its philosophy statement “to work together on behalf of our community in a spirit of cooperation and collaboration” [IV.C-2]. The pledge is underscored in the Board’s code of ethics policy, which requires trustees to “work with fellow Board members in a spirit of harmony, respect and cooperation, acknowledging that differences of opinion will arise,” “base personal decisions upon all available facts in each situation, vote honest conviction in every case, and respect the final majority decision of the Board,” and “remember at all times that an individual Board Member has no legal authority outside the meetings of the Board and conduct all relationships with the college staff, students, local citizenry and media on the basis of that fact” [IV.C-16].

Foothill-De Anza’s Board is recognized both inside and outside the district for its collegiality. President Nguyen, who served in positions at the Community College League of California and California Community College Chancellor’s Office prior to assuming the College’s presidency, commented during her first Board of Trustees meeting on July 11, 2016, that the District is known throughout the state for its well-functioning Board [IV.C-17]. President Nguyen’s assertion was echoed by Chancellor Miner, De Anza College President Brian Murphy, and former trustee Joan Barram during the recognition of outgoing trustees at the November 7, 2016, Board meeting [IV.C-18]

The Board of Trustees conducts a self-evaluation each July that reflects the Board’s unanimous opinion that trustees are adhering to the philosophy statement and to each of the code of ethics statements regarding collective action. When asked to identify the Board’s greatest strengths during the 2015-2016 self-evaluation, trustee responses all pointed to collegiality: “respect and collaboration,” “the Board works well together, respects and values the outstanding staff and administrators at FHDA,” “collegiality, acting in the best interests of District, long term perspective, courteous and respectful of staff and public,” “open-mindedness, student centered decision making, collegiality” [IV.C-19].

Trustees are careful to assess whether Board actions align with the district policies and mission. While the Board does not always vote unanimously to support administration’s recommendations, trustees accept and support the decision of the majority. A recent example can be found in the Board’s consideration of Resolution 2016-20 Urging the County of Santa Clara to Divest from Fossil Fuels during the May 2, 2016, meeting. The minutes of the meeting reflect debate regarding the appropriateness of the resolution topic and an addition to the resolution to better frame the action within the district’s priorities and mission, “Whereas, environmental sustainability is one of the adopted priorities of the Foothill-De Anza Board of Trustees and is a specific stated goal of both De Anza College and Foothill College.” The vote in support of the resolution was split, but the two trustees who dissented accepted the action of the majority [IV.C-20].

Analysis and Evaluation

The College meets the Standard. The governing board has adopted policies that acknowledge its responsibility to act as a collective entity. The Board is acknowledged for its collegiality, demonstrates its support for its policies and decisions, and meets the high standards set for the conduct of its members included in its philosophy and code of ethics.

Standard IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district /system.

Evidence of Meeting the Standard

The Board has clearly defined policies for the selection and evaluation of the District chancellor [[IV.C-21](#), [IV.C-22](#)]. The selection of the College president is delegated to the chancellor, with the chancellor responsible for informing the Board of the process [[IV.C-21](#)]. The evaluation of the college president is conducted by the chancellor in accordance with the process set forth in the Administrators Handbook [[IV.C-23](#)].

Selection of Chancellor

The Board's policy requires it to establish "a fair and open" process to fill a chancellor vacancy [[IV.C-21](#)]. The most recent district chancellor search, which concluded in 2015, reflects the Board's adherence to its defined process [[IV.C-24](#)].

On January 20, 2015, in light of the imminent retirement of Chancellor Linda Thor, the Board announced a nationwide search for a new chancellor [[IV.C-25](#)]. Mike Brandy, retired vice chancellor of Business Services and former interim chancellor of the District, was appointed to serve as search liaison in conjunction with a renowned search firm, Association of Community College Trustees (ACCT). A fifteen-member chancellor search committee was established, which included representatives of the Board, administration, faculty, classified staff, students, and the community. The committee was tasked with screening applicants, conducting interviews, and selecting finalists for final approval by the Board [[IV.C-26](#)].

The timeline for the search, adopted by the Board on February 9, 2015, illustrates the Board's commitment to establishing a fair and open process, providing opportunities for public input and involving key stakeholders [[IV.C-27](#)].

During the first week of February 2015, the Board scheduled two open forum public meetings, one at Foothill College and the other at De Anza College, to solicit the community's views on the attributes, experience, and skills desirable in the next chancellor as well as the challenges and opportunities facing the district [[IV.C-28](#)]. In addition to the open forums, search liaison Mike Brandy and ACCT search consultant Pamela Fisher met with the Foothill-De Anza College Foundation Board of Directors and college commissions, Chancellor's Cabinet, Foothill College Planning and Resource Council, De Anza College Council, and Chancellor's Advisory Council. The input gathered from the forums and group meetings was incorporated in the chancellor profile. The community was also encouraged to send names of prospective nominees to the search firm.

Chancellor Search Timeline	
DUE	ACTION
Dec 22, 2014	RFPs mailed to search firms
Jan 9	Proposals due from search firms
Jan 12	Select Search Coordinator
Jan 12	Board discusses draft timeline
Jan 16	Chancellor's Advisory Council to review draft search timeline, committee composition, committee charge
Jan 19	Request to governance groups to name search committee reps
Jan 27	Board sub-committee interviews and selects search firm; Board assigns recruitment to search committee and search firm
Feb 2	Deadline to name search committee reps
Feb 3-4	Gather input for Chancellor profile from participatory governance groups, Chancellor's Cabinet, Foundation Board and Commissions, open forums
Feb 9	Board adopts timeline, committee charge, and committee composition; Board reviews and adopts draft profile and announcement (subject to input from search committee)
Feb 10	Committee meets with search firm: 1) reviews charge; 2) receives training; 3) profile feedback; 4) draft announcement; 6) recruitment plan
Feb 17 – Apr 17	Recruitment
Apr 27 – May 1	Screening of applications
May 5	Search committee selects candidates to interview and develops and approves the interview questions
May 18 – 19	Search committee interviews and selects finalists
May 22	Board reviews finalists' application material; finalists announced
June 9-11	Finalists visit district --Public forums, Chancellor's Cabinet interviews, board interviews
June 12	Special closed session to select candidates for site visit(s)
Week of June 15	Board representative(s) conduct site visit(s)
June 22	Special closed session to report on site visit(s)
June 22 or July 13	Board appoints Chancellor

On February 9, 2015, the Board of Trustees approved the chancellor profile, search committee members, and search timeline and shortly thereafter created an online site for the chancellor search to keep the community and prospective candidates well informed of the search process [[IV.C-27](#), [IV.C-24](#)]

On May 7, 2015, the Board announced that the search committee had selected finalists whose names would be shared publicly on May 22, 2015 [[IV.C-29](#), [IV.C-30](#)]. The four finalists were each scheduled a day to visit the district to participate in a series of interviews and open forums. Open forums were held at both colleges on June 8, 9, 10, and 11 and streamed live online. Participants were invited to complete comment cards, which were compiled and provided to the Board of Trustees. In addition to the public forums, the candidates each met with Chancellor's Cabinet and Chancellor Linda Thor and were interviewed by the Board of Trustees. After completion of a comprehensive, fair, and open process, the Board announced the selection of Dr. Judy C. Miner as Foothill-De Anza Community College District's seventh chancellor on June 15, 2015 [[IV.C-24](#)].



Evaluation of Chancellor

Board policy requires that the chancellor be evaluated at least annually based on criteria established by Board policy, the chancellor job description, and performance goals and objectives developed jointly between the chancellor and Board [[IV.C-22](#)].

In a January 9, 2017, interview with the Accreditation Self-Study Standard IV team, trustee Pearl Cheng elaborated on the criteria for evaluation of the chancellor, which includes measures of the chancellor's execution of board policy, relationship with trustees and internal and external community, leadership and management, ethics and communication, and progress in meeting annual goals [[IV.C-31](#), [IV.C-32](#)]. She explained that the Board meets twice in closed session with the chancellor in regard to the evaluation. On or around February of each year, a mid-term evaluation is conducted, and in August, a written appraisal, which reflects performance over the past year and goals for the new year, is presented to the chancellor.

The Board's calendar reflects the two chancellor evaluation meetings [[IV.C-33](#)]. In keeping with

the Board's policy and approved schedule, during 2016-17, the Board discussed the chancellor's performance evaluation in closed session on August 1, 2016, and again on February 6, 2017 [IV.C-34, IV.C-35].

The Board sets expectations for the chancellor for regular reports on institutional performance, a key indicator of the Chancellor's success in her performance of duties. The Board approves a calendar each August that includes dates that certain items, including fiscal self-assessment and the student success scorecard, are to be discussed [IV.C-33]. Further, the Board policy on institutional planning requires that the chancellor "inform the Board periodically as to the status of the District's planning efforts" [IV.C-36].

Analysis and Evaluation

The College meets the Standard. The Board has clearly defined policies for the selection and evaluation of the chancellor. In keeping with the chancellor selection policy, a comprehensive, fair, and open process was established by the Board and followed in selecting the District's chancellor in 2015. A process for evaluating the chancellor is defined in policy, and the chancellor's evaluation was conducted in accordance with policy in the most recent academic year. The evaluation includes an annual review and refinement of goals. Board policy, the Board's adopted calendar, and the Board's goals for the chancellor set clear expectations for the chancellor to regularly report to the Board on institutional performance.

Standard IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The Foothill–De Anza Community College District Board of Trustees is an independent policy-making body consisting of five trustees elected at-large from the District community. Two student trustees, one from De Anza College and one from Foothill College, are elected annually by the student body and are granted an advisory vote [IV.C-37]. The longevity of service of several board members contributes to the stability of the institution and the ability of trustees to make informed decisions.

Board Reflects the Public Interest

The Board of Trustees carries out the mission and priorities of the District through clearly defined policies and roles and responsibilities [IV.C-2 IV.C-3]. At the core of the Board's role is its continuing commitment to focus on the community, which it has served since 1957. The Board's philosophy clearly sets forth its acknowledgment of the vital role it serves in the community and the importance of serving the public interest:

We, the trustees of the Foothill-De Anza Community College District, commit ourselves individually and collectively to the highest standards of conduct. We acknowledge that each of us shares a profound obligation to exercise our best possible judgment as we face the matters affecting the health and vitality of this institution which we hold in trust for current and future generations. We pledge to work together on behalf of our community

in a spirit of cooperation and collaboration [\[IV.C-2\]](#).

The Board has a long history of actively engaging in outreach with the local communities surrounding the colleges, and trustees regularly report on community engagement efforts during Board meetings. Public attendance at Board meetings is encouraged, and each regular meeting agenda offers opportunities for citizens to address the Board in regular open hearings and during consideration of agenda items [\[IV.C-38\]](#). In its ethics policy, the Board commits to “welcome and encourage input and active cooperation by citizens of the college community and the community at large, act only in the best interests of the entire community, and ensure public input into Board deliberations and adhere to the law and spirit of the open meeting laws and regulations” [\[IV.C-16\]](#). Citizens are appointed to the Board’s Audit and Finance Committee and Citizens’ Bond Oversight Committee, and the Board has also taken the initiative to include citizens on major search committees of the district, such as those for the chancellor and college president [\[IV.C-26, IV.C-39\]](#).

The Board has regularly updated policies that address conflict of interest, expectations for ethical behavior, political activity, and communication among board members [\[IV.C-16, IV.C-40, IV.C-41, IV.C-42\]](#). The conflict of interest policy requires trustees to disclose potential conflicts and prohibit trustees from financial interest in any contracts made by the Board. The Board’s code of ethics policy compels trustees to “avoid any situations where conflict of interest is real or apparent and promptly and honestly file all conflict of interest statements as required by law” and states that trustees “shall not use position as a Board Member for personal benefit or gain” [\[IV.C-16\]](#).

Board Advocacy

In Board Policy 2200, the governing board acknowledges its responsibility “to provide leadership and advocacy to obtain and assure adequate funding, fiscal soundness, and sustainability of the District’s programs and facilities” and “to advocate for legislation to meet the needs of the District and be active and supportive of political activity at the local, state and national level concerning laws and funding activities of the community college system, and to remain informed of and participate in community college trustee organizations to keep each member abreast of state and national trends and issues” [\[IV.C-2\]](#).

In practice, the Board engages in ongoing advocacy at various levels to support Foothill-De Anza's interests. Recognizing the importance of advocacy, at its December 7, 2015, meeting, the Board approved a contract with the McCallum Group, a lobbying and consulting group located in Sacramento, to provide the District with legislative advice and consultation [\[IV.C-43\]](#).

Annually, the Board adopts legislative principles to provide guidelines for the chancellor when addressing matters pending before the California Legislature or the United States Congress [\[IV.C-44\]](#). Additionally, Foothill-De Anza Community College District is a member of the Community College League of California (CCLC), a non-profit organization with a mission that includes the strengthening of California’s Community Colleges through advocacy [\[IV.C-45, IV.C-46\]](#). Trustees regularly attend the CCLC’s Legislative Conference and participate in visits to local representatives that follow the conference. Board President Laura Casas serves on the Board of California Community College Trustees, and provides regular reports to the District’s

governing board on the organization's activities [IV.C-47, IV.C-48]. She also served as past chair of the CCLC's Advisory Committee on Legislation [IV.C-49].

At the national level, the governing board maintains a membership in the Association of Community College Trustees (ACCT), an organization that promotes "high quality and affordable higher education, cutting-edge workforce and development training, student success, and the opportunity for all individuals to achieve economic self-sufficiency and security" [IV.C-50]. Members of the Board have participated in the ACCT National Legislative Summit and have been active in White House events supporting the College Promise campaign.

Board Protects Institution from Undue Influence or Political Pressure

Foothill-De Anza's governing board is careful to consider the public interest and protect the District from undue influence and political pressure when making decisions. An example cited by trustee Cheng was the Board's decision with regard to the selecting a site for the College's educational center. She stated that in selecting the Sunnyvale location, the Board considered the mission, enrollment numbers, and costs and was not swayed by pressure from various city governments [IV.C-31].

