



Accreditation Midterm Report Fall 2014



FOOTHILL COLLEGE



Submitted to:
**Accrediting Commission
for Community & Junior Colleges
Western Association of Schools & Colleges**

Prepared and submitted by:
Foothill College
12345 El Monte Road
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October 6, 2014

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Statement on Report Preparation

This report reflects the ongoing participation and input of the many groups and constituencies that make up the Foothill College campus community and documents the work that has been completed since the college received its letter, dated February 1, 2012, from ACCJC following the 2011 Self-Study and Evaluation Team Report. In response to the commission's four recommendations, Foothill College used its existing governance groups to focus specific effort where cited by the evaluation team, and this document details the actions and progress that has been accomplished to fully meet the standards.

The draft report was widely reviewed prior to submission to the governing board for approval on October 6, 2014, (approval granted). The report was approved by the Planning and Resource Council (PaRC) at its first meeting in Fall Quarter, October 1, 2014.

Overseeing the work of the project was the Foothill College Office of Instruction and Institutional Research. The writing team included participation from faculty, staff and administration, with review by the Academic Senate and Classified Senate, and approval by the college's Planning and Resource Council.

Foothill College is grateful for the dedication and commitment of so many members of the college community who contribute to a culture of sustainable continuous quality improvement.

Certification of the Institutional Midterm Report

Date: October 6, 2014

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

From: Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022-4599

We certify that there was broad participation by the campus community and we believe that the Midterm Report accurately reflects the nature and substance of this institution.


Signed:



Bruce Swenson,
President, Board of Trustees



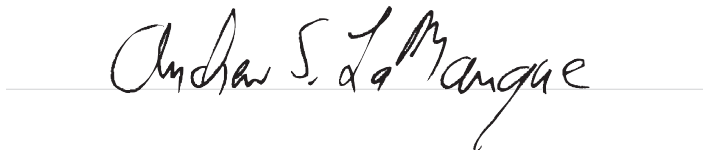
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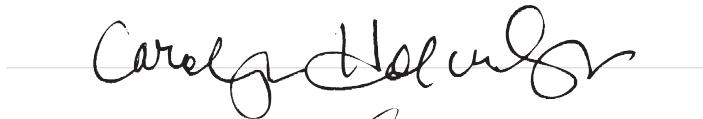
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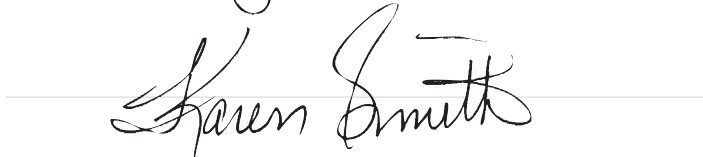
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Recommendation 1: Institutionalize Integrated Planning

Recommendation 1: Institutionalize Integrated Planning

To fully meet the standards, the team recommends that the 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.2, I.B.3, I.B.5, I.B.6, I.B.7, IV.A.3, IV.A.5).

Overview

Foothill College's current planning model, first implemented in 2009–2010, has become an institutionalized process for planning and resource prioritization. The Planning and Resource Council (PaRC) serves as the main shared governance body, with representatives from all campus constituents, including Academic Senate, Classified Senate, Associated Students of Foothill College (ASFC), Administrative Council and President's Cabinet (1.1: PaRC Website). PaRC is the centralized body where planning discussions and decisions occur. PaRC recommendations are sent to the college president.

A systematic cycle of evaluation, planning, resource allocation, implementation and re-evaluation is an integral aspect of the PaRC process each year. Data play a significant role in guiding discussion at PaRC and in other shared governance settings to ensure that recommendations to the president are evidence-driven.

Planning Model Update

The college planning and resource prioritization process is documented in the annual planning calendar, which is posted on the PaRC website. The calendar, which sets the agenda and priorities for the year, is reviewed every summer and presented for approval at the first PaRC meeting in the Fall Quarter (1.2: Annual PaRC planning calendar). The annual calendar is aligned with the six-year planning calendar that captures a more extended timeline for key planning processes, including accreditation, SLOs/PLOs, program review, planning and resource prioritization (1.3: Six-Year Planning Calendar). Both documents are publicly available and distributed to the college community so that all constituents are informed of the upcoming agenda items.

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

This survey, administered every spring, is open to all college employees and asks a range of questions to determine if the integrated planning process is inclusive, accessible and responsive. For example, the survey asks respondents to identify key elements of the planning process, and to indicate whether they were provided feedback regarding their program review and resource prioritization process. This cycle of improvement continues to be documented and disseminated, as the survey results are used by PaRC to set the agenda for the Integrated Planning and Budget (IP&B) Task Force that meets during the summer (1.4: Governance Survey Results).

In the 2011–2012 and 2012–2013 planning cycles, the IP&B focused on revising the program review templates to make them more reflective, emphasizing the dialogue that is occurring and affecting SLOs along with program planning and goals. Many of these changes were initiated based on feedback and conversations that occurs as part of the cycle of improvement as the college constantly evaluates, implements and re-evaluates (1.5: Integrated Planning and Budget site).

Core Mission Workgroups

The continued integration of the core mission workgroups is a key component of the college's integrated planning and budget model. These groups, whose membership is open to the college community, include administrators, faculty, staff and student representatives. The tri-chair leadership of each workgroup (includes an administrator, faculty and staff member) also composes the primary voting membership of PaRC. These core mission workgroups report to PaRC regarding their annual objectives and reflect on their progress over the course of the year.

Core Mission Workgroups

- Transfer Workgroup (1.6: Transfer Workgroup)
- Workforce Workgroup (1.7: Workforce Workgroup)
- Basic Skills Workgroup (1.8: Basic Skills Workgroup)
- Operations Planning Committee (1.9: Operations Planning Committee)
- Student Equity Workgroup (1.10: Student Equity Workgroup)

One result of this continuous conversation about how the institutional goals are being promoted by the existing core mission workgroups led to the creation of a new workgroup that supports student equity initiatives. Based on feedback and dialogue regarding student equity issues and concerns, the college began a process of examining internal and external data and these discussions were documented in multiple settings beyond PaRC, such as Academic Senate, Classified Senate and Administrative Council. These conversations led to the creation of a student equity task force, culminating in the creation of a student equity workgroup that was approved by PaRC in Fall 2013.