Analysis and Evaluation

The College meets the Standard. The Board of Trustees regularly encourages and enables citizens' participation in board meetings and on appropriate committees. The Board is a strong advocate for the College and trustees are actively involved in local, state, and national efforts to improve student success, strengthen legislation, and increase funding for community colleges. The Board is independent, with members elected at-large by eligible voters who reside within District boundaries, and it works to shield the College from undue influence and political pressure.

Standard IV.C.5.

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The District's Board of Trustees is an independent policy-making body with ultimate responsibility under California Education Code, Section 70902, for educational quality, legal matters, and financial integrity and stability [IV.C-51]. The governing board has adopted a conflict of interest code and conflict of interest policy that underscore the expectation that trustees will act with integrity and refrain from any activities that may call into question the board's independent decision-making [IV.C-40, IV.C-52]. Board members have no employment, family, or personal financial interest in the colleges or the district [IV.C-40, IV.C-53]. Trustees annually file a Statement of Economic Interests form required by the Fair Political Practices Commission and kept on file with the Santa Clara County Clerk of the Board of Supervisors and the District Chancellor's Office [IV.C-52].

Responsibility for Educational Quality and Financial Integrity and Stability

The governing board has adopted Board Policy 2200, which defines its role in ensuring the quality, integrity, and improvement of student learning programs and the resources necessary to support them. In its mission statement, the board expresses a commitment to carry “out the philosophy, mission and priorities of Foothill-De Anza Community College District” and acknowledges its responsibility to ensuring the fiscal health of the district and “a climate in which teaching and learning are deeply valued.” As part of the roles and responsibilities set forth in the policy, the board commits “to preserve the institutional autonomy and integrity of the District” and “to fulfill its fiduciary responsibilities to the public by approving the District’s budget, ensuring that it reflects the District’s mission, priorities and goals” [\[IV.C-2\]](#).

At the regularly scheduled study session in August, district trustees consider priorities for the new academic/fiscal year and strategies to accomplish priorities. The priorities for 2016-2017, established on August 29, 2016, included student success/access, fiscal, human resources, facilities, governance [\[IV.C-54\]](#). While the strategies to accomplish priorities have evolved over the years, a “focus on student access, equity and success” has remained at the top of the priority list, closely followed by fiscal stability.

The District Strategic Plan, approved by the Board at the March 6, 2017, meeting following an in-depth presentation at the February 6, 2017, study session includes educational achievement, learning and support services, and fiscal responsibilities as priorities and details district goals with measurable strategies that will allow assessment of progress [\[IV.C-9\]](#).

Board policies related to fiscal management, preparation of the budget, and reports on the District’s financial condition further define the governing board’s responsibility to safeguard the financial integrity and stability of the district [\[IV.C-10, IV.C-11, IV.C-13\]](#). Minutes of governing board meetings bear out the effectiveness of the policies as fiscal and curriculum matters appear on the agendas with regularity. Evidencing the Board’s commitment to financial stability, during the severe state budget cuts that resulted from the state and national recession, the governing board moved to preserve as many programs and positions as possible by diverting one-time funding into a stability fund that was used to spread cuts over time and to cushion against layoffs [\[IV.C-55\]](#).

Legal Matters

The governing board has ultimate authority for legal matters. The chancellor is responsible for keeping the Board regarding ongoing and potential legal matters, and the Board also confers with legal counsel in closed session on pending and anticipated litigation [\[IV.C-56\]](#).

Awareness of Institution-Set Standards for Improvement of Student Achievement and Learning

Through its policy on institutional planning, the board asserts its authority to approve long-range plans, such as the College Educational Master Plan, and directs the chancellor to keep the Board informed of institutional planning efforts [\[IV.C-36\]](#). Foothill College’s Educational Master Plan was reviewed at length during the February 8, 2016, study session and adopted at the regular meeting the same evening [\[IV.C-57\]](#). The Student Success and Support Program Plan was

approved by the governing board at the October 6, 2014, regular meeting; the Student Equity Plan was approved at the December 7, 2015, meeting; and a detailed presentation regarding the integration of student equity in the college Educational Master Plan was shared with trustees at the February 8, 2016, study session [[IV.C-58](#), [IV.C-59](#), [IV.C-57](#)].

In 2014, the California legislature established a system of indicators and goals intended to encourage improvement in institutional effectiveness. Foothill College's institutional effectiveness goals were presented to the Board of Trustees at the August 3, 2015, and June 13, 2016, meetings [[IV.C-60](#), [IV.C-61](#)].

The Board meeting calendar approved each August sets aside time at regularly scheduled meetings and study sessions for trustees to delve into institutional analysis of student achievement and learning and to consider fiscal matters. Specifically, the Student Success Scorecard, which details performance measurement data, is discussed at length during each August study session, the tentative budget is shared in June, the adopted budget for the new year is presented for discussion in August and adoption in September, a budget update is provided in February, and quarterly budget reports are given each March, June, and November [[IV.C-33](#)].

The governing board is also presented with an annual fiscal self-assessment that examines deficit spending, fund balance, enrollment, cash flow borrowing, bargaining agreements, staffing, internal controls, management information systems, position control, budget monitoring, retiree health benefits, leadership stability, liability, and reporting and provides confirmation that district financial resources are managed prudently and in keeping with laws, regulations, and standard practices [[IV.C-62](#)].

Analysis and Evaluation

The College meets the Standard. The District's governing board has established policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Regular in-depth discussions regarding student achievement and resource allocation are conducted at governing board meetings, and institutional plans are approved by the Board. Board policies and meeting minutes provide proof that the governing board retains ultimate responsibility for the college's educational quality, legal matters, and financial integrity and stability. The governing board is an independently elected body, and trustees are prohibited by both policy and state law from any activities that would constitute a conflict of interest.

Standard IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The governing Board publishes a Board Policy and Administrative Procedures Manual. Chapter 2 of the manual includes the following policies specifying the board's size, duties, responsibilities, and operating procedures:

- Board Policy 2010 Board Membership states that “the Board will be composed of five trustees elected by the qualified voters of the district at large” and sets forth the criteria for board membership [[IV.C-53](#)].
- Board Policy 2015 Student Members provides that one student from each college will be chosen by the students enrolled at each respective college to serve a one-year term, commencing June 1 [[IV.C-37](#)].
- Board Policy 2100 Board Elections sets forth a term of four years for each trustee and provides for staggered terms “so that, as nearly as practical, one half of the trustees shall be elected each even numbered year.” [[IV.C-63](#)]
- Board Policy 2110 Vacancies on the Board identifies the events that cause a vacancy on the Board and the process for filling such [[IV.C-64](#)].
- Board Policy 2200 Board Philosophy, Mission, and Roles and Responsibilities defines the Board’s roles and responsibilities [[IV.C-2](#)].
- Board Policy 2210 Officers of the Board sets delineates the process for electing officers and the duties of the president, vice president, and secretary [[IV.C-65](#)].
- Board Policy 2220 Committees of the Board provides the process for creating Board committees, the nature of Board committees, and the following committees established by the governing board: Audit and Finance Committee and the Citizens’ Bond Oversight Committee [[IV.C-66](#)].
- Board Policy 2305 Annual Organizational Meeting defines the timing and purpose of the annual organizational meeting [[IV.C-67](#)].
- Board Policy 2310 Regular Meetings outlines the timing, location, and notice requirements for regular monthly board meetings [[IV.C-68](#)].
- Board Policy 2315 Closed Session prescribes the circumstances under which the governing board may meet in closed session [[IV.C-56](#)].
- Board Policy 2320 Special and Emergency Meetings describes the process for calling a special or emergency meeting [[IV.C-69](#)].
- Board Policy 2330 Quorum and Voting states that three members are needed for a quorum and describes votes required by the type of action [[IV.C-70](#)].
- Board Policy 2340 Board Meeting Agendas describes how and when meeting agendas are posted [[IV.C-71](#)].
- Board policies 2345 Public Participation at Board Meetings, 2350 Speakers at Board Meetings, and 2355 Decorum at Board Meetings describes the manner in which members of the public are invited to participate in meetings [[IV.C-38](#), [IV.C-72](#), [IV.C-73](#)].
- Board Policy 2360 Minutes provides for minutes to be taken and recorded of all actions taken by the Board [[IV.C-74](#)].

Board policies are published electronically on the District website within the web-based BoardDocs platform. Board policies are routinely reviewed and updated.

Analysis and Evaluation

The College meets this Standard. The Board makes its policies available to the public in an online Board Policy and Administrative Procedure Manual that includes policies defining the board’s size, duties, responsibilities, structure, and operating procedures. Board policies are routinely reviewed and updated under the supervision of the chancellor and the Board.

Standard IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Minutes from each meeting of the Board of Trustees are posted on the governing board's website and document decisions and actions that align with board policies. While it is impossible to state every decision that aligns with board policies and bylaws, some examples include adherence to fiscal policy, human resources policy, public participation policy, and student services policy.

Board actions are consistent with policies

In the area of fiscal policy, the Board of Trustees adopted the 2016-17 budget on September 12, 2016, following a public hearing on August 29, 2016 [[IV.C-14](#)]. This is consistent with the following section of Board Policy 3110 Final Budget:

On or before September 15 each year the Board of Trustees shall adopt a final budget for the fiscal year. 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. Prior to adoption of the final budget, the Board shall hold a public hearing [[IV.C-12](#)].

In the area of Human Resources policy, minutes from the January 11, 2016, and April 4, 2016, board meetings record the acceptance of the international travel report consistent with Board Policy 4176 International Travel, which specifies that "The Chancellor shall submit a report to the Board of Trustees of all international travel approved under this policy" [[IV.C-73](#), [IV.C-74](#), [IV.C-75](#)].

Additionally, every regular Board agenda includes an item allowing for public hearing or comment, and many meeting minutes provide a record of attendance and comment by members of the community. This documentation shows consistency with Board Policy 2345 Public Participation at Board Meetings, which states in part:

There will be a time at each regularly scheduled board meeting for the general public to discuss items not on the agenda. Members of the public wishing to present such items shall submit a written request as described in Board Policy 2350 pertaining to speakers [[IV.C-38](#)].

Lastly, in the area of student services, minutes from the Board of Trustees meetings of January 11, 2016, indicate that the board established the non-resident tuition rate for the 2016-17 academic year in accordance with Board Policy 5020 Nonresident Tuition, which sets forth the requirement that: "Nonresident students shall be charged nonresident tuition for all units enrolled unless specifically required otherwise by law. Not later than February 1 of each year, the Chancellor shall bring to the Board for approval an action to establish nonresident tuition for the following fiscal year" [[IV.C-73](#), [IV.C-76](#)].

Revision of policies

The district has long held a contract with the Community College League of California (CCLC) for its Policy and Procedure Service. The CCLC's service provides policy and procedure templates that are vetted by legal counsel and updated twice per year to reflect changes in laws and regulations. Because the district's policy numbering system and base policy structure differ significantly from the CCLC system, past efforts at keeping policies and procedures up-to-date and relevant have met with limited success. For this reason, the District is in the process of systematically reviewing all policies and procedures.

Board Policy 2410 Policy and Administrative Procedure indicates "policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended" [IV.C-77]. The Board Policy and Administrative Procedure Manual includes a section titled Policy and Procedure Review - Cross Reference Chart of New and Old Policy and Procedure Numbers that includes a four-page chart showing the recent history of revisions [IV.C-78].

Analysis and Evaluation

The College meets the Standard. The governing board acts in a manner consistent with its policies as evidenced by meeting minutes. The board has a process for the regular assessment of its policies in fulfilling the mission and revises them as necessary.

Standard IV.C.8.

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The District's governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Review of Key Indicators

At the study session and regular meeting held each August, trustees review and approve the college's Student Success Scorecard, an annual report of performance measurement data that includes metrics related to progress of remedial/English as a Second Language students, completion, persistence, and increases in wages for students taking classes to build skills. The August 26, 2016, study session presentation included discussion of the scorecard's completion metric through an equity lens, in response to ongoing discussions of the District's governing board regarding the differences in success rates for historically underserved and underrepresented students [IV.C-79].

On an annual basis, the governing board examines institutional effectiveness goals related to student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines set by the college. Foothill College's goals were adopted in accordance with a goals framework adopted by the California Community Colleges Board of Governors in response to a 2014 California legislative action. The goals were discussed

by trustees at the August 3, 2015, and June 13, 2016, Board of Trustees meetings [[IV.C-60](#), [IV.C-61](#)].

Approval of Institutional Plans

Foothill College's Student Success and Support Program Plan was reviewed and approved by the governing board at the October 6, 2014, regular meeting [[IV.C-58](#)]. The evidence-based plan provides for well-coordinated services integrated throughout both student services and instruction that give particular attention to at-risk students and identifying and addressing issues of equity and disproportionate impact.

The College's Educational Master Plan was presented to the Board of Trustees during the February 8, 2016, study session with particular attention paid to the student equity focus of the plan [[IV.C-57](#)]. The study session also included a thorough review of equity initiatives included in the Student Equity Plan adopted by the Board on December 7, 2015 [[IV.C-57](#)].

Analysis and Evaluation

The College meets the Standard. The governing board regularly reviews and discusses student performance data and sets aside time for in-depth examination of the College's plans for improving academic quality and student success.

Standard IV.C.9.

The governing board has an ongoing program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Board of Trustees has an ongoing program for board development that includes regularly scheduled study sessions, attendance at conference and workshops related to effective trusteeship and advocacy, and a comprehensive new trustee orientation.

Written policies provide for continuity of membership and staggered terms [[IV.C-63](#), [IV.C-64](#)]. Three positions on the Foothill-De Anza Board of Trustees were filled during the November 8, 2016, election in keeping with board policy that provides for staggered terms. The successful candidates were incumbent Laura Casas and new members Peter Landsberger and Gilbert Wong. Prior to the 2016 election, the Board of Trustees had not had a new member since the appointment of Joan Barram in 2009, demonstrating the consistent leadership and longevity of the District's governing board.

Board Development and Orientation

The Board discussed its commitment to board development during the February 3, 2014, study session and codified it on August 4, 2014, with the adoption of Board Policy 2740, which states, "The Board is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education" [[IV.C-80](#), [IV.C-81](#)].