Recommendation 1: Institutionalize Integrated Planning

This outcome demonstrates the responsiveness of the college's planning process that occurs through a process of evaluation, assessment, reflection and discussion (1.11: PaRC minutes, October 2, 2013).

Along with their basic skills, transfer and workforce counterparts, these groups provide documentation and support at the college level to inform and advance the institutional goals and to promote institutional-level student learning outcomes (IL-SLOs). These workgroups can develop objectives that address an institutional goal in different ways. For example, to improve student outcomes (and close the achievement gap), the basic skills, transfer and student equity workgroups applied different approaches focusing on shortening the basic skills pathways; understanding and supporting the educational goals of underserved student groups; and documenting disproportionate impact along various student outcome indicators (1.12: PaRC minutes, November 20, 2013; 1.13: PaRC minutes, June 4, 2014). These initiatives rely on metrics, targets and data to document progress toward these objectives.

Given their role and focus on supporting/advancing the institutional goals, the core mission workgroups also serve as a planning group, collaborating on key processes such as revisiting and reaffirming the college vision and institutional goals. These conversations are brought back to PaRC to continue the dialogue with other members of the college community and help further integrate the planning process into a more systematic cycle of evaluation, planning, resource allocation, implementation and re-evaluation (1.14: PaRC minutes, May 21, 2014).

Resource Prioritization Process

The resource prioritization process is now fully integrated into the college planning process. While the recommendations culminate in the Operations Planning Committee (OPC) and are approved by PaRC before the president makes the final funding decisions, all resource requests must be documented and included in program review. Discussions occur at the department and/or division levels to prioritize these resource requests. The division deans then submit these prioritized lists to their reporting vice presidents, who then compile and further prioritize these requests into one resource request list. As part of the transparency and communication process, the vice presidents present their recommendations at PaRC and OPC, allowing for questions and additional inquiry (1.15: PaRC minutes, May 21, 2014).

OPC uses the program reviews and its accompanying data as evidence to make resource recommendations and revises its resource prioritization rubric annually to effectively reflect the evolving program review templates. These recommendations are presented at PaRC, allowing for further discussions about the college's funding priorities, especially as it relates to the college mission and institutional goals.

OPC has completed three annual funding cycles and continues to reflect and evaluate on the funding process, and makes its recommendations to PaRC by providing feedback to further integrate the planning and resource prioritization process, including suggestions to the program review templates (1.16: OPC 2014 Resource Request for Prioritization Rubric Criteria; 1.17: PRC Recommendations to PaRC for IP&B).

Program Review Process: Program Review Committee

The Program Review Committee (PRC) began in Fall 2012 and has now completed its second cycle. This shared governance group, which is also organized along a tri-chair model with administrative, faculty and staff representation, evaluates comprehensive program reviews (which occurs on a three-year cycle for all instructional, student service and administrative units). This committee is charged with assessing programs and units to ensure that its program review documents demonstrate currency, relevance, and appropriateness. Additionally, these documents are reviewed for stated goals and outcomes as related to student learning and program effectiveness (1.18: PRC charge from PaRC).

To help keep the process open and transparent, the PRC develops a rubric documenting how the program reviews will be evaluated. The PRC is required to present its recommendations at PaRC and discussion is encouraged among PaRC members and representatives from the programs being reviewed. This publicly documented dialogue helps the college identify any emerging concerns regarding program planning, use of (or lack of) data in decision-making, and possible program viability issues so that remediation can occur. Note that the remediation process requires that programs meet with their administrator(s) to develop a plan to properly address the area(s) of concern. In the 2013–2014 cycle, the PRC cited declining enrollment in Spanish as a possible program viability issue because there might be a possibility that full-time faculty load could not be assigned / satisfied based on the current course offerings.

The PRC updates PaRC regarding all remediation plans and indicates the program's next step in the program review cycle, which can include recommending beginning the discontinuance process, completing another out-of-cycle comprehensive review, or returning to the regular program review cycle (1.19: Instructional Program Review rubric; 1.20: PRC Recommendations).

Recommendation 1: Institutionalize Integrated Planning

As program review documents become an increasingly integrated and central component to the college planning and resource prioritization process, it is also becoming a more transparent process to all college constituents. These documents, along with the PRC's rubrics, are publicly posted and have led programs to document their efforts in ways that are accessible to those outside their unit (1.21: Posted Program Reviews; 1.22: PRC completed rubrics). This result has promoted discussion across programs and interest in how the various instructional and non-instructional units serve students and support their educational goals.

Additionally, program review is being viewed as a living and fluid process, one that engages the college community regularly and serves to document how programs and units are serving students effectively. This continuous cycle of evaluation, discussion, implementation and re-evaluation ensures that institutional effectiveness remains a regular focus of the planning dialogue.

The Use of Data

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. Interest in trying to understand the students being served and whether they are being served effectively has led to an increase in institutional research requests as non-instructional units have requested assistance in qualifying or quantifying their students' success. For example, the Transfer Center requested additional demographic data to determine if their outreach efforts needed to be retargeted so that all student population groups were accessing the services needed (1.23: Transfer Center demographics, 2012–2013).

The dialogue resulting from presentations regarding the Student Success Scorecard, student demographic and outcomes data, and external scans provide context and currency to understand how students (demographics, goals, etc.) may be changing over time and considers whether the college has been responding to these changes (1.24: Demographic presentation to PaRC; 1.25: Look at Local Community, presentation to PaRC).

Note that these discussions do not only occur at PaRC, but also conversations from presentations made at Academic Senate, Classified Senate, ASFC College Council, Administrative Council, as well as at the division and department levels (1.26: Academic Senate minutes, November 18, 2013; 1.27: Classified Senate minutes, November 14, 2013; 1.28: Completed Research Projects, 2013-14).

Another example where the college reviews data regularly in planning and evaluation is with the establishment and revisiting of the institutional-set standards. Discussion occurs at PaRC to consider the recommendations (by the college's Office of Instruction & Institutional Research) regarding the use of specific metrics and methodology to help establish the institutional-set standards. Programs and units are prompted to discuss these standards as targets related to their own goals, placing their efforts in context on a college level to help determine institutional effectiveness.

This annual process serves as a re-evaluation process to ensure that these standards remain current, based on the most recent data and reflect how the college can better serve its students (1.29: Revised Institutional Set Standards, PaRC presentation, March 12, 2014).

Recommendation 2: Student Learning Outcomes

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In order to meet the commission's 2012 expectation for meeting student learning outcomes standards that require the identification and assessment of appropriate and sufficient student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, the team recommends that the college accelerate the assessment of program-level student learning outcomes, service area outcomes and administrative unit outcomes, and use the results to make improvements. (II.A.1.c, II.A.2.e, II.B.4, II.C.2)

Overview

The college has completed the assessment of program-level student learning outcomes, service area outcomes and administrative unit outcomes, and has used the results to make improvements and resource allocations. This has been achieved through training of all faculty and staff, implementation of new software, and incorporating outcomes assessments in the program review process.

Timeline of Changes in Outcomes Assessment

- 1997–2001: Identification of ILOs (4-Cs)
- By 2005 (last comprehensive accreditation review): SLOs identified for 20 percent of courses; few had completed the SLO cycle including evaluation; some three-year program reviews were noted to include program-level student learning goals
- 2006–2009
 - ❑ Foothill's Rubric Model for Evaluating SLOs (FRAMES) process developed by teams of multidisciplinary faculty for measuring ILOs
 - ❑ all courses identified SLOs and at least one ILO; course SLOs begin to be listed on syllabi
- 2008–2010
 - ❑ new integrated budget and planning model adopted
 - ❑ FRAMES rubrics used to identify and assess ILOs that map to course, program, degree, service or administrative outcomes
 - ❑ annual course-level assessment of SLOs
 - ❑ new learning outcomes calendar and website
- 2010–2011
 - ❑ Academic Senate resolutions endorse use of SLOs and strongly encourage faculty to place SLOs on their syllabi.
 - ❑ program-level SLOs (PLOs) and assessment strategies identified
 - ❑ 96 percent of courses identify SLOs; 74 percent identify ILOs; 61 percent identify assessment strategies; 33 percent document reflections
 - ❑ PaRC begins annual review of SLO cycle data
- 2011–2012
 - ❑ First cycle of annual program-level outcomes assessment (using new TracDat system)
 - ❑ Foothill College completes its first complete cycle of its revised program review and resource allocation process at the end of the 2011–2012 academic year.
- 2012–2013
 - ❑ Program Review Committee in charge of reviewing program reviews (before it was OPC)
 - ❑ All programs, services and administrative units were identified to participate in the SLO and program review process in Fall 2012, and one-third of all participants are now required to complete a comprehensive (versus annual) program review involving additional data points for analysis and discussion.
 - ❑ All program reviews include a report of their SLO assessments, indicating the goals aligned with these assessments and identifying requests for resources to support those goals.
- 2013–2014
 - ❑ Foothill College completes its second full cycle of the revised program review and resource allocation process at the end of the 2013–2014 academic year. Each instructional program is required to complete an annual program review, which includes a report of the course-level SLO assessments and how they align with program-level learning outcomes and institutional learning outcomes. The programs also identify goals aligned with these assessments and any resource requests needed to support these goals.
 - ❑ Appointment of divisional SLO coordinators, who are discipline experts with extensive SLO experience. Each division has one coordinator who meets with departments regularly to help faculty and staff craft effective and measurable SLOs, along with strategies to assess them.

Recommendation 2: Student Learning Outcomes

Student Learning Outcomes (SLO)

In Fall 2013, there was a professional development workshop open to all faculty and staff in SLO assessment and program review (2.1: Professional Development calendar). SLO coordinators meet with their divisions on a regular basis and are available to all faculty and staff for assistance. SLO coordinators were also at Academic Senate meetings on a regular basis to provide progress updates and invite program faculty to contact them to arrange individualized help sessions (2.2: Academic Senate minutes, January 13, 2014). Communication also took place through the Office of Instruction & Institutional Research's quarterly newsletter that is distributed to all faculty and posted online. There is a dedicated section to SLO coordinators in each newsletter (2.3: Instruction & Institutional Research newsletters).

Program-Level Outcomes

Each program is required to complete either a comprehensive or an annual program review, which includes program-level learning outcomes and assessments. Program outcomes were included in the annual program review updates and comprehensive reports in 2012–2013 and 2013–2014. Below is an example of an instructional program outcome statement:

Program (BSS–PSYC)—Psychology AA/AA-T

Upon completing the courses within the program, students will be able to apply critical-thinking skills and psychological theories to real-world situations, and will be able to apply research methodology and data analysis in the process of answering questions about human behavior.

In 2013–2014, the program review templates included the following prompts relating to program outcomes:

Program Review Prompts on Program Outcomes 2013–2014

1. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?
2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?
3. If your program has other outcomes assessments at the program level, comment on the findings.
4. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Administrative Unit Outcomes (AUO)

The administrative unit outcomes were expanded after the self-study was submitted to include deans and vice presidents. AUO assessments were embedded in the program review and in the resource allocation cycle. Since 2012, all administrative units have had AUOs in place, and all have been assessed (2.4: Completed AU-SLO program reviews). All administrative units completed the 2013–2014 cycle of AUO assessment (2.5: AU-SLO report summary).