Prior to the November 2016 election, governing board candidates were provided with

publications prepared by the Community College League of California related to California community college governance and a list of online resources to help them learn more about the District and its two colleges [IV.C-82]. Candidates were also invited to an orientation session, held August 31, 2016, that covered the mission of the District, opportunities and challenges, roles and responsibilities of the trustee, and district and college governance. The Board president, executive administrators, and faculty, staff, and student leaders gave brief presentations and answered questions during the orientation session, which was filmed and made available online to candidates unable to attend in person [IV.C-83].

During the November 7, 2016, Board of Trustees meeting, Chancellor Miner detailed orientation plans for the newly elected trustees. Minutes from the meeting indicate that “the orientation process for newly elected trustees will start with Human Resources onboarding immediately following the confirmation of election results,” “new governing board members will be provided resources such as district policies, the Community College League of California’s (CCLC) ‘Trustee Handbook,’ a guide to the Ralph M. Brown Act, and online ethics and accreditation training opportunities,” and “new trustees will meet with [Chancellor Miner] for agenda review prior to the December meeting, meet with the presidents and attend the CCLC Effective Trusteeship Workshop and Legislative Conference in January, and meet with the vice presidents prior to the February study session” [IV.C-18]. New student trustees are encouraged to attend the Community College League of California’s Student Trustee Workshop each August and other conferences through their terms of office.

Board members attend a variety of local, regional, state, and national meetings, conferences, and workshops that relate to community colleges and service as elected officials. Information gained from the activities is shared by trustees at regular meetings. Since 2013, trustee attendance has been documented utilizing a professional development tracking instrument, an example of which is shown below [IV.C-84].

2015			
Board Development			
Elected Trustees			
Joan Barram			
	1/25-1/26/15, Sheraton Grand Sacramento	Community College League of California Legislative Conference	2/9/15 - Report on file
	2/4/15, Santa Clara Convention Center	Joint Venture Silicon Valley State of the Valley Conference	2/9/15
	3/10/15, Microsoft Mountain View	Silicon Valley Leadership Group Workforce Town Hall	4/6/15

	5/3/15, League of Women Voters of the Los-Altos Mountain View Area	Meet Our Elected Officials	5/4/15
	8/28/2015, Microsoft Mountain View	Silicon Valley Leadership Group Education Summit	8/31/15
	11/19-11/21/15, Hyatt Regency SFO	Community College League of California Annual Convention	Report on file

Continuity of Board Membership

Board members are elected to four-year terms pursuant to Board Policy 2100 Board Elections [IV.C-63]. The policy provides for staggered terms “so that, as nearly as practical, one half of the trustees shall be elected each even numbered year.” The terms of trustees Cheng and Swenson are scheduled to end in 2018, while the terms of recently elected trustees Casas, Landsberger, and Wong continue until 2020. Board Policy 2110 details the process for handling vacancies on the Board [IV.C-64]. The policy was followed most recently in 2009 with the provisional appointment of former trustee Joan Barram, who filled a vacancy left by the resignation of trustee Hal Plotkin.

Analysis and Evaluation

The College meets the Standard. The Board has a comprehensive process for trustee orientation and a documented commitment to board development. Formal policies provide for staggered terms of office and continuity of membership.

Standard IV.C.10.

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees has adopted Board Policy 2745, which defines its commitment to and process for annual self-evaluation “in order to identify its strengths and areas in which it may improve its functioning.” The policy states that “the evaluation instrument shall incorporate criteria contained in the Board policies regarding Board operations, as well as criteria defining Board effectiveness” and that “the results will be used to identify accomplishments in the past year, goals for the following year, and strategic plans for future years” [IV.C-85].

The Board has a consistent record of conducting its annual self-evaluation with full participation from all elected members. The evaluation instrument asks trustees to measure individual and

collective performance related to the Board’s philosophy, mission, and ethics statements and to identify strengths, weaknesses, and ways to improve [IV.C-19]. To encourage candid statements, individual responses are collected by the Chancellor’s Office and kept confidential. A summary of the responses is shared with the governing board and public at the regular meeting each July as reflected in the governing board’s adopted calendar [IV.C-33]. The timing of the evaluation allows the results to be considered in the development of board priorities, which are adopted in August.

Assessing Board’s Effectiveness in Promoting and Sustaining Academic Quality and institutional Effectiveness

Results of the 2015-16 self-evaluation reflect strong agreement that trustees adhere to the following responsibilities included in the Board’s mission statement related to effectiveness in promoting and sustaining academic quality and institutional effectiveness:

- Establishes and protects districtwide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected, and where cultural diversity is celebrated
- Acknowledges students, their opportunities, and their progress as the central purpose of our colleges and supports their academic pursuit through careful program review
- Ensures 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
- Ensures the fiscal health and stability of the colleges and Central Services by having close working relationships with the Chancellor, financial staff, and auditors, and assures that proper procedures are in place to monitor this fiscal stability [IV.C-19].

During the January 23, 2012, study session, the Board examined its self-evaluation practice to determine if improvements could be made. Minutes from the meeting show that trustees agreed to an expanded self-evaluation process conducted in odd years that would include feedback from the Chancellor’s Advisory Council, public members of the Citizens’ Bond Oversight Committee and Audit & Finance Committee, and the president of the Foothill-De Anza Foundation Board of Directors [IV.C-86]. In accordance with the decision, input was gathered in spring 2013 and again in spring 2015. The governing board reflected on the spring 2015 feedback at the July 13, 2015, meeting, with one trustee commenting “that she appreciated suggestions about the Board getting more involved in addressing the achievement gap and policies that impact student success” [IV.C-87].

Board Training

Trustees unanimously agreed during the 2015-16 self-evaluation that the Board “works constantly to improve the Board’s quality of trusteeship through orientation, education and assessment of its own performance,” one of the responsibilities included in the Board’s mission statement [IV.C-19].

The Board’s commitment to assessing its performance related to board training is underscored by the inclusion of a discussion of trustee professional development on the February 3, 2014, study

session agenda [\[IV.C-88\]](#). Governing board members commented during the session that the district is well represented by its Board at state conferences but could improve its performance if trustees set a goal of attending one state or national conference per year in addition to local activities, better coordinate attendance, and share information gained from professional development activities at regular meetings [\[IV.C-80\]](#). As a result of the study session discussion, the Board began tracking conference attendance and adopted board policy 2735 Board Travel, which includes the requirement that trustees trustees “provide brief reports of conference attendance and/or professional development activities at the regular meeting of the Board of Trustees that follows the activity” [\[IV.C-89\]](#).

Analysis and Evaluation

The College meets the Standard. The Board of Trustees has a defined process for board evaluation that is consistently applied. The evaluation includes assessment of the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness, both from the perspective of trustees and from stakeholders in the college and community. Results of the annual self-evaluation are shared with the public during the July regular meeting, prior to the development and adoption of board priorities in August.

Standard IV.C.11.

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER7)

Evidence of Meeting the Standard

The Foothill-De Anza Community College District is a public institution formed under state law and governed by a locally elected board of trustees. In accordance with state law and board policy, board members are prohibited from employment with the district and may not hold an incompatible office [[IV.C-53](#)].

Code of Ethics

The Board of Trustees has a long-standing code of ethics policy that clearly outlines the standards expected of all board members. Board Policy 2715 Code of Ethics Standards of Practice states in part:

This Board maintains high standards of ethical conduct for its members. Trustees of the Foothill-De Anza Community College District will adhere to the following code of ethics. Each trustee shall:

- Devote the necessary time, thought and study to the duties and responsibilities of a Trustee to render effective and credible service.
- Work with fellow Board members in a spirit of harmony, respect and cooperation, acknowledging that differences of opinion will arise.
- Base personal decisions upon all available facts in each situation, vote honest conviction in every case, and respect the final majority decision of the Board.
- Deal openly with issues while maintaining strict confidentiality when appropriate or required.
- Remember at all times that an individual Board Member has no legal authority outside the meetings of the Board and conduct all relationships with the college staff, students, local citizenry and media on the basis of that fact.
- Avoid any situations where conflict of interest is real or apparent and promptly and honestly file all conflict of interest statements as required by law. A Board member shall not use position as a Board Member for personal benefit or gain.
- Welcome and encourage input and active cooperation by citizens of the college community and the community at large.
- Act only in the best interests of the entire community.
- Ensure public input into Board deliberations and adhere to the law and spirit of the open meeting laws and regulations.
- Communicate through appropriate channels [[IV.C-16](#)].

Dealing with Behavior That Violates the Code

In its code of ethics policy, the Board employs the following process for dealing with unethical behavior on the part of a board member:

Trustees who violate the Board's code of ethics harm the Board and District. If this situation occurs, the following process shall be followed:

- First, the Chancellor, along with the Board President (or other key trustee) will meet with the member to discuss the perceived violation, obtain the member's explanation of what occurred and attempt to resolve the problem informally.
- As a second step, if necessary, other trustees (less than a quorum) shall talk to the member to help him/her understand the significance of the situation and how to resolve it. To the extent the member's conduct has exposed either him/her or the Board to legal action, the President may arrange a confidential meeting between the President, the member and the District counsel to further discuss the problem.
- Third, if other steps have not resolved the problem, the Board may make public statements of expected Board behavior and/or a Board resolution about what expected behavior is, and/or a reaffirmation of its ethics policy.
- As deemed advisable, the Board shall schedule additional workshops or retreats on codes of ethics and the importance of upholding them.
- Finally, if all other steps have failed, the Board shall consider taking a vote to publicly censure the member.

Notwithstanding the foregoing, if a violation occurs at a Board meeting, the President should take the opportunity to state what the expectations and standards of the Board are, recess the meeting, or otherwise respond to the violation, including, without limiting the President's options, adjourning and continuing the meeting to a later date or time" [\[IV.C-16\]](#).

The code of ethics policy was first adopted by the board in May of 1992 and last revised in June 2014. In an interview conducted January 9, 2017, trustee Cheng, who has served on the Board of Trustees since 2008, stated that although she could not recall a single instance when the policy's process for dealing with unethical behavior had been applied, it is very important to have a clear process defined [\[IV.C-31\]](#). While there is no evidence of the board having to implement this process, the policy does underscore the high premium the board places on its own ethical behavior and that of all District employees.

Conflict of Interest and Disclosure

The district's Board has adopted the following conflict of interest policy that ensures governing board members disclose financial interests and do not financially benefit from decisions made by the governing board. Board Policy 2710 Conflict of Interest states:

Board members shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members.

A Board member shall not be considered to be financially interested in a contract if his/her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

A Board member who has a remote interest in any contract considered by the Board shall disclose his/her interest during a Board meeting and have the disclosure noted in the official Board minutes. The Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his/her duties as an officer of the District.

In compliance with law and regulation, the Chancellor shall establish administrative procedures to provide for disclosure of assets of income of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest as set forth in the conflict of interest code [\[IV.C-40\]](#).

In the most recent review of Board Policy 2710 in October and November 2014, trustees asked for and received clarification from legal counsel regarding their responsibilities under various conflict of interest laws [\[IV.C-90\]](#). Trustees routinely file annual statements of personal financial interest pursuant to the conflict of interest policy, the conflict of interest code, and the Political Reform Act. Statements of economic interest are kept on file in the district Chancellor's Office and with the Santa Clara County Clerk of the Board of Supervisors.

Self-Evaluation

The College meets the Standard. Trustees are elected by the public, prohibited from having employment or financial interest in the district, and disclose all potential conflicts. The Board's long-standing policies on both conflicts of interest and ethics demonstrate a deep and abiding commitment to the highest ethical standards.

Standard IV.C.12.

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Consistent with Board Policy 2430 Delegation of Authority to Chancellor the Board of Trustees delegates to the district chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The policy provides that the chancellor may delegate any powers and duties entrusted to her, including the administration of each college and center, but is specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor is also empowered to reasonably interpret board policy. [[IV.C-91](#)]

The Board of Trustees strictly limits its own role as stated in Board Policy 2200, Board Philosophy, Mission, and Roles and Responsibilities. While recognizing its responsibility “to establish and oversee the District’s mission, purposes, goals, policies, programs, services, and needs,” the Board “ensure[s] implementation through the Chancellor” [[IV.C-2](#)]. The chancellor’s employment contract reinforces the recognition of the separate roles of the Board and CEO, calling out the chancellor’s responsibility for fiscal oversight and handling personnel matters and stating that “the Chancellor shall have primary responsibility for the execution of Board policy, and the Board shall retain the primary responsibility for setting such policy” [[IV.C-92](#)].

CEO Accountability

The chancellor is held accountable for the operation of the district through a regularly scheduled performance evaluation. Board Policy 2435, Evaluation of the Chancellor, requires that the Chancellor be evaluated at least annually based on Board policy, the Chancellor job description, and performance goals and objectives developed jointly between the Chancellor and Board [[IV.C-22](#)]. Trustee Cheng explained during a January 9, 2017, interview that the governing board meets with the chancellor each August for a formal appraisal, which includes an evaluation the chancellor’s past year performance and goal setting for the new year. The Board meets again with the chancellor in February for a mid-year progress report [[IV.C-31](#)].

The Board also sets expectations for regular reports on institutional performance, a key indicator of the Chancellor’s success in her performance of duties. The Board approves a calendar each August that includes dates that certain items, including fiscal self-assessment and the Student Success Scorecard, are scheduled for discussion [[IV.C-33](#)]. Further, the Board policy on institutional planning states that “The Chancellor shall submit those plans for which Board approval is required to the Board and shall inform the Board periodically as to the status of the District’s planning efforts” [[IV.C-36](#)].

Analysis and Evaluation

The College meets the standard. The Board has established policies that delegate authority to the

chancellor to implement and administer board policies and provide for a clearly defined separation between the roles of the governing board and CEO. The chancellor provides leadership for the district and implements and administers board policies without board interference. The Board holds the chancellor accountable through an evaluation process documented in board policy, and sets expectations for regular reports on institutional performance through policy and its adopted meeting calendar.

Standard IV.C.13.

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees recognizes the importance of accreditation and its participation in the process in Board Policy 3200, which states that accreditation of the colleges “is viewed by the board as being of the greatest importance” and that “the Chancellor shall ensure that the Board is involved in any accreditation process in which Board participation is required” [\[IV.C-93\]](#).