Service Area Outcomes (SAO)

By 2013–2014, 100 percent of the college's service areas have identified SAOs, and 98 percent have fully completed the 2012–2013 year of SL-SLO assessment. This percentage is an increase of 95 percent in the 2011–2012 year. This increase coincides with a dedicated SLO coordinator for student services coming onboard for the first time in Fall 2013. This coordinator was integrated in the cohort of instructional SLO coordinators and presented workshops for most service areas on campus. Service areas completed program reviews, which included their outcomes assessments.

Recommendation 3: Comparable Support Services

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To fully meet the standard, the college must ensure equitable access to all of its students by providing appropriate, comprehensive, and reliable student and learning support services regardless of location or delivery method. (II.B.3, II.B.3.a, II.B.4, II.C.1.c)

Middlefield Campus Support Services

Foothill College continues to offer equitable access to student services for students, regardless of location or instructional modality. Currently, student support services offered in-person at the Middlefield Campus include enrollment services, financial aid, bookstore, basic health services, student activities, general counseling, counseling for students with disabilities, placement testing, accommodated testing, tutoring and outreach (3.1: Middlefield Campus services).

In addition to the support services listed above, The Middlefield Campus also offers several non-credit English as a second language (NCEL) classes for its students, as well as support services for basic skills instructors and students, including registration help, outreach, mentoring, textbook assistance and career advising. Recent activities have included:

- In Winter 2014, Middlefield Campus installed a scheduling and reporting system SARS kiosk, and began offering in collaboration with the Teaching & Learning Center (TLC), reading, writing and grammar support for students on Mondays from 1 to 7 p.m. and Wednesdays from 1 to 5 p.m. Students can receive a 20-minute tutoring session with a faculty tutor on any topic related to their academic coursework.
- A conversation/pronunciation group for non-native speakers who are determined to improve their fluency meets Mondays from 1 to 2 p.m. This service is offered at no charge to students and is tracked through SARS.
- Middlefield Campus plans to add some non-credit basic skills (NCBS) courses in math for Fall 2014 and expand TLC tutoring offerings.

Support for Online Learners

Supplementing these services and providing support for online learners, Foothill offers comprehensive support services online and is continually adding new programs. Topping the list for most usage is AskFoothill, a 24/7 online, on-demand question-and-answer knowledgebase of approximately 1,500 questions and answers (3.2: AskFoothill site). The program is contracted with IntelliResponse and hosted on an off-site server, which has not gone down during the college's four-year contract.

The knowledgebase is updated weekly, has had as many as 13,000 hits per month, and currently averages 6,800 hits per month. Students can find answers to questions they have about Foothill College online and can escalate their question to a college employee if they do not receive a clear answer.

Student admission applications, registration, add/drop, payment and all other enrollment functions are provided to all students online, through CCCApply (https://secure.cccapply.org/applications/CCCApply/apply/Foothill_College.html) and MyPortal.fhda.edu in Banner (3.3: Foothill online admission application). Foothill College contracted with TouchNet during 2013–2014 to provide online payment plans for college fees. Approximately 600 students now use this online option.

Functional online student services aligning with campus in-person programs include:

- Counseling (academic advising) which is scheduled through SARS Grid and can be in-person or by phone (19,143 appointments made, averaging 1,595 per month) (3.4: Counseling).
- The Disability Resource Center (DRC) provides the accommodation process online and DRC counselors can meet with students in-person or by phone (2,137 accommodation requests submitted online for the 2012–2013 academic year, averaging 534 per month) (3.5: Disability Resource Center accommodation request form).
- eTranscripts, (transcript and enrollment verification requests for the 2012–2013 academic year, 25,975 averaging 2,164 per month) (3.6: eTranscript site).
- Financial Aid TV (unduplicated hits 5,695, averaging 475 per month) (3.7: Financial Aid TV).

All academic advising is captured in Degree Works, an online student education planning tool that both students and counselors have access to and utilize to develop a course of study (3.8: Degree Works login page). Foothill has also adopted an online appointment system for placement testing and accommodated testing. This system, called Register Blast, had 13,302 students make placement testing appointments through their online system and disabled students scheduled 2,040 accommodated during the 2013–2014 academic year (3.9: Placement Center). Career services are provided through counselors, and online programs, including EUREKA and Internbound (3.10: Internbound; 3.11: InternMatch; 3.12: Learn Up; 3.13: College Central Network; 3.14: Smart Hires; 3.15: AfterCollege).

An extensive selection of free student success workshops is provided through a partnership with Innovative Educators' Student Lingo series (3.16: Innovative Educators' Student Lingo series). These college success workshops are viewed on average 268 times each month, for a total of 3,216 views during the 2013–2014 academic year. The college is partnering with Innovative Educators to develop an online orientation program that focuses on specific college populations and student needs. This will be operational by Fall 2014.

Recommendation 3: Comparable Support Services

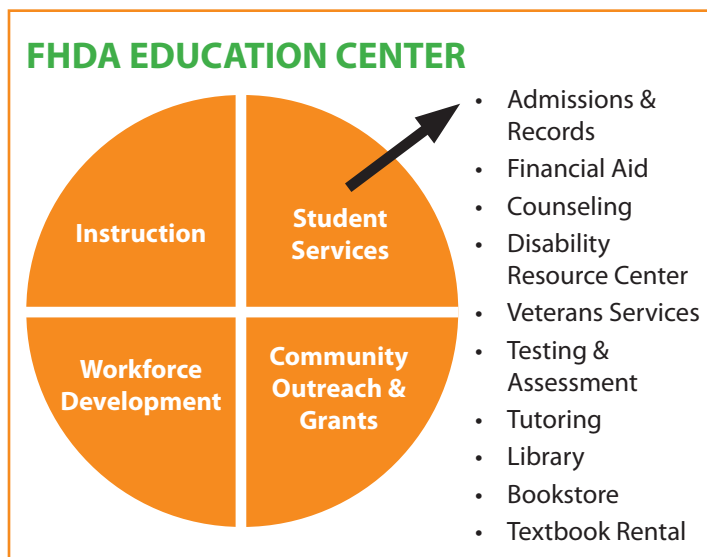
Foothill is also piloting a new career connection program, Mepedia, which Fast Company Magazine calls “LinkedIn for the millennials” (3.17: Mepedia). The college is evaluating K-16 Bridge (<http://www.k16bridge.org/>) as an online career pathways program linking high schools and colleges and is expanding the use of Guidebook, (<https://guidebook.com/>) a free mobile application with all student services information and special event information for access anywhere, anytime (3.18: K-16 Bridge; 3.19: Guidebook).