Board Informed about Accreditation

The Board is an active and informed participant in the accreditation process. Three trustees have served multiple terms of office extending over prior accreditation cycles, and trustee Cheng acted as the Board's liaison to the College's Accreditation Steering Committee during the recent self-evaluation process. Trustees are provided the Commission's “Guide to Accreditation for Governing Boards,” which details Eligibility Requirements, Accreditation Standards, Commission policies, and accreditation processes, as a training and reference tool; participate in accreditation breakout sessions during conferences; receive regular updates regarding the self-evaluation process; and review and approve the College self-evaluation, follow up, mid-term, and substantive change reports.

During the August 29, 2016, study session, trustees participated in a comprehensive review of the accreditation process that covered the purpose of accreditation, Accreditation Standards, the organization of the Accreditation Steering Committee and Standard teams, timeline for completion of the self-evaluation report, results of student and employee surveys related to Accreditation Standards, Standards related to the governing board and multi-college districts, and the functional map [\[IV.C-94\]](#).

The February 6, 2017, study session accreditation update provides another example of the governing board involvement in the accreditation process. During the presentation, trustees were reminded of the purpose of accreditation and were given an update on development of the College self-evaluation report, topics planned for the quality focus essay, and the timeline for completing the report [\[IV.C-95\]](#).

Board Informed of College's Accredited Status

The Board of Trustees reviewed and approved the College's Accreditation Midterm Report on October 6, 2014; Follow Up Report on October 5, 2015; Substantive Change Proposal Baccalaureate Degree in Dental Hygiene on April 6, 2015; and Special Report – Baccalaureate Degree on October 3, 2016, Substantive Change Proposal Relocation of Middlefield Center to the Sunnyvale Center on March 7, 2016 [[IV.C-96](#), [IV.C-97](#), [IV.C-98](#), [IV.C-99](#), [IV.C-100](#)]. After reviewing the Institutional Self-Evaluation Report on [REDACTED], the Board accepted and certified it on [REDACTED] [IV.C-101, IV.C-102].

Board Evaluation of Governing Board Roles and Functions in Accreditation Process

The Board uses Accreditation Standards in its self-evaluation. The self-evaluation instrument asks governing board members to assess their individual and collective performance in relation to statements included in the Board's mission statement and code of ethics policy related to academic quality and fiscal stability (Standard IV.C.1), acting as a collective entity (Standard IV.C.2), selecting and evaluating the chancellor (Standard IV.C.3), reflecting the public interest (Standard IV.C.4), ensuring the quality of student learning programs and services (Standard IV.C.5), determining and evaluating policy (IV.C.7), board development (IV.C.9), ethical behavior and avoidance of conflict of interest (Standard IV.C.11), and respect for the chancellor's authority (Standard IV.C.12) [[IV.C-19](#)].

Analysis and Evaluation

The College meets the Standard. The governing board is informed and actively involved in the accreditation process, reviews and approves all institutional accreditation reports, and assesses its performance using Accreditation Standards.

Standard IV.C Evidence

[IV.C-1](#) Board Policy and Administrative Procedure Manual

[IV.C-2](#) Board Policy 2200 Board Philosophy, Mission, and Roles and Responsibilities

[IV.C-3](#) Board Policy 1200 Mission of the Foothill-De Anza Community College District

[IV.C-4](#) Board Policy 2223 Role of the Academic Senate in Academic and Professional Matters

[IV.C-5](#) Board Policy 6010 Curricular Offerings

[IV.C-6](#) Board Policy 6120 Graduation Requirements

[IV.C-7](#) Board Policy 6210 Philosophy for Counseling Program

[IV.C-8](#) Board Policy 5035 Inter-District Attendance

[IV.C-9](#) District Strategic Plan

[IV.C-10](#) Board Policy 3000 Principles of Sound Fiscal Management

[IV.C-11](#) Board Policy 3100 Budget Preparation

[IV.C-12](#) Board Policy 3110 Final Budget

[IV.C-13](#) Board Policy 3112 Reports on District's Financial Condition

[IV.C-14](#) 9-12-16 BOT agenda 9-Adoption of the 2016-2017 Budget

[IV.C-15](#) 2016-17 Adopted Budget

[IV.C-16](#) Board Policy 2715 Code of Ethics Standards of Practice

[IV.C-17](#) 7-11-16 Board of Trustees meeting minutes

[IV.C-18](#) 11-7-16 Board of Trustees meeting minutes

[IV.C-19](#) 2015-2016 Board of Trustees self-evaluation summary

[IV.C-20](#) 5-2-16 Board of Trustees meeting minutes

[IV.C-21](#) Board Policy 2431 Chancellor or President Selection

[IV.C-22](#) Board Policy 2435 Evaluation of Chancellor

[IV.C-23](#) Administrators Handbook

[IV.C-24](#) Chancellor search webpage

[IV.C-25](#) 1-20-15 Announcement of chancellor search

[IV.C-26](#) Chancellor search committee members and committee charge

[IV.C-27](#) 2-9-15 BOT agenda 9-Chancellor Search Timeline and Search Committee Composition, Charge, and Membership

[IV.C-28](#) 2-1-15 Chancellor search update-Chancellor profile open forums

[IV.C-29](#) 5-7-15 Chancellor search update-Selection of finalists

[IV.C-30](#) 5-22-15 Chancellor search update-Announcement of finalists

[IV.C-31](#) 1-9-17 Minutes of Accreditation Self-Study Standard IV Team interview of trustee Pearl Cheng

[IV.C-32](#) Chancellor's 2015-16 evaluation instrument

[IV.C-33](#) Board of Trustees 2016-17 meeting calendar

[IV.C-34](#) 8-1-16 BOT agenda closed session-Chancellor's evaluation

[IV.C-35](#) 2-6-17 BOT agenda closed session-Chancellor's evaluation

[IV.C-36](#) Board Policy 3250 Institutional Planning

[IV.C-37](#) Board Policy 2015 Student Members

[IV.C-38](#) Board Policy 2345 Public Participation at Board Meetings

[IV.C-39](#) Foothill College president search committee members

[IV.C-40](#) Board Policy 2710 Conflict of Interest

[IV.C-41](#) Board Policy 2716 Political Activity

[IV.C-42](#) Board Policy 2720 Communications among Board Members

[IV.C-43](#) 12-7-15 BOT agenda 1-Ratification of Contracts and Agreements attachment

[IV.C-44](#) 2-6-17 BOT agenda 12-2017 Legislative Principles

[IV.C-45](#) Community College League of California participating districts webpage

[IV.C-46](#) Community College League of California mission webpage

[IV.C-47](#) 2016-17 California Community College Trustees Board members

[IV.C-48](#) 12-12-16 Board of Trustees meeting minutes

[IV.C-49](#) Board member profiles webpage

[IV.C-50](#) Association of Community College Trustees mission webpage

[IV.C-51](#) California Education Code, Section 70902

[IV.C-52](#) Board Policy 2712 Conflict of Interest Code

[IV.C-53](#) Board Policy 2010 Board Membership

[IV.C-54](#) 2016-17 Board Priorities

[IV.C-55](#) 2-4-13 BOT agenda SS2-Budget update presentation attachment

[IV.C-56](#) Board Policy 2315 Closed Session

[IV.C-57](#) 2-8-16 Board of Trustees meeting minutes

[IV.C-58](#) 10-6-14 BOT agenda 8-Foothill College Student Success and Support Program Plan

[IV.C-59](#) 12-7-15 BOT agenda 10-Foothill College Student Equity Plan

[IV.C-60](#) 8-3-15 BOT agenda SS2-Institutional Effectiveness Partnership Initiative

[IV.C-61](#) 6-13-16 BOT agenda 23-2016-2017 Institutional Effectiveness Goals

[IV.C-62](#) 2-8-16 BOT agenda 13-2014-15 Fiscal Self-Assessment

[IV.C-63](#) Board Policy 2100 Board Elections

[IV.C-64](#) Board Policy 2110 Vacancies on the Board

[IV.C-65](#) Board Policy 2210 Officers of the Board

[IV.C-66](#) Board Policy 2220 Committees of the Board

[IV.C-67](#) Board Policy 2305 Annual Organizational Meeting

[IV.C-68](#) Board Policy 2310 Regular Meetings

[IV.C-69](#) Board Policy 2320 Special and Emergency Meetings

[IV.C-70](#) Board Policy 2330 Quorum and Voting

[IV.C-71](#) Board Policy 2340 Board Meeting Agendas

[IV.C-72](#) Board Policy 2350 Speakers at Board Meetings

[IV.C-73](#) Board Policy 2355 Decorum at Board Meetings

[IV.C-74](#) Board Policy 2360 Minutes

[IV.C-73](#) 1-11-16 Board of Trustees meeting minutes

[IV.C-74](#) 4-4-16 Board of Trustees meeting minutes

[IV.C-75](#) Board Policy 4176 International Travel

[IV.C-76](#) Board Policy 5020 Nonresident Tuition

[IV.C-77](#) Board Policy 2410 Policy and Administrative Procedure

[IV.C-78](#) Policy and Procedure Review - Cross Reference Chart of New and Old Policy and Procedure Numbers

[IV.C-79](#) 8-29-16 BOT agenda SS4-Student Success Scorecard presentation attachment

[IV.C-80](#) 2-3-14 Board of Trustees meeting minutes

[IV.C-81](#) Board Policy 2740 Board Education

[IV.C-82](#) Governing board candidate orientation invitation letter and resource list

[IV.C-83](#) 8-31-16 Governing board candidate information session agenda

[IV.C-84](#) Board development tracking instrument

[IV.C-85](#) Board Policy 2745 Board Self-Evaluation

[IV.C-86](#) 1-23-12 Board of Trustees meeting minutes

[IV.C-87](#) 7-13-15 Board of Trustees meeting minutes

[IV.C-88](#) 2-3-14 BOT agenda SS4-Trustee Professional Development

[IV.C-89](#) Board Policy 2735 Board Travel

[IV.C-90](#) 11-3-14 BOT agenda 1-Board Policy 2710 Conflict of Interest - New (Second Reading)

[IV.C-91](#) Board Policy 2430 Delegation of Authority to the Chancellor

[IV.C-92](#) Chancellor employment contract

[IV.C-93](#) Board Policy 3200 Accreditation

[IV.C-94](#) 8-29-16 BOT agenda SS3-Accreditation presentation attachment

[IV.C-95](#) 2-6-17 BOT agenda SS3-Accreditation Self Study Update presentation attachment

[IV.C-96](#) 10-6-14 BOT agenda 6-Foothill College Accreditation Midterm Report

[IV.C-97](#) 10-5-15 BOT agenda 11-Foothill College - ACCJC Follow Up Report Fall 2015

[IV.C-98](#) 4-6-15 BOT agenda 9-Foothill College - Substantive Change Proposal for a Baccalaureate Degree in Dental Hygiene

[IV.C-99](#) 10-3-16 BOT agenda 4-Foothill College-ACCJC Substantive Change Protocol for the Bachelor of Science Dental Hygiene

[IV.C-100](#) 3-7-16 BOT agenda 13-Foothill College Sunnyvale Center Accrediting Commission for Community and Junior Colleges (ACCJC) Substantive Change Request

[IV.C-101](#) ___ BOT agenda ___-Foothill College Institutional Self-Evaluation Report (First Reading)

[IV.C-102](#) ___ BOT agenda ___ - Foothill College Institutional Self-Evaluation Report (Second Reading)

Standard IV: Leadership and Governance

Standard IV.D Multi-College Districts or Systems

IV.D.1.

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Foothill-De Anza Community College District chancellor establishes and communicates expectations of educational excellence and integrity through both direct and indirect channels of communication.

The Chancellor Provides Leadership in Setting and Communicating Expectations of Educational Excellence and Integrity

The chancellor is highly visible and engaged and has created a direct and open channel of communication with faculty, staff, administrators, and students on both campuses. The district wide fall opening day events, which bring staff, administration, and faculty together, set the tone for district wide collaboration and engagement for the remainder of the year [IV.D-1]. In her first opening day speech after assuming leadership of the district, Chancellor Miner reiterated the pledge she made during the chancellor search process to close the achievement gap, and she identified student equity, educational excellence, and leadership in innovation as the way forward. While recognizing the individual achievements of faculty and staff and acknowledging the colleges as leaders in state and national measures of educational excellence, she made clear that the gap in success rates would not be ignored, remarking that “If you are weary of hearing about the achievement gap, I assure you that if we close it, I will happily move on to another topic” [IV.D-2].

For the 2016-17 district opening day event, the chancellor built upon the student equity theme, both in her speech and in the addition of a focused series of workshops devoted specifically to implementing equity practices in everyday work. The chancellor’s speech to employees recognized the colleges for being at the top of their peer groups in student success but acknowledged that unacceptable gaps persist that will only be closed with the collective efforts and commitment of everyone at the district. Speaking about the revised district mission statement, the chancellor emphasized that equity, excellence, inclusion, and sustainability are inextricably intertwined and that everyone at the district has a role in student success and a responsibility to contribute [IV.D-3].

Following the general session, participants engaged in discourse and exploration through a series

of thoughtfully structured applied equity workshops on topics ranging from “Student Voices: Creating Dialogue for Equity and Student Success” to “Applied Cultural Humility” followed by more traditional general workshops that covered a broad range of topics from tenure review to student engagement [[IV.D-4](#), [IV.D-5](#)].

A further example of the chancellor’s commitment to and expectation for educational excellence is the District’s membership on the Board of Directors of the League for Innovation in the Community College. As part of the reaffirmation of membership process, which is triggered when there is a change in the chief executive officer of the institution, a self-evaluation report was prepared in 2016 to demonstrate that the District continues to meet the criteria for membership, which includes institutional excellence and effectiveness, innovative and experimental programs and practices, institutional stability, a high quality of resources, a high quality of leadership, and national or state recognition. The chancellor solicited input into the self-evaluation through a district wide survey and shared the final report widely by posting it prominently on the district website and announcing the availability of the report through a district wide email message to all employees and at meetings of the Board of Trustees and Chancellor’s Advisory Council (CAC) [[IV.D-6](#), [IV.D-7](#), [IV.D-8](#), [IV.D-9](#)].

The Chancellor’s Advisory Council provides another forum for the chancellor to provide leadership in setting and communicating expectations. Council members represent student, staff, faculty, and administrative organizations throughout the district, and representatives of the council bear a responsibility to “communicate a clear understanding of the issues and any CAC recommendations to his/her constituency.” The council played a prominent role in crafting the revised District mission statement, and the chancellor worked with the executive director of Institutional Research and Planning in leading the council in thoughtful and frank discussions throughout the revision process that resulted in consensus and a strong commitment from council members. This commitment was exhibited when changes to the statement were proposed by members of the Board of Trustees, and council members spoke vigorously in favor of retaining the carefully crafted language that had resulted from many months of effort [[IV.D-10](#), [IV.D-11](#), [IV.D-12](#), [IV.D-13](#), [IV.D-14](#), [IV.D-15](#), [IV.D-16](#)].

Periodically during the academic year, the chancellor engages administrators and supervisors from both colleges and Central Services in half-day meetings that serve as both a communication tool and training opportunity. Discussions at the meetings range from topical issues as diverse as sexual harassment training to technology updates. At the February 10, 2017, meeting, for example, discussions included a review of the outcomes of the February 6, 2017, Board of Trustees study session; results of the student computing device ownership survey; an analysis of students who apply, but do not enroll; and enrollment challenges and opportunities [[IV.D-17](#)].

Additionally, senior administrators from both colleges and Central Services are called together quarterly to discuss issues of concern district wide. During the May 10, 2016, meeting, issues discussed included college/district institutional effectiveness goals 2016-17, revision of the district mission statement, review of the draft Facilities Master Plan, and proposals for District Opening Day equity training [[IV.D-18](#)]. On August 18, 2016, senior administrators engaged in a full-day equity retreat facilitated by Nani Jackins Park of Equity Works NW, a consultant contracted by the chancellor in part to “work with district and campus administrative and equity

leaders to create a project plan to promote equity and inclusion at Foothill-De Anza and provide consultation to executive district leadership related to identification and implementation of initial equity strategies” [\[IV.D-19, IV.D-20\]](#).

In direct communications at weekly Chancellor’s Cabinet meetings, the chancellor works collaboratively with the college presidents and vice chancellors to communicate expectations and priorities. These regular leadership meetings allow the chancellor to establish alignment between the colleges and District and provide a forum for the executive leaders of the district to openly discuss challenges and opportunities and come to agreement on recommendations for supporting the colleges, ensuring effective operation. The chancellor also conducts individual biweekly meetings with the college presidents and vice chancellors to ensure that roles and responsibilities are clearly communicated and the district remains proactive in addressing emerging issues.

Chancellor Establishes Clearly Defined Roles, Authority and Responsibility between the Colleges and the District

Working with the colleges and through the participatory governance process, the district engaged in a review of college and district responsibilities as they relate to accreditation standards. The resulting delineation of functions map documents and clearly defines separate and shared roles, authority, and responsibilities. [\[IV.D-21, IV.D-9, IV.D-22\]](#)

By creating a sound organizational structure, with multiple layers of reporting responsibility that ultimately culminate in her leadership and oversight, the chancellor assures the effective operation of the colleges. As prescribed in board policy, the organizational structure is maintained with the necessary degree of flexibility to ensure a free flow of communication and ability to mold to the evolving needs of the District. The related administrative procedure charges the College presidents and vice chancellors with determining the lines of “management and supervisory responsibility within their operational units” [\[IV.D-23, IV.D-24\]](#).

Despite the delegation of authority, including the administration of each college, the chancellor carries executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board that necessitate administrative action. Indeed, not only is the chancellor empowered to reasonably interpret board policy, but to take action where board policy does not exist or is lacking. The chancellor also must ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion [\[IV.D-25\]](#).

Analysis and Evaluation

The College meets the Standard. The Foothill-De Anza Community College District chancellor communicates expectations for educational excellence and integrity and assures support for effective college operations through regular and ongoing meetings and events across the District. She has established structurally sound and clear roles of authority and responsibility between the colleges and the district to ensure effective district wide functioning.

Standard IV.D.2.

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Chancellor Delineates, Documents, and Communicates Operational Responsibilities

The chancellor of Foothill-De Anza Community College District clearly delineates, documents, and communicates operational responsibilities and functions of the district from those of the colleges and adheres to this delineation in practice. The District's organizational structure administrative procedure outlines operational responsibilities for the district and delegates to the college presidents and the vice chancellors of Business Services, Human Resources & Equal Opportunity, and Technology the responsibility for delineating "lines of management and supervisory responsibility within their organizational units" [\[IV.D-24\]](#).

A delineation of functions map that clarifies responsibilities of the colleges and Central Services in meeting accreditation standards was developed in consultation with the vice chancellors and colleges and shared district wide. The functional map was discussed with the Board of Trustees on August 29, 2016; reviewed by the district wide participatory governance Chancellor's Advisory Council (CAC) on October 14, 2016; and accepted by the council on December 2, 2016. The College's Integrated Planning & Budgeting Governance Handbook further describes the relationships between the College governing bodies and the District [\[IV.D-21, IV.D-26, IV.D-9, IV.D-22, IV.D-27\]](#).

The chancellor meets weekly with the college presidents and vice chancellors and quarterly with the district and college senior staff to discuss strategic and operational issues. District wide participatory governance groups, such as the CAC, facilitate communication between the District and College, providing a forum for expressing concerns about district services that support the College in achieving its mission and acting as a feedback mechanism to provide assessment of the effectiveness of district services. The stated purpose of the Human Resources Advisory Committee, for example, is "To provide input to Human Resources for continued improvement in services and programs for employees; to improve communication between Human Resources and the employees it serves" [\[IV.D-28\]](#).

The district wide strategic, technology, and facilities master plans further differentiate the responsibilities of the colleges and district and provide data-driven metrics for measuring success. The District Strategic Plan in particular demonstrates how district services are focused on meeting the needs and priorities of the institution as an overwhelming majority of the district strategies incorporated into the plan are directly related to supporting specific college goals. This college-centric approach is also evident in the prioritization of spending illustrated in the

resource allocation cycle, which also provides ample opportunity for communication and feedback [[IV.D-29](#), [IV.D-30](#)].

The Chancellor Ensures that the Colleges Receive Effective and Adequate Services

To support the College mission, Central Services, which includes the Chancellor's Office, Business Services, Human Resources & Equal Opportunity, and Educational Technology Services provides high quality services to both colleges that serve to minimize costs, ensure consistency, and avoid duplication of effort.

Chancellor's Office

The chancellor provides leadership for the district in guiding long-range planning processes, working with the college presidents in focusing on the primary roles of teaching and learning, providing leadership for the role of technology in higher education, advancing the district's commitment to diversity, managing the district's resources, strengthening the district's financial position, developing new sources of external funding, and ensuring input from representatives of all constituencies. The chancellor also works to ensure progress on district-led initiatives and campus priorities; ensures that the district's infrastructure and support systems are robust; strengthens the district's management systems; articulates and promotes a strong, innovative vision of the district to the educational, political, business and civic leaders of the community, the state, and the nation; advocates for the educational and financial needs of the district; strengthens existing ties and develops new partnerships, and works with the Foothill-De Anza Foundation to raise funds from the private sector [[IV.D-31](#)].

In addition to providing support to the chancellor, the governing board of the district, and various governance committees, the Chancellor's Office manages board policies and procedures and takes a leading role in community relations, state and federal relations, legislative advocacy, public affairs and media relations, and foundation strategic leadership and fundraising.

The Foothill-De Anza Foundation helps address financial inequities with scholarships, book vouchers, and fundraising to improve and expand critical college programs such as support services for veterans and educationally and financially disadvantaged students. The foundation works closely with the district and college leadership to support institutional priorities [[IV.D-32](#)].

Business Services

Business Services provides services in the areas of Accounting, Budget, Environmental Health & Safety, Finance, Grants, Payroll, Safety, and Risk Management [[IV.D-33](#)]. The Business Services Office is responsible for coordinating the development of the District's annual budget, preparing quarterly reports, and tracking the use of float funds [[IV.D-34](#)].

Accounting Services is responsible for the accumulation and distribution of District wide financial information for both internal and external use. It provides an array of fiscal support services, including accounts payable, accounts receivable, financial analysis, and cashier services, as well as general accounting services [[IV.D-35](#)].

Environmental Health and Safety oversees all aspects of environmental compliance, ensuring that hazardous, universal, and medical waste is appropriately disposed; remodels, construction

projects, and permitting of new operations are performed within regulatory guidelines; training is provided to personnel who manage regulated activities; and environmental programs are created to improve procedures [\[IV.D-36\]](#).

Facilities, Operations, and Construction Management supports the colleges in achieving their goals by providing maintenance and repair services to both colleges, custodial services and grounds maintenance to Foothill College, and executing the capital construction program as well as major renovation, repair, and maintenance projects [\[IV.D-37\]](#).

Grants provides overall monitoring responsibility for all federal, state, and local grants; reviews grant proposals; provides assistance with financial questions including how to prepare financial reports; and provides guidance for questions related to procedures and guidelines for faculty, directors, deans, and vice presidents who oversee grants and categorical programs [\[IV.D-38\]](#).

Payroll Services functions as the centralized administrator for employees' net pay including retirement and tax withholdings and reporting. Working in collaboration with the District Human Resources Department, campus personnel and student employment coordinator, payroll staff compute and distribute employees' net compensation with the highest accuracy in accordance with the District policy, federal and state laws, and applicable bargaining agreements [\[IV.D-39\]](#).

Purchasing Services supports the education of students by purchasing goods and services requested by the District and the colleges based upon an impartial open competitive vendor selection process that complies with applicable laws and District policies and achieves the lowest available acquisition cost consistent with the specified features, functions, quantity, quality, level of service, and required delivery time [\[IV.D-40\]](#).

The Risk Management Department works to provide a safe environment conducive for work and learning, and to protect and preserve district property and assets. The responsibilities of the Risk Management Department include purchasing and managing insurance, managing property and liability claims, providing safety training for faculty and staff, and maintaining compliance with OSHA regulations [\[IV.D-41\]](#).

The Foothill-De Anza Police Department has the responsibility of investigating felony and misdemeanor crimes occurring on both the Foothill and De Anza campuses. Officers work closely with allied agencies to identify suspects and crime trends. The department is also responsible for the Sex Offender Registrant Program and works closely with the Department of Justice and the local District Attorney [\[IV.D-42\]](#).

Human Resources & Equal Opportunity

Foothill-De Anza recognizes that without exceptional faculty and staff, there would be little chance of fulfilling its ambitious goals. Human Resources supports the colleges by providing position classification; recruitment, on-boarding and orientation of new employees; wage and salary placement; professional development leaves and other leaves of absences; employee recognition and professional development programs; employee health and fringe benefits; compliance with federal and state nondiscrimination and equal opportunity statutes and regulations; responses to complaints related to harassment and discrimination, including sexual

harassment; labor negotiations; and grievance, discipline procedures, and administrative hearings [\[IV.D-43\]](#).

The Human Resources Department led a collaborative effort with the district's unions to align health benefits with declining revenues during California's recent recession. Recommendations made by the Joint Labor Management Benefits Council allowed the district to move from a longstanding self-insured and self-funded model, administered by and fully paid for by the district, to a fully insured model that allows costs to be controlled and expenses stabilized through a contract with the state-sponsored health insurance plan and implementation of employee premium contributions. A health benefit reserve fund was established to offset drastic increases in premiums year-to-year and to ease the transition to the higher share of costs that employees now contribute. In 2013, Workforce Magazine recognized Foothill-De Anza with an Optimas Award in the partnership category for exemplary achievement in workforce management related to the JLMBC [\[IV.D-44\]](#).

The district director of equity and employee relations oversees the equity initiatives of Human Resources, including professional development to support and enhance equity and diversity efforts throughout the district and assure compliance with district, state, and federal policies and regulations. The district equity director leads the District Diversity and Equity Advisory Committee (DDEAC), which has a charge that includes reviewing and revising the district's Equal Opportunity Plan and making recommendations for enhancing hiring policies and practices to ensure inclusion and a focus on equity. In 2016, DDEAC and the district's Human Resources Advisory Committee recommended strengthening training for hiring committee members and revising the district's employment application to sharpen the focus on applicants' commitment to diversity, equity, and inclusion. The expanded training commenced in fall 2016 [\[IV.D-45\]](#).

Educational Technology Services

Educational Technology Services (ETS) is a comprehensive, centralized support organization that serves the academic and administrative technology needs of the students, faculty and staff of the Foothill-De Anza Community College District [\[IV.D-46\]](#). ETS manages software and hardware standards, implementation, and service and coordinates major projects across the district to improve efficiency and maximize performance, such as network refresh, desktop virtualization, server virtualization, website conversion, and 25Live, an integrated solution for managing classrooms, facility, and other physical resources to support instructional and administrative needs [\[IV.D-47\]](#).

As noted on the Foothill College website, Institutional Research and Planning "supports Foothill College in providing information that leads to thoughtful and purposeful decision-making for the improvement of student success and overall college planning. Institutional research serves as a primary resource in building culture of evidence, bringing statistical and social science research methods on the institutional data found throughout the Foothill-De Anza Community College District." Institutional Research and Planning "conducts research, plays leadership and consulting roles, and serves as a steward for the institution's official statistics" [\[IV.D-48\]](#).

An example of the department's effective support of the colleges is the custom-built Inquiry Tool

developed by one of the college researchers in coordination with ETS. The Inquiry Tool allows faculty members to explore student success and retention in their course sections through an interactive online interface. It enables instructors to look at student outcomes by characteristics such as ethnicity, financial aid status, enrollment status, or veteran status and by course attributes such as online versus face-to-face or basic skills versus transferable. Only instructors are able to see section level data. The campus community can use the tool to look at course level data for a department or division. The intent is to deepen understanding and foster conversations about student success, equity, disproportionate impact, and recruitment [\[IV.D-49\]](#).

The Online Education Initiative (OEI) is a grant-funded statewide project led by Foothill-De Anza Community College District in partnership with Butte-Glenn Community College District. The OEI is in the process of establishing a statewide online education system that students can use to take classes from any participating college in the state using a common course management system. The goal is to improve access to higher education and increase the number of Californians who attain college degrees by providing an online environment that is seamless to navigate and rich in student support services. Foothill College benefits from the course design standards, faculty professional development, online readiness tutorials, tutoring services, and basic skills resources developed by the initiative, and as one of 24 pilot colleges in the initiative, is part of the OEI Consortium and eligible to be one of the first participants in the OEI Course Exchange [\[IV.D-50\]](#).