The Teaching and Learning Center (TLC) opened Fall 2013 to provide reading, writing and grammar support for enrolled Foothill College students in all disciplines. Students can receive a 20-minute tutoring session with a faculty tutor on any topic related to their academic coursework. In addition to in-person appointments, the TLC also offers drop-in online tutoring Wednesdays from 2 to 3 p.m. and Thursdays from 5 to 6 p.m. through CCC Confer. Online tutoring is promoted through the TLC web page and through the Foothill Global Access (FGA) orientation for online students (3.20: Online Tutoring). While the pilot served a limited number of students in 2013–2014, the TLC intends to increase awareness of academic support to Foothill College online students during 2014–2015.

Plans for Support Services at the New Education Center

In 2016, Foothill-De Anza will open a new education center in Sunnyvale. The new center will replace the leased Middlefield Campus facilities in Palo Alto. The new center will house a range of student services such as disability support, tutoring, counseling and financial aid. To demonstrate the importance of student support services in the new center’s design, Figure 1 (below) was presented to the Foothill-De Anza Community College District Board of Trustees May 5, 2014.

Figure 1



Equity Planning

Based on feedback and dialogue regarding student equity issues and concerns, the college began a process of examining internal and external data and these discussions were documented in multiple settings beyond PaRC, such as Academic Senate, Classified Senate and Administrative Council. These conversations led to the creation of a student equity task force, culminating in the creation of a student equity workgroup that was approved by PaRC in Fall 2013. This outcome demonstrates the responsiveness of the college’s planning process that occurs through a process of evaluation, assessment, reflection and discussion (3.21: PaRC minutes, October 2, 2013).

The Spring Quarter Professional Development Day, which was presented April 18, 2014, focused on equity issues and included presentations by faculty, staff and keynote speaker Estela Bensimon, co-director of the USC Center for Urban Education. In May 2014, a group of 11 faculty and staff members attended the center’s training institute on equity planning.

The data analysis undertaken by the Student Equity Workgroup (SEP) in 2013–2014 revealed that for most indicators, there are significant achievement gaps that particularly affect African American, Latino and Pacific Islander students. While there is much work to be done in all areas, the SEP has decided to focus its most immediate attention on increasing course completion rates for these three ethnic groups and collaborating with the district’s Office of Institutional Research & Planning and related departments to better understand how to improve sequence completion rates in ESL and basic skills English and math.

The Student Equity Workgroup has proposed that in the first three-year period from 2014–2015 through 2016–2017, the entire campus will work to achieve a three-percent increase in course completion success rates for African American, Latino and Pacific Islander students. Other high-priority goals in the SEP focus on additional research and collaboration that is needed to inform future goals and implementation efforts.

Recommendation 4: Student Learning Outcomes (SLOs) & Faculty Evaluation

Recommendation 4: Student Learning Outcomes (SLOs) & Faculty Evaluation

To meet the commission's 2012 expectation for meeting student learning outcomes standards, the team recommends that the college and the Foothill-De Anza Faculty Association (FA) work together to incorporate student learning outcomes into the faculty evaluation process. (III.A.1.c)

The district and FA renegotiated the faculty evaluation process. Effective Fall Quarter of 2012 faculty are evaluated on their participation in the SLO/SAO processes at both Foothill and De Anza colleges. The new language is in the professional contributions section and applies to all faculty members. (4.1: Faculty evaluation form, J1).

Planning Agendas Update

Planning Agendas Update

Standard I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Foothill Planning Agenda

Foothill College will continue its efforts to improve assessment of its program reviews and the evaluation mechanisms used in improving instructional and non-instructional programs and services. The college intends to strengthen the assessment of its program reviews by updating the current program review template and adding this functional responsibility to a college governance committee such as the Operations and Planning Committee (OPC). This will ensure a rigorous assessment of program reviews, focused on enhancing student outcomes and promoting program improvement and relevance. Through this process institutional effectiveness can be increased with stronger linkages between program review and planning.

Update

To improve assessment of the program review process and its accompanying documents, the college continues to annually revise and update its program review template, based on feedback from the campus community. In addition to documentation about students served, student learning outcomes and program goals, this process also reflects a closer scrutiny into areas such as institutional-set standards, student equity and online course success (for 2014–2015) (5.1: Institutional Set Standards; 5.2: Student Equity Plan; 5.3: Program Review templates). The program review process serves as an opportunity for reflection, dialogue and improvement. In fact, the program review process involves the participation of all instructional, student services and administrative units, as all these components actively seek to enhance student outcomes and promote program improvement and relevance (5.4: Program Review three-year timeline).

All units are currently on a three-year cycle, completing a comprehensive program review template every third year and an annual template during the years in between. The assessment of the comprehensive program review documents are conducted by the Program Review Committee (PRC), a shared governance group created in 2012–2013 and charged with focusing on the assessment of program units and their viability (5.5: PRC website). The PRC develops a rubric to help evaluate the program review documents and shares its recommendations with PaRC. To ensure this cycle of improvement through dialogue is relevant and improves institutional effectiveness and responsiveness, the PRC uses a red, yellow, and green rating system and requires a remediation process for all programs and units receiving a rating other than green (5.6: PRC charge).

The remediation process is shared at PaRC with continuing discussion and recommendations for the program's next cycle. The goal of this process is to ensure stronger linkages between program review and data/evidence-based planning, as well as documentation of the dialogue and remediation efforts should there be program viability concerns. As such, the college is not only able to identify when programs or units are encountering challenges but can better document the planning efforts and initiatives undertaken to promote increased student outcomes.