Evaluation of Support for Institutional Mission and Functions

Beyond the metrics included in institutional plans and feedback received through the governance process, District services are assessed through a variety of surveys and reports. The District's Business Services Office prepares a Sound Fiscal Management Self-Assessment Checklist report annually to ensure continuous scrutiny of District business practices and fiscal stability; external auditors conduct an annual financial audit of all Foothill-De Anza's funds, books, and accounts; and the district contracts for an annual performance audit of the bond program and periodic performance audits related to various cash handling and procurement card procedures, facilities rentals, independent contractors, and student employment, awards, and scholarships [\[IV.D-51\]](#), [IV.D-52\]](#).

Other mechanisms in place to assess the effectiveness of district services include annual reports on risk management and environmental compliance services; the Measure C Citizens' Bond Oversight Committee annual report, which provides an independent assessment of the District's construction bond program; the Employee Accreditation Survey, and surveys administered by Educational Technology Services and Facilities to determine user satisfaction with regard to help requests [\[IV.D-53\]](#), [IV.D-36](#), [IV.D-54](#), [IV.D-55\]](#).

Finally, each administrative unit evaluates its support for the institutional mission through an annual Administrative Unit Review that includes an assessment of progress toward meeting goals related to the District Strategic Plan and a realignment of objectives supporting goals [\[IV.D-56\]](#).

Analysis and Evaluation

The College meets the Standard. The chancellor has created an organizational structure that sets

forth the authority of each operational unit and has cooperatively developed and widely shared a functional map that delineates operational responsibilities and functions of the colleges and the District. The District employs multiple data-driven measures to evaluate the effectiveness of District services and to ensure that the colleges receive adequate support in achieving their missions.

Standard IV.D.3.

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the college and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

Recognizing the link between fiscal stability and effective control of expenditures and the ability to provide quality educational services, the Board of Trustees has adopted policies that entrust the chancellor with overall responsibility for sound fiscal management. Specifically, board policy charges the chancellor with the responsibility:

- a. To provide responsible stewardship of available resources.
- b. To maintain fiscal planning processes that address short- and long-term educational missions, goals and objectives and include constituency input.
- c. To maintain adequate cash and fund balance reserves to meet short- and long-term needs, obligations and liabilities.
- d. To implement and maintain effective internal controls.
- e. To aggressively prosecute any fraudulent activity.
- f. To limit the District's exposure to undue liability and risk.
- g. To identify sources of revenue prior to making short-term and long-term commitments.
- h. To establish and maintain current plans for the repair and replacement of equipment and facilities needed to sustain the instructional and support programs.
- i. To maintain human resource practices consistent with legal requirements and program objectives and to ensure that salary and benefit costs and obligations do not exceed available financial resources.
- j. To ensure that auxiliary activities having a fiscal impact on the District are consistent with the instructional mission of the District and comply with sound business, accounting, budget, and public disclosure and audit principles.
- k. To incorporate in the organizational structure a clear delineation of fiscal responsibilities and staff accountability.
- l. To keep the Board informed regarding the current fiscal condition of the District as an integral part of the decision-making processes.
- m. To develop and communicate effective fiscal policies, objectives and procedures to the Board, staff, students, and community.
- n. To maintain an effective and efficient information system in order to provide timely, accurate and reliable fiscal, human resource and student information to appropriate staff for planning, decision making, resource allocation and budget control.
- o. To establish and maintain effective processes to evaluate significant changes in the fiscal environment in order to make necessary and timely financial and program adjustments

[\[IV.D-57\]](#).

The chancellor is required by policy to report in detail to the Board at least quarterly regarding the District's financial and budgetary condition [\[IV.D-58\]](#). Fiscal responsibility is one of the seven strategic priorities articulated in the District Strategic Plan, and "responsible stewardship of available financial resources" is articulated in the plan as a district goal [\[IV.D-29\]](#).

The Business Services Office prepares a Sound Fiscal Management Self-Assessment Checklist report annually to ensure continuous scrutiny of district business practices and fiscal stability. The comprehensive narrative document is presented each year to both the Board of Trustees and the district's Audit and Finance committee, which is made up of two trustees and four community members. For the fiscal year ending June 30, 2016, the report examined and found acceptable the areas of deficit spending, fund balance, cash flow borrowing, bargaining agreements, staffing, internal controls, management information systems, position control, budget monitoring, retiree health benefits, leadership stability, liability, and reporting. Declining enrollment was listed as an area of concern, with the report noting "The district has more than sufficient dollars in the stability fund to offset the revenue loss for 2017/18. The district will be making plans to reduce expenditures to match revenues if the FTES loss is not restored over the next one to two years" [\[IV.D-51\]](#).

The District has been prudent in managing its reserves and controlling its expenditures, which has allowed for the effective operation and sustainability of the colleges during periods of fiscal instability at the state and national level. As noted in the fiscal self-assessment:

During difficult budget years, the district reduces ongoing expenditures and sets aside one-time funds (e.g., the stability fund) to bridge budgeted deficits. At the same time, the district revises ongoing revenue and expenditure estimates to reflect changes as anticipated. The Board and the administration are keenly aware of the one-time nature of the stability fund as a short-term solution. They recognize the need to manage the size of the operating deficit that the stability fund backfills to maximize its availability. The stability fund serves as a valuable one-time strategic resource, providing time for planning to restore ongoing revenue while delaying the impact of ongoing budget reductions that would be required should ongoing revenue not be restored. Budgets are revised accordingly as new economic information becomes available.

The district's undesignated fund balance in the General Purpose Fund is stable, varying from between \$16 million and \$36 million in excess of the 5% contingency reserve for the past five years. This increase in the General Purpose Fund balance is intentional and planned outcome of hard work and dedication by many departments, reductions in operating expenses, restricted spending on discretionary "B" budget, and savings from positions held vacant throughout the year. These funds are designated to close operating deficits on a one-time basis, to preserve our staffing levels as long as possible, and to be available to offset any cuts on a one-time basis in future fiscal years [\[IV.D-51\]](#).

External auditors conduct an annual financial audit of all Foothill-De Anza's funds, books, and accounts. The District's auditors have issued clean, unqualified opinions with no audit

exceptions for at least a decade. The audit also includes a report on internal control over financial reporting and tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements. For the year ending June 30, 2016, the external auditor issued a clean, unmodified opinion for all audited records, financial and compliance. There was one audit finding noted in the report for to be arranged (TBA) courses and one management recommendation regarding accounts payable reporting. De Anza College provided a response to the finding and has implemented the appropriate procedures to address how TBA Courses and their related hours are captured and reported. The District has also identified a corrective action plan to remedy the accounts payable reporting exception.

The management discussion and analysis included in the audit for the year ending June 30, 2016, notes that “Based on the district’s strong fund balances, we will be able to make gradual adjustments to expenditures to offset any revenue decline over the next two to three years. In this way, we will have the luxury to develop strategies to stabilize/increase enrollments and balance expenses to revenues for the long term.” The current year audit report signals a strong and sound financial operating and reporting environment consistent with other financial measures traditionally used to evaluate the control of expenditures such as the annual budget performance and level of reserves [\[IV.D-52\]](#).

Annual financial audits also are performed for the Foothill-De Anza and California History Center foundations and the general obligation bond program. In addition to financial audits, the district contracts for an annual performance audit of the bond program and periodic performance audits related to various cash handling and procurement card procedures, facilities rentals, independent contractors, and student employment, awards, and scholarships.

Foothill-De Anza Community College District allocates funds utilizing the district’s carefully designed budget principles and formulas. The District uses a fair and consistent formula based on full-time equivalent students (FTES) for allocation of resources that support the effective operations of the colleges. Both historically and consistently, Foothill College and De Anza College receive a 40/60 percent split of FTES produced annually. Foothill College receives 40 percent of the total revenue allocation for both colleges, and De Anza College receives 60 percent. The majority of the budget, comprised of salaries, benefits and discretionary budget, maintains the consistent 40/60 split. The allocation for classroom teaching expenses, full-time equivalent faculty (FTEF), is carefully analyzed each year to ensure that the appropriate FTEF is allocated to each college based on their productivity (FTES). Members of the District Budget Advisory Committee, Chancellor’s Cabinet, and the governing councils of Foothill and De Anza review the process regularly. Practices are consistent with the law and sound fiscal management and ensure that fiscal plans provide for contingencies and reserves as is prudent.

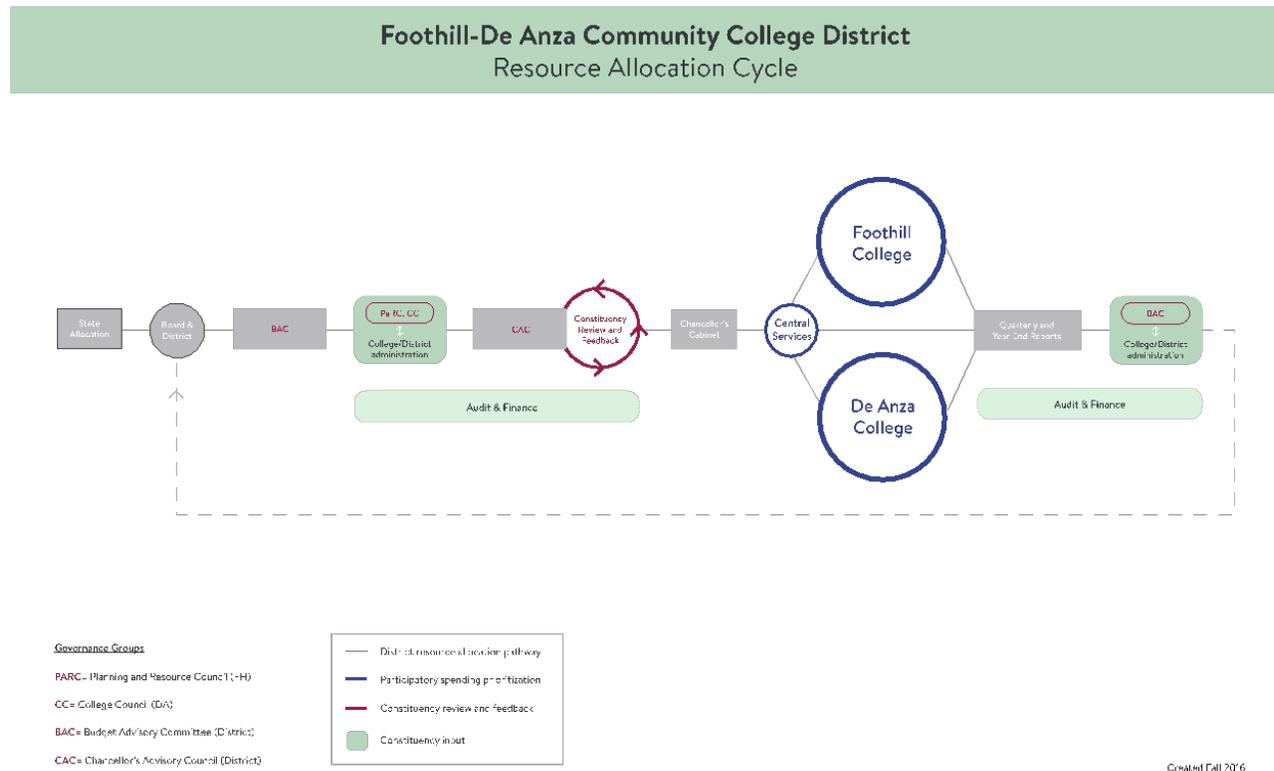
Management, faculty, and staff are given appropriate opportunities to participate in and influence the development of college financial plans and budgets. The colleges distribute resources utilizing their individual shared governance structures. In both plentiful and lean financial times, the resource allocation process fairly provides for materials, equipment, and personnel.

When the district receives its state allocation, it is reviewed by many district and college groups before being allocated to the colleges and Central Services. The involvement of multiple college

and district committees helps ensure that the process is fair, well understood, and reflects a realistic assessment of needs and priorities of each institution. The district wide participatory governance Budget Advisory Committee meets multiple times over the course of the year to discuss the current year and proposed budgets, resource allocation policies, and strategic issues. Committee members report back to constituent groups, and the chair provides periodic reports to the Chancellor’s Advisory Council.

The District Budget Advisory Committee, through the vice chancellor of Business Services, advises the chancellor, who retains ultimate responsibility for approval of the allocation of resources. Committee members include management, faculty, staff, and students from each college, as well as bargaining unit representation. Allocation of personnel resources and all other operational resources is designed to be an equitable and sound process, based on the well-developed formula and procedures outlined above [IV.D-59].

Personnel resource planning is closely integrated with budget planning. As documented in the Sound Fiscal Management Self-Assessment Checklist report, “The Board has previously approved a ‘growth model’ which funds additional positions, both teaching and support staff, in direct proportion to FTES growth. While the law requires an increase in full-time faculty consistent with FTES increases, the district’s model uses the same rationale for growth and reduction of non-teaching positions” [IV.D-51]. The vice chancellor of Human Resources sits on the District Budget Advisory Committee with the vice chancellor of Business Services. Additionally, both vice chancellors serve on the Chancellor’s Advisory Council (CAC) with its district wide constituency representation.



In challenging budget years, the District has supplemented regular committee meetings and

reports to the Board of Trustees with town hall meetings and district wide conversations meant to ensure that all employees and students have the opportunity to understand budget issues and resource distribution processes [IV.D-60]. Additionally, comprehensive information and reports regarding the financial condition of the District and operational processes are made available to the college community and public through the Business Services website [IV.D-61].

Foothill College's Integrated Planning & Budget Council Governance Handbook details the resource allocation process at the college level [IV.D-27]. While the majority of employees who responded to the Employee Accreditation Survey agreed and only nine percent disagreed that "the district chancellor ensures sufficient district support is allocated so the colleges can achieve their mission and goals," 32 percent of respondents answered "Don't know/Doesn't apply." These findings suggest that despite discussions in a variety of committees and forums, more effective communication regarding the District's role in the resource allocation process may be warranted [IV.D-55]. In an ongoing effort to improve communication, the recently approved District Strategic Plan includes district strategies intended to enhance participatory governance feedback and communication processes [IV.D-29].

Analysis and Evaluation

The College meets the Standard. The District has successfully weathered periods of statewide financial instability, maintaining remarkable long-term financial robustness and solvency. The District and two colleges follow standards of best practice that include establishing annual financial projections and plan, quarterly status reports on the financial and budgetary condition, maintaining adequate cash and fund balance reserves, responsible investment practices, and maintaining a balanced budget. External auditors provide annual audit reports and have issued clean, unmodified opinions for at least a decade. To ensure a process that is fair, well understood, and realistic in assessing the needs of each college, the District has developed and implemented a resource allocation process that is college-centered and provides many opportunities for constituency review and feedback.

Standard IV.D.4.

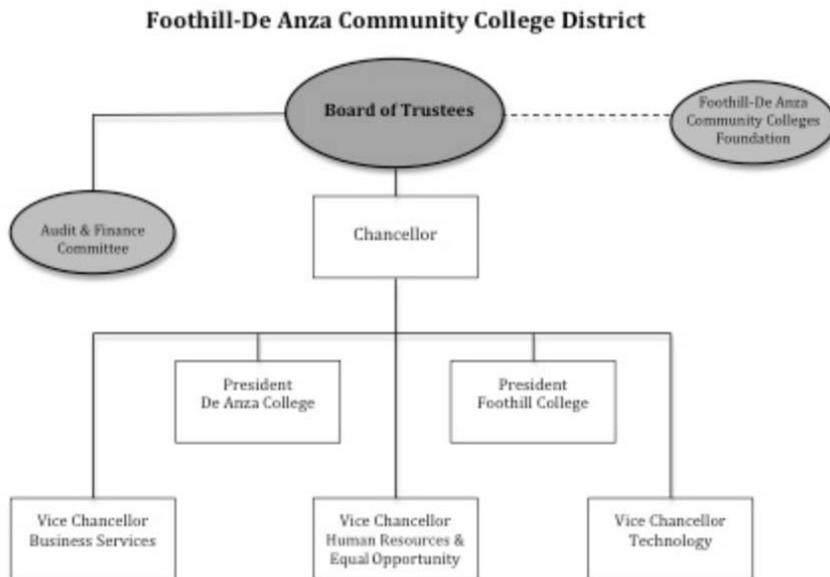
The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

Chancellor Delegates Responsibility to the College Presidents

The chancellor has delegated full responsibility and authority to the college presidents to implement and administer delegated district policies without interference, and the delegation is documented in District policies and procedures. The chancellor is permitted by board policy to "delegate any powers and duties entrusted to him/her by the Board including the administration of each college and center" and required to "establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District" [IV.D-25, IV.D-23]. The organizational chart developed by the chancellor and included in approved administrative procedure delegates the administration of each college to its president and

requires the president to “establish organizational charts that delineate the lines of management and supervisory responsibility within their organizational units” [IV.D-23, IV.D-24]. The delineations of functions map further documents the separation of District and College responsibilities [IV.D-21].



College Presidents Implement Delegated District Policies Without Interference

The chancellor has delegated authority to the Foothill College president to implement delegated district policies without interference. For example, although the Board of Trustees retains ultimate authority in approving employment, the president is charged through board policy with the primary responsibility for selecting college administrative personnel [IV.D-62]. Selection committees for college administrator positions are chaired by the president, and the president has the authority to make the final decision on the selection of the candidate forwarded to the chancellor for recommendation to the Board [IV.D-63]. The chancellor does not sit on selection committees for college administrator positions and does not influence the selection process.

The development of the College Student Equity Plan is another example of the independent authority of the College president to implement delegated district policies. While board policy holds the chancellor responsible for ensuring that each college establishes and implements a plan pursuant to state regulations, the chancellor through administrative procedure charges the College president with the authority to develop and execute a plan specifically designed to meet the specific needs of the College’s student population [IV.D-64, IV.D-65]. Foothill College’s Student Equity Plan was presented to the Board of Trustees for approval on December 7, 2015, and the College’s interim president presented the plan and made the recommendation for approval, not the District chancellor [IV.D-66].

Accountability

The College president is held accountable through regular meetings with the chancellor and a comprehensive annual performance evaluation that involves the setting of goals and objectives, mid-year review, self-evaluation, and a formal evaluation of key position responsibilities and

progress in meeting goals. Additionally, every third year, input into the president’s evaluation is sought from faculty members, administrators, staff, students, and community members [IV.D-67].

Analysis and Evaluation

The College meets the Standard. The District chancellor delegates full authority and responsibility to the College president and holds the president accountable for the operation of the college. In her role as leader of the Colleges, the president implements and administers delegated board policies in a manner that ensures the quality and integrity of programs, excellent services to students, and financial stability to carry out the College mission.

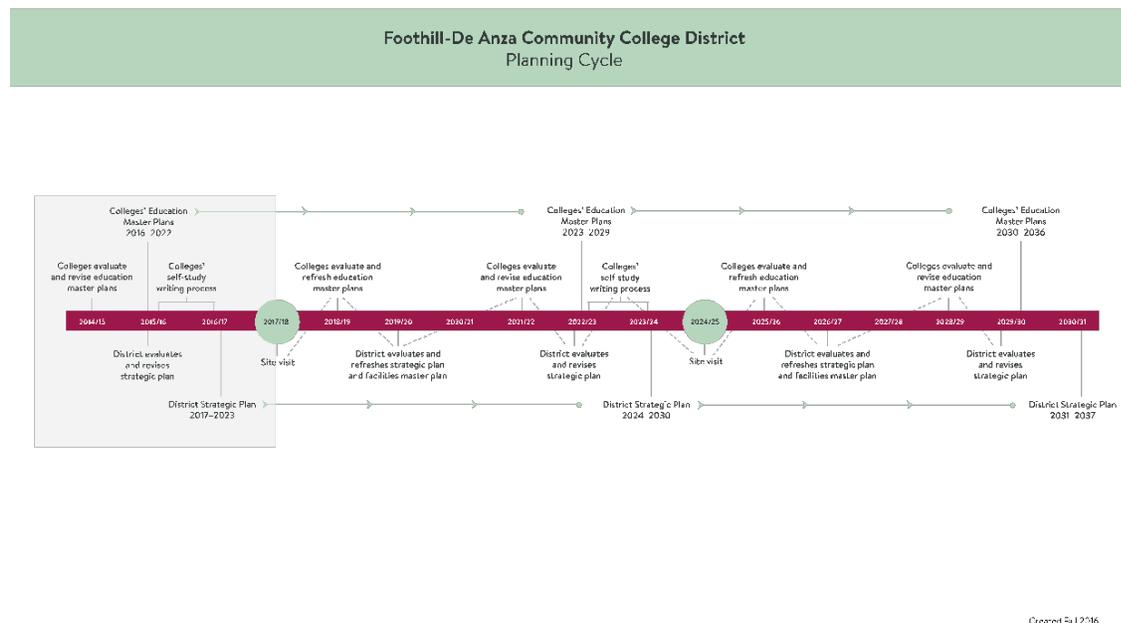
Standard IV.D.5.

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

Foothill-De Anza Community College District has established district wide integrated processes for strategic, financial, facilities, and technology planning with the goal of optimizing excellence in student learning and achievement. Planning is integrated with resource allocation at the district level through the budget review process.

The development of the college educational master plans and the District Strategic Plan happen in a cycle that allow each document and planning process to be informed by the other [IV.D-68]



District Strategic Plan priorities and goals are derived from the District mission statement and aligned with the goals articulated in the colleges’ educational master plans. The colleges and the

District look to the outcome metrics in their respective planning documents to determine the effectiveness of the integrated planning process. For instance, in the District Strategic Plan, the district strategies, which are aligned with articulated college goals, have associated metrics that allow for evaluation of progress and subsequent adjustment of strategies to better meet goals [\[IV.D-29\]](#).

The District Facilities Master Plan, which incorporates plans for both colleges, was developed through a yearlong collaborative effort that involved wide participation from across the district. Recommendations in the plan are linked to goals and initiatives in the District Strategic Plan, which in turn, is linked to the college educational master plans and District sustainability and technology plans. As noted in the Facilities Master Plan, “the planning team worked closely with the designated planning committees to define planning goals, discuss the analysis of existing conditions, review planning data, evaluate a series of development options, and make recommendations for site and facilities development.” Student learning and achievement and institutional effectiveness are the primary focus of all district plans, and principles used to develop facilities plan recommendations included “enhance student success,” “improve efficiency of facilities,” and “support stewardship of resources” [\[IV.D-69\]](#).

Included within the Facilities Master Plan is the District Technology Plan, which “was developed and vetted through the Educational Technology Advisory Committee (ETAC), a participatory governance committee dedicated to ensuring the effective use of technology across the district and associated colleges.” To develop the Technology Plan outcomes, ETAC considered “strategic guidance from the Board of Trustees and the chancellor, the strategic plans and technology plans of both colleges, an environmental analysis of future technology trends, several infrastructure analyses and audits, and surveys with other input from staff and faculty.”

Analysis and Evaluation

The College meets the Standard. District and college planning and evaluation are integrated to improve student learning and achievement and institutional effectiveness, and the planning cycle allows for evaluation, reflection, and alignment between planning efforts. The District Strategic Plan, Facilities Master Plan, and Technology Plan were developed with district wide participation and are linked with college plans.

Standard IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Communication is both art and science. At Foothill-De Anza Community College District, technology and human connection are used to create effective pathways to useful and accurate information flow from individuals to the committees to the administration and back again from the district to the individuals.

The framework for this flow of information is the participatory governance structure [\[IV.D-70\]](#). This creates a pathway for information between the chancellor and the colleges, and helps to

ensure that information vital for decision-making is shared with the District in a timely manner. From the Chancellor's Advisory Council, the communication pathway travels to the District Diversity and Equity Advisory Committee, Budget Advisory Committee, Human Resources Advisory Committee, Educational Technology Advisory Committee, and then to the college participatory governance councils, the De Anza College Council and Foothill Planning and Resource Council (PaRC). The members of these groups represent every constituency of the college, faculty, administrators, classified staff, district employees, and students.

The charge of the Chancellor's Advisory Council, which is reviewed and reaffirmed annually at the first meeting of each new academic year, is to serve as "the primary district-wide, participatory governance leadership team that advises the chancellor on institutional planning, budgeting, and governance policies and procedures affecting the educational programs and services of the Foothill-De Anza Community College District. Members of the CAC advise and make recommendations to the chancellor regarding district goals and priorities that are of major importance to the district in providing opportunity and promoting quality, integrity, accountability and sustainability in carrying out the mission and goals of the district." CAC's membership includes the chancellor, college presidents, vice chancellors, and leaders of the academic and classified senates, employee groups, and student organizations, ensuring that all of the District's constituencies are given the opportunity to participate in District decisions that impact the College [\[IV.D-10\]](#).

Reporting to CAC are four district wide committees that focus on the functions of the three Central Services operational units. The District Budget Advisory Committee includes among its responsibilities to "make recommendations on the budget process, make recommendations on resource allocation policies, propose budget assumptions, review revenue sources, prepare budget scenarios, and advise CAC on the fiscal impact of district wide initiatives" [\[IV.D-59\]](#). The Human Resources Advisory Committee has a charge "to provide input to Human Resources for continued improvement in services and programs for employees; to improve communication between Human Resources and the employees it serves" and "to provide advice on current and future endeavors of Human Resources and to provide constructive evaluation of the service provided" [\[IV.D-28\]](#). The District Diversity and Equity Advisory Committee is responsible for "implementing the Equal Employment Opportunity plan for the District" and "developing, implementing and coordinating district-wide diversity training, plans and activities consistent with the Diversity Vision Statement" [\[IV.D-45\]](#). The Educational Technology Advisory Committee "has primary responsibility for developing an overall strategic plan for technology in the district and maintaining an ongoing implementation effort aimed at achieving the goals of this plan" [\[IV.D-71\]](#).

In addition to this process, other committees/workgroups meet regularly. The Academic and Professional Matters Committee, which includes the academic senate leadership from both colleges, the chancellor, the college presidents, and the college instructional vice presidents, is one such committee. A collaboration that engages the entire District is evident from the active role played by the chancellor and faculty in drafting district wide academic policy and processes. The processes in place for this cross-district and College-to-chancellor communication are important in making effective decisions and hearing all District voices.

One example of the way of the way that communication flows back and forth through the District and College is in the development and approval of the Equal Employment Opportunity Plan. The District Diversity and Equity Advisory Committee began working on the draft plan at the December 3, 2015, meeting, and it was ready for preliminary review in February [IV.D-72]. The Chancellor's Advisory Council reviewed the document at the meeting of February 19, 2016, and members were asked to provide feedback at the next meeting [IV.D-73]. Subsequently, the Academic Senate and Classified Senate discussed the plan [IV.D-74, IV.D-75]. The opportunity for feedback was provided at the April 15, 2016, Chancellor's Advisory Council, and the council approved the plan at the same meeting. Following the district wide review and discussion, the Board of Trustees approved the EEO Plan on May 2, 2016 [IV.D-76].

Participatory governance committee meetings are scheduled in a way to facilitate timely communication. Chancellor's Cabinet, All Administrators and Supervisors, and District Senior Administrators meetings also support the flow of information critical to decision making and effectiveness.

While vital information and mission critical updates should in theory reach every staff member since participatory governance groups have representatives charged with the task of timely reports to their constituents, governance communication is reinforced and supplemented by selective messages from the Chancellor, Board Highlights, the President's Communiqués, Foothill's Fusion newsletter, the chancellor's District Opening Day address, and district wide meetings such as the district wide conversations on enrollment and revenue generation held during winter 2017 [IV.D-77, IV.D-78, IV.D-79, IV.D-80, IV.D-3, IV.D-60].