An example of how this process has enhanced dialogue and reflection can be seen in the student activities program review document over the last two cycles. The PRC's review of this student service unit's program review promoted a broader discussion of whether existing campus events and activities reflect the needs and interests of all students. The process led student activities to more actively document and assess student experiences, which allows the unit to demonstrate program effectiveness and responsiveness (5.7: Student Activities program reviews). Changes in program reviews, citing both last year and this year for student activities.

Planning Agendas Update

The work of the PRC is also reflexive as it responds to the feedback from both PaRC and the programs and units being reviewed. This group meets after each recommendation cycle to discuss efforts to continually improve and streamline this process (5.8: PRC website and minutes). For example, based on the initial feedback from the 2013–2014 cycle, the PRC will work more closely with the Integrated Planning & Budget (IP&B) task force, which revises the program review templates based on shared governance feedback, to ensure better alignment between the templates and the rubrics.

Standard II.A.1.c.

The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses students' achievement of those outcomes; and uses assessment results to make improvements.

Foothill Planning Agenda

The academic senate, along with the Office of Instruction & Institutional Research, will continue to support and enhance the program assessments and a more formalized assessment cycle will be in place by Spring Quarter 2012.

Update

As of the 2012–2013 planning cycle, Foothill College formalized the program review process to make student learning outcomes a prominent focus, especially as it relates to assessment, dialogue and reflection. With the establishment of the Program Review Committee (PRC), which conducts a review of all programs, services and units participating in a comprehensive program review cycle, a rubric was created, where some of the criteria reviewed included whether the SLO discussion is student-focused and how such dialogue is leading to any changes in course and program-level SLOs (5.9: 2013-14 PRC rubric).

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

Standard III.A.1.d.

The institution upholds a written code of professional ethics for all its personnel.

Foothill Planning Agenda

Adopt a written ethics policy for all college and district employees.

Update

Board policy related to “Standards of Ethical Conduct” was approved and adopted June 20, 2011 (5.10: FHDA Board Policy 3121). All Foothill-De Anza Community College District employees are expected to operate in accordance with California state law. Additionally, this obligation requires that all employees are accountable for ethical conduct, including:

- avoiding use of their positions for personal gain or private benefit;
- promoting an atmosphere free from fraud, abuse of authority and misuse of public resources;
- creating a work environment free from unlawful discrimination and harassment;
- treating other employees, students and community members with respect and courtesy; and
- protecting confidential information.

[NOTE: site visit was conducted in October 2011]]

Standard III.C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

Foothill Planning Agenda

The campus will conduct a needs assessment to determine specific educational technology training needs. Upon completion of the needs assessment, the campus will develop a training plan in coordination with the district's Educational Technology Services (ETS), to prioritize and address the areas of need on campus.

Update

A faculty and classified staff professional development survey was administered in Spring 2013, with specific focus on technology needs and interests. The faculty survey was administered in paper form at meetings for each division, and division deans were provided with a link to the online version of the survey so that they could invite those faculty who could not attend the division meeting to complete the survey online. The staff survey was administered completely online.

The survey questions explored interest in software tools and

Planning Agendas Update

The survey questions explored interest in software tools and online pedagogy, Foothill software tools, and instructional/educational technology software tools and online pedagogy (e.g., Microsoft Word, PowerPoint, Excel; Photoshop; Voicethread; Camtasia, active learning exercises for online learning; ePortfolios) received a majority of votes (65 percent among faculty; 79 percent among staff), followed by instruction/educational technology (e.g., ETUDES refresher, online videoconferencing via CCC Confer; Google Search tips; Make Your Own Instructional Videos; Twitter; online library resources) among faculty (62 percent) and Foothill software tools among staff (e.g., MyPortal.fhda.edu; Outlook Calendar; TracDat; Degree Works; Group Studio via MyPortal) (61 percent) (5.11: 2013 Governance Survey results).

The dean of Foothill Global Access (FGA) and the vice chancellor of technology have met to discuss coordinated planning with ETS to continue the process of prioritizing the areas of need for Foothill College.

2010–2015 Technology Plan Update Spring 2014

The 2010–2015 Technology Plan Update outlines suggestions to ensure that technology assets are appropriately used by all members of the college community. Foothill College has multiple resources available for training its employees in the use of campus technology. These include district-level training services, coordinated by the district call center, and college-level training services, offered through the Foothill Global Access department, and the Krause Center for Innovation. Due to a partnership between Foothill College and Innovative Educators, faculty and staff can obtain technology training via the Internet using Go2Knowledge at no charge (5.14: Go2Knowledge). Go2Knowledge is an online (on-demand, 24/7) professional development trainings and workshops resource. In order to use the Etudes course management system, faculty must complete Etudes certification training conducted by Etudes, Inc., via the Internet or by FGA staff on campus. Foothill technology training to meet the needs of faculty, staff and students also includes:

Distance Education: Foothill Global Access Training Services & Faculty Support

The FGA online learning program provides distance education faculty support with a variety of training opportunities. These include formal training programs, workshops, conferences and technical support. Training sessions focus on effective online teaching practices using the Etudes course management system. Faculty are taught how to utilize various CMS tools such as the discussion board, e-mail system, chat rooms, and

the assignments tool to design online courses that foster interaction between faculty and students. Additional faculty development opportunities provided by FGA include skill-building in accessibility compliance, use of Course Studio in Banner, copyright/fair use, use of open educational resources and open textbooks; multimedia for teaching; Turnitin anti-plagiarism software, use of smart classrooms, and Web 2.0 tools.

In 2012 and 2013, Foothill College organized and hosted the Leveraging Technology in Support of Students, Faculty and Staff conference in partnership with Innovative Educators. Attendance at this conference was free for Foothill College faculty and staff.

District- & Campus-Level Training Services & Programs

For technology functions such as e-mail, phone systems, meeting software, and the Banner database system, which includes finance, human resources, student registration and records systems and related portal system, the district has a centralized training and support organization to support these systems. Since these systems support both Foothill and De Anza colleges, the ETS unit maintains a call center for channeling faculty and staff support for technology issues and also to coordinate individualized trainings.

ETS has provided training to staff and student employees in the configuration and operation of the new administrative information system (Banner). In addition, information is available online regarding how to use various administrative systems used by the district, including e-mail, calendaring, anti-virus software, and the district portal. More information can be found at the ETS Call Center website (5.15: ETS Call Center).

Krause Center for Innovation

Through its Krause Center for Innovation (KCI), Foothill College offers its staff and faculty an outstanding resource for professional development and training in numerous technology-related subjects. Through its FastTech program of short technology classes, each quarter faculty and staff have access to a variety of one- and two-day and online classes on subjects designed to improve the use of technology in the classroom, such as Google tools, iPads and digital media. In addition, the KCI serves the entire Bay Area region and beyond by offering professional development programs designed to improve K–14 educator proficiency in using technology such as the MERIT and FAME programs. For a full description of these programs, review the KCI annual report or KCI website (5.16: Krause Center for Innovation website).

Potential Need for a Future Substantive Change Proposal

New Location & Facilities for the Existing Education Center

Beginning in 2016, a new Education Center in Sunnyvale will replace the leased Middlefield Campus facilities in Palo Alto. The new space will provide better opportunities to support students. It is anticipated that the change will facilitate the development of new curriculum to serve students.

Recommendation 1 Evidence (Web Links)

1.1 PaRC website

<http://www.foothill.edu/president/parc/index.php>

1.2 Annual PaRC Planning Calendar

http://www.foothill.edu/president/PaRCYearCycleSummary_2013-14%20.pdf

1.3 Six-Year Planning Calendar

<http://www.foothill.edu/president/parc/minutes/parc2013-14/parc100213/FHPlanningCalendar2011-18.pdf>

1.4 Governance Survey Results

<http://www.foothill.edu/president/parc/minutes/parc2013-14/parc061814/governance%20survey/FoothillGovernanceSurvey2014%20Results.pdf>

1.5 Integrated Planning & Budget Site

<http://www.foothill.edu/staff/irs/IPBP/index.php>

1.6 Transfer Workgroup

<http://www.foothill.edu/president/transfer.php>

1.7 Workforce Workgroup

<http://www.foothill.edu/president/workforce.php>

1.8 Basic Skills Workgroup

<http://www.foothill.edu/president/basicskills.php>

1.9 Operations Planning Committee

<http://www.foothill.edu/president/operations.php>

1.10 Student Equity Workgroup

<http://www.foothill.edu/president/equity.php>

1.11 PaRC minutes, October 2, 2013

http://www.foothill.edu/president/parc/minutes/parc2013-14/parc101613/parc_mi_100213_draft.pdf

1.12 PaRC minutes, November 20, 2013

http://www.foothill.edu/president/parc/minutes/parc2013-14/parc112013/PaRC%2011.20/PaRC_11.20.13_DRAFTMinutes.pdf

1.13 PaRC minutes, June 4, 2014

http://www.foothill.edu/president/parc/minutes/parc2013-14/parc061814/3.%20minutes/PaRCminutes6.4.14_draft.pdf

1.14 PaRC minutes, May 21, 2014

http://www.foothill.edu/president/parc/minutes/parc2013-14/parc060414/PaRCMinutes5.21.14_draft.pdf

1.15 PaRC minutes, May 21, 2014

http://www.foothill.edu/president/parc/minutes/parc2013-14/parc052114/OPC_data_for_PaRC/201314_opc_ranking_requests.pdf

1.16 OPC 2014 Resource Request for Prioritization Rubric Criteria

http://www.foothill.edu/president/parc/minutes/parc2013-14/parc112013/OPCresourcerubric_criteria_2014-final.pdf

1.17 PRC Recommendations to PaRC for IP&B

<http://www.foothill.edu/president/parc/minutes/parc2013-14/parc061814/10.PRC/PRCRecommendPaRC6-18-14.pdf>

Recommendation 1 Evidence (Web Links) – continued

1.18 PRC Charge from PaRC

<http://foothill.edu/staff/irs/programplans/2013-2014Rubrics/ProgramReviewCommitteemission.pdf>

1.19 Instructional Program Review Rubric

<http://www.foothill.edu/president/parc/minutes/parc2013-14/parc112013/PRCRubricNov2013.pdf>

1.20 PRC Recommendations

<http://foothill.edu/staff/irs/programplans/index.php>

1.21 Posted Program Reviews

<http://foothill.edu/staff/irs/programplans/index.php>

1.22 PRC Completed Rubrics

<http://foothill.edu/staff/irs/programplans/programreview.php>

1.23 Transfer Center Demographics, 2012–2013

<http://foothill.edu/staff/irs/FHresearch/reqcomp2013-2014/12-2013-TransferCtrdemographicmemo.pdf>

1.24 Demographic presentation to PaRC

http://www.foothill.edu/president/parc/minutes/parc2012-13/parc120512/FH_students_revisit%20mission2012.pdf

1.25 Look at Local Community, presentation to PaRC

http://www.foothill.edu/president/parc/minutes/parc2012-13/parc020613/External_Environ_2012v3-1.pdf

1.26 Academic Senate minutes, November 18, 2013

http://www.foothill.edu/senate/minutes/2013-14/Fall_13/Senate%20Minutes%2018%20Nov%202013.pdf

1.27 Classified Senate minutes, November 14, 2013

http://www.foothill.edu/classified/media/minutes/2013/CS_Minutes_11.14.13.pdf

1.28 Completed Research Projects Site

<http://foothill.edu/staff/irs/FHresearch/requestcompleted.php>

1.29 Revised Institutional Set Standards, PaRC presentation, March 12, 2014

http://www.foothill.edu/president/parc/minutes/parc2013-14/parc031914/Institution_set_standards_2014_annual_report_memov2.pdf

Recommendation 2 Evidence (Web Links)

2.1 Professional Development Calendar

<http://www.foothill.edu/staff/development/calendar.php>

2.2 Academic Senate minutes, January 13, 2014

http://www.foothill.edu/senate/minutes/2013-14/Winter_14/Senate%20Minutes%20January%2013%202014.pdf

2.3 Instruction & Institutional Research Newsletters

<http://foothill.edu/staff/irs/newsletter.html>

2.4 Completed AU-SLO Program Reviews

http://www.foothill.fhda.edu/schedule/administrative_program_reviews.php

2.5 AU-SLO Report Summary

<http://foothill.edu/staff/irs/LOA/2012/FH2011-2012AU-SLOs.pdf>

Recommendation 3 Evidence (Web Links)

3.1 Middlefield Campus Services

<http://www.foothill.edu/middlefield/services.php>

3.2 AskFoothill

<http://foothill.intelliresponse.com/students/>

3.3 Foothill College Online Application for Admission

https://secure.ccapply.org/applications/CCCAppl/apply/Foothill_College.html

3.4 Counseling

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

3.5 Disability Resource Center Accommodation Request Form

<http://www.surveygizmo.com/s3/1608971/Spring-14-Early-Summer-Student-Accommodation-Request-Form>

3.6 eTranscript site

<https://www.credentials-inc.com/tplus/?ALUMTRO001199>

3.7 Financial Aid TV

<http://www.foothill.edu/aid/videos.php>

3.8 Degree Works login page

<https://degreeworks.fhda.edu/>

3.9 Placement Center Office

<http://www.registerblast.com/foothill/Home/Page/4>

3.10 Interbound

<https://www.internbound.com/>

3.11 InternMatch

<http://www.internmatch.com/>

Recommendation 3 Evidence (Web Links) – continued

3.12 Learn Up

<http://www.learnup.com/>

3.13 College Central Network

<http://www.collegecentralnetwork.com/foothill/>

3.14 Smart Hires

<https://www.smarthires.com/>

3.15 AfterCollege

<https://www.aftercollege.com/>

3.16 Innovative Educators' Student Lingo Series

<http://www.studentlingo.com/foothill>

3.17 Mepedia

<http://www.mepedia.com/#sthash.PrOH3ocK.dpbs>

3.18 K-16 Bridge

<http://www.k16bridge.org/>

3.19 Guidebook

<https://guidebook.com/>

3.20 Online tutoring

<http://foothill.edu/tlc/online.php>

3.21 PaRC minutes, October 2, 2013

http://www.foothill.edu/president/parc/minutes/parc2013-14/parc101613/parc_mi_100213_draft.pdf

Recommendation 4 Evidence (Web Links)

4.1 Faculty Evaluation Form

<http://www.foothill.edu/staff/tenure/Guidelines-J1.pdf>

Planning Agendas Evidence (Web Links)

5.1 Institutional Set Standards

<http://foothill.edu/staff/irs/FHresearch/reqcomp2012-2013/03-2013-PaRCpresentationstandards.pdf>

5.2 Student Equity Plan

<http://www.foothill.edu/president/parc/minutes/parc2013-14/parc060414/StudentEquityPlanDraft5.29.14.pdf>

5.3 Program Review Templates

<http://foothill.edu/staff/irs/programplans/index.php>

5.4 Program Review Three-Year Timeline

<http://foothill.edu/staff/irs/programplans/2013-2014/2013-2014ProgramReview3yrCycle%20copy.pdf>

5.5 PRC Website

<http://foothill.edu/staff/irs/programplans/programreview.php>

5.6 PRC Charge

<http://foothill.edu/staff/irs/programplans/2013-2014Rubrics/ProgramReviewCommitteemission.pdf>

5.7 Student Activities Program Reviews

http://www.foothill.fhda.edu/schedule/service_program_reviews.php

5.8 PRC Website and Minutes

<http://foothill.edu/staff/irs/programplans/programreview.php>

5.9 2013–2014 PRC Rubric

<http://foothill.edu/staff/irs/programplans/programreview.php>

5.10 FHDA Board Policy 3121

<http://fhdafiles.fhda.edu/downloads/aboutfhda/BP3121.pdf>

5.11 2013 Governance Survey Results

http://www.foothill.edu/president/parc/minutes/parc2012-13/parc061913/2013_Governance_survey_final_results.pdf

5.12 Professional Development Calendar

<http://www.foothill.edu/staff/development/calendar.php>

5.13 Technology Master Plan

http://www.foothill.edu/staff/irs/ESMP/docs/EMP2010/Foothill_Tech_Plan_11.9.10.pdf

5.14 Go2Knowledge

<https://www.go2knowledge.org/>

5.15 ETS Call Center

<http://etshelp.fhda.edu/>

5.16 Krause Center for Innovation

<http://krauseinnovationcenter.org/>

Foothill-De Anza Community College District Board of Trustees

Joan Barram; Betsy Bechtel; Laura Casas; Pearl Cheng; Bruce Swenson;
Evelynn Chun, Foothill Student Trustee; Melissa Epps, De Anza Student Trustee

Nondiscrimination Statement

Foothill College does not discriminate against any person in the provision of any program or service based on age, ancestry, color, gender, gender identity, marital status, medical condition, mental disability, national origin, physical disability, race, religious creed, sexual orientation or veteran status. Coordination of Title IX of the Education Amendments of 1972 prohibiting sex discrimination; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 governing accessibility is the responsibility of Student Affairs & Activities Dean Patricia Hyland, **(650) 949-7241**. Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) may contact the Disability Resource Center at **(650) 949-7017** or DobbinsMargo@foothill.edu.

Program Offerings

Foothill College offers courses toward a specialized certificate, associate degree, skills upgrade, personal development, and to fulfill general education requirements for transfer to a university. A complete listing of Foothill College program offerings is available online at www.foothill.edu.

Accreditation

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

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