As a model of how the District and Foothill College work together and assure timely, accurate, and complete communication, we can look to the closing of the Middlefield center and the development of new the Sunnyvale Center. Foothill College personnel across many departments worked closely with the Chancellor's Office, Business Services departments, Educational Technology Services, and Human Resources to ensure that appropriate approvals were secured from the Board of Trustees, United States Department of Education, California Community Colleges Chancellor's Office, and City of Sunnyvale and that the building was completed to College specifications and ready for classes on schedule [IV.D-81, IV.D-82, IV.D-83]. Purchasing and Educational Technology Services coordinated with construction management and College personnel to make sure that the new building was operational in time for fall 2016 classes [IV.D-84]. College and District marketing personnel coordinated communication plans. The Chancellor's Office arranged presentations by the chancellor, Board of Trustees president, and College president to community organizations, including the Sunnyvale City Council, Sunnyvale Chamber of Commerce, and Fremont Union High School District and the College Marketing and Public Relations Office managed a carefully planned communication roll out to students, the media, and the general community [IV.D-85, IV.D-86, IV.D-87].

The Governance Survey, conducted in spring 2016, provides evidence that while some are not satisfied with the governance process, most feel that there has been improvement in transparency and process. As the new president and her cabinet and the chancellor, also relatively new in her role with the District, continue their commitment to participatory governance and to reaching out to all constituencies, this will improve. Likewise, in the Employee Accreditation Survey, 40

percent of respondents agreed that “There is effective (i.e., clear, current, and widely available) communication between the colleges and the district, allowing the college to achieve its mission and goals,” but a little over one quarter of respondents disagreed and 32 percent answered “Don’t know/Doesn’t apply,” indicating that there is a need to continue to explore more effective means of communication [[IV.D-88](#)]

In one example of efforts to improve communication, the chancellor implemented new feedback, evaluation, and communication processes for the Chancellor’s Advisory Council. The first meeting of the Chancellor’s Advisory Council in fall 2016 included a discussion of the council’s charge, 2015-16 accomplishments, and goals for 2016-17 and the introduction of Program Highlights on each agenda to foster cross-district communication. Feedback and communication strategies/objectives were also included in the District Strategic Plan and 2016-17 Chancellor’s Office Administrative Unit Review [[IV.D-89](#), [IV.D-29](#), [IV.D-90](#)].

Analysis and Evaluation

The College meets the Standard. Communication between Foothill College and the District happens on all levels, person-to-person, participatory governance group to participatory governance group. While there are many avenues of communication in place, efforts continue to make communication even more timely and relevant to all constituents. From the evidence of the Governance and Accreditation surveys, while there is room for improvement, communications efforts are generally effective, and the flow of communication is functioning well at this time.

Standard IV.D.7.

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Under the guidance of the chancellor, the District regularly evaluates the effectiveness of District and college role delineations, governance, and decision-making processes. The District and Foothill College engage in evidence-based decision-making related to planning and resource allocation.

District and College role delineations were evaluated and documented in the delineation of functions map developed in consultation with the vice chancellors and colleges. The functional map was shared with the district wide Chancellor’s Advisory Council on October 14, 2016, and council members were asked to request feedback from their constituents. The council subsequently accepted the functional map on December 2, 2016 [[IV.D-9](#), [IV.D-22](#)].

The District Strategic Plan forms the cornerstone of consensus building and goal setting for the two colleges. It documents decisions made during a district wide collaborative planning process that draws from and builds upon the colleges’ Educational Master Plan processes. The overall goal in creating a district wide strategic plan is to engage the Foothill-De Anza community

around the challenges of the future and create consensus and alignment around new strategies. The planning process provides the opportunity for the collective community to engage in analysis and discussion around external and internal environments and to integrate District strategies, goals, and metrics for tracking progress with college goals. The rich dialogue developed during the process provides momentum to the implementation of the district's core strategies and creates a valuable road map for the entire organization [\[IV.D-29\]](#).

The Employee Accreditation Survey is another evaluative tool to collect campus wide input, which is part of a larger effort to ensure that the College's self-evaluation effort is accessible and broad and reaches a cross-section of the entire community. Feedback helps identify areas of strength and areas for improvement [\[IV.D-55\]](#).

District Strategic Plan metrics show evidence of the chancellor's commitment to ensure that evaluative evidence serves as a basis for improvement. For example, the District Strategic Plan identifies college goals derived from the educational master plans related to governance, "CG 7.1: Broaden employee participation in leadership and professional development activities that engages them with the college and the community" and "CG 7.2: Promote consistent and clear communication in order to create a more informed, cohesive, and engaged community."

The college governance goals prompted the District to define a goal that would support college efforts, "DG 7.3: Increase collegiality, partnership, and sense of community with the two colleges and central services." Strategies were then developed to drive the District to achieve the goal, "DS 7.1: Continually evaluate the district governance process, DS 7.2: Provide opportunities for constituency feedback at all district governance meetings, DS 7.3: Increase number of partner based workgroups and initiatives at the district that involve participation from colleges and central services, DS 7.4: Increase communication from the district to the colleges regarding governance, DS 7.5: Provide employees with training about shared governance in the onboarding process." Metrics related to the strategies were also included to measure progress over time.

The chancellor, responding to the evaluative processes that drove the college educational master plans and are documented in the Employee Accreditation Survey, instituted changes in the agenda of the Chancellor's Advisory Council to address district strategies 7.2, 7.4, and 7.5 and committed to an objective to support the strategies in the 2016-17 Chancellor's Office Administrative Unit Review [\[IV.D-29, IV.D-90\]](#).

For the first meeting of the Chancellor's Advisory Council in fall 2016, the chancellor included a review and reaffirmation of the council's charge, purpose, and ground rules, supporting district strategy 7.5. The meeting also provided an opportunity for evaluation with the review of 2015-16 committee accomplishments and 2016-17 goals in support of district strategy 7.1. Opportunities for constituency feedback at the meeting in support of district strategy 7.2 included discussion of the accreditation functional map, infographics, and governance survey; draft District Strategic Plan; and a revised board policy and two administrative procedures. Increased communication in support of district strategy 7.4 was evidenced in the inclusion of the League for Innovation in the Community College report as well as the opportunity for other information and updates included on the agenda, which prompted a discussion of hiring procedure changes recommended by the

District Diversity and Equity Advisory Committee and incorporated in the District's Equal Employment Opportunity Plan [[IV.D-89](#), [IV.D-9](#)]. Feedback received during the October 14, 2016, meeting resulted in referring administrative procedure 2410 back to the Academic and Professional Matters Committee for further review, and discussion of feedback at the subsequent CAC meeting resulted in additional changes to the accreditation resource allocation cycle infographic [[IV.D-22](#)].

Other district wide committees undergo evaluative processes that result in changes to improve effectiveness as well. The District Diversity and Equity Advisory Committee evaluated its membership, the employment application diversity prompt, and requirement for official transcripts at the time of application and recommended changes to the Chancellor's Advisory Council that were approved on April 15, 2016; the Academic and Professional Matters Committee reviewed its focus and shared findings at the Chancellor's Advisory Council meeting of November 13, 2015; and the Educational Technology Advisory Committee evaluated its vision, mission, and membership and made a recommendation for changes to improve effectiveness that was approved by the Chancellor's Advisory Council on March 20, 2015 [[IV.D-13](#), [IV.D-11](#), [IV.D-91](#)].

Analysis and Evaluation

The College meets the Standard. The District chancellor ensures that role delineations, governance, and decision-making processes are regularly evaluated through regular feedback at meetings, surveys, and analysis of institutional metrics. Results of evaluations are communicated through the participatory governance process, and changes to improve effectiveness and support the colleges in meeting educational goals are implemented on an ongoing basis.

Standard IV.D Evidence

- [IV.D-1](#) 2016 District Opening Day website
- [IV.D-2](#) 2015 Chancellor's District Opening Day notes
- [IV.D-3](#) 2016 Chancellor's District Opening Day notes
- [IV.D-4](#) 2016 District Opening Day applied equity workshops list
- [IV.D-5](#) 2016 District Opening Day general workshops list
- [IV.D-6](#) League for Innovation in the Community College reaffirmation report webpage
- [IV.D-7](#) 10-20-16 Chancellor's message-League for Innovation report
- [IV.D-8](#) 11-7-16 Board of Trustees meeting minutes
- [IV.D-9](#) 10-14-16 Chancellor's Advisory Council summary
- [IV.D-10](#) Chancellor's Advisory Council website
- [IV.D-11](#) 11-13-15 Chancellor's Advisory Council meeting summary
- [IV.D-12](#) 1-15-16 Chancellor's Advisory Council meeting summary
- [IV.D-13](#) 4-15-16 Chancellor's Advisory Council meeting summary
- [IV.D-14](#) 5-13-16 Chancellor's Advisory Council meeting summary
- [IV.D-15](#) 6-13-16 Board of Trustees meeting minutes
- [IV.D-16](#) 7-11-16 Board of Trustees meeting minutes
- [IV.D-17](#) 2-10-17 All Administrators and Supervisors meeting announcement
- [IV.D-18](#) 5-10-16 Senior Administrators meeting agenda
- [IV.D-19](#) 8-18-16 Senior Administrators Equity Retreat
- [IV.D-20](#) Equity Works agreement
- [IV.D-21](#) Delineation of functions map
- [IV.D-22](#) 12-2-16 Chancellor's Advisory Council meeting summary
- [IV.D-23](#) Board Policy 3100 Organizational Structure
- [IV.D-24](#) Administrative Procedure 3100 Organizational Structure
- [IV.D-25](#) Board Policy 2430 Delegation of Authority to Chancellor
- [IV.D-26](#) 8-29-16 BOT agenda SS3-Accreditation
- [IV.D-27](#) Integrated Planning and Budgeting Governance Handbook
- [IV.D-28](#) Human Resources Advisory Committee webpage
- [IV.D-29](#) District Strategic Plan

[IV.D-30](#) Resource allocation cycle infographic

[IV.D-31](#) Chancellor search profile

[IV.D-32](#) Foothill-De Anza Foundation 2016 annual report

[IV.D-33](#) Business Services About Us webpage

[IV.D-34](#) Budget webpage

[IV.D-35](#) Accounting Services webpage

[IV.D-36](#) 12-12-16 BOT agenda 16- Environmental Compliance Annual Update attachment

[IV.D-37](#) Facilities webpage

[IV.D-38](#) Grants webpage

[IV.D-39](#) Payroll Services webpage

[IV.D-40](#) Purchasing Services webpage

[IV.D-41](#) Risk Management webpage

[IV.D-42](#) Foothill-De Anza Police Department About Us webpage

[IV.D-43](#) Human Resources About Us webpage

[IV.D-44](#) 12-9-13 Workforce Magazine article-Foothill-De Anza Optimas Award

[IV.D-45](#) District Diversity and Equity Advisory Committee website

[IV.D-46](#) Educational Technology Services Who We Are webpage

[IV.D-47](#) Educational Technology Services Current Projects webpage

[IV.D-48](#) Foothill College Institutional Research and Planning webpage

[IV.D-49](#) Inquiry Tool presentation to Foothill College Academic Senate

[IV.D-50](#) Online Education Initiative website

[IV.D-51](#) 3-6-17 BOT agenda 22-Sound Fiscal Management Self-Assessment Checklist attachment

[IV.D-52](#) 12-12-16 BOT agenda 18-Audit for the Year Ended June 30, 2016

[IV.D-53](#) 12-12-16 BOT agenda 17-Annual Risk Management Report attachment

[IV.D-54](#) 2-6-17 BOT agenda 1-Citizens' Bond Oversight Committee Annual Report

[IV.D-55](#) Employee Accreditation Survey results

[IV.D-56](#) Administrative Unit Review webpage

[IV.D-57](#) Board Policy 3000 Principles of Sound Fiscal Management

[IV.D-58](#) Board Policy 3112 Reports on District's Financial Condition

[IV.D-59](#) District Budget Advisory Committee

[IV.D-60](#) 1-9-17 Chancellor's message district wide conversations

[IV.D-61](#) Business Services website

[IV.D-62](#) Board Policy 4130 Employment

[IV.D-63](#) Administrative Procedure 4130 District Hiring Procedures

[IV.D-64](#) Board Policy 5300 Student Equity

[IV.D-65](#) Administrative Procedure 5300 Student Equity

[IV.D-66](#) 12-7-15 BOT agenda 10-Foothill College Student Equity Plan

[IV.D-67](#) Administrative Performance Appraisal Form

[IV.D-68](#) Planning cycle infographic

[IV.D-69](#) 2016 Foothill-De Anza Community College District Facilities Master Plan

[IV.D-70](#) Participatory Governance website

[IV.D-71](#) Educational Technology Advisory Committee website

[IV.D-72](#) 12-3-15 District Diversity and Equity Advisory Committee meeting minutes

[IV.D-73](#) 2-19-16 Chancellor's Advisory Council meeting summary

[IV.D-74](#) 3-21-16 Academic Senate minutes

[IV.D-75](#) 2-22-16 Classified Senate minutes

[IV.D-76](#) 5-2-16 BOT agenda 22-Foothill–De Anza Community College District Equal Employment Opportunity Plan

[IV.D-77](#) Chancellor's messages webpage

[IV.D-78](#) Board Highlights webpage

[IV.D-80](#) Foothill College Marketing Publications webpage-Foothill College Fusion

[IV.D-81](#) 3-7-16 BOT agenda 29-Annual Utilization Report for the Foothill College Sunnyvale Center at the former Onizuka Air Force Station

[IV.D-82](#) Preliminary Notice of Relocation of Educational Center letter to the California Community Colleges Chancellor's Office

[IV.D-83](#) 8-1-16 BOT agenda 15-Foothill-De Anza Education Center – Dedication of Easements to City of Sunnyvale

[IV.D-84](#) 6-8-16 Educational Technology Advisory Committee project update

[IV.D-85](#) List of Chancellor and Board of Trustees Presentations 2010-2016

[IV.D-86](#) Middlefield Campus Newsletter Winter 2016

[IV.D-87](#) 7-31-16 San Jose Mercury News article - Foothill College Ends Run at Cubberly

[IV.D-88](#) 2015-16 Governance Survey Results Summary

[IV.D-89](#) 10-14-16 Chancellor's Advisory Council meeting agenda packet

[IV.D-90](#) 2016-17 Chancellor's Office Administrative Unit Review

[IV.D-91](#) 3-20-15 Chancellor's Advisory Council meeting summary

