Institutional Self-Evaluation Report

In Support of Reaffirmation of Accreditation, 2017

FOOTHILL
COLLEGE

Institutional Self-Evaluation Report in Support of Reaffirmation of Accreditation

Submitted by:

Foothill College

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foothill.edu

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

July 2017

Certification

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

From: Thuy Thi Nguyen
President, Foothill College
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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.

Signed:

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

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

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

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Carolyn Holcroft, President, Academic Senate, Foothill College

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Ramiel Petros, President, Associated Students of Foothill College

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INTRODUCTION

Introduction

Background & Demographics

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, Foothill serves the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and west San Jose, with a combined population of more than 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 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 more than 29,000 students in 2015-16 and employed about 800 full- and part-time faculty, classified staff, and administrators in fall 2016.

Foothill College has constructed a 50,000 square-foot education facility in Sunnyvale near Moffett Business Park. The Sunnyvale Center, which opened in September 2016, houses a variety of academic programs and student services and meets LEED standards for a green building. Programs and services previously offered at the satellite Middlefield Campus in Palo Alto were relocated to the Sunnyvale Center.

As of spring 2016, Foothill College offers 21 Associate Degrees for Transfer (ADT), 26 Associate of Arts degrees, 27 Associate of Science degrees and 25 Certificates of Achievement programs. Beginning in fall 2016, the College began 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 through the California State University or University of California systems. As one of the first California community colleges to offer instruction via the Internet, Foothill College is committed to providing educational opportunities and student support in both face-to-face and online 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' residences. According to the Educational Master Plan:

- 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 projection (4%). Within the county, Milpitas is expected to increase at the greatest rate (13%).

- 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.

- 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).

Student Characteristics

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 2016

- Students from Foothill College's service area represent 17% of the student population.

- About half of all students reside in the cities of San Jose (22%), Mountain View (8%), Sunnyvale (8%), Palo Alto (6%), Redwood City (4%), or Santa Clara (4%).

- The majority of students are continuing (45%), followed by first-time transfer (26%), returning (17%), and first-time college students (11%).

- There are 1,004 F1 visa international students, and they account for 8% of credit headcount. Most international students are from China, Hong Kong, and Indonesia. Nearly all (93%) reside within Santa Clara County.

- Most students are age 24 years old or younger (60%).

- A little more than half of the student population is female (54%).

- Most students self-identify as White (30%), Asian (29%), or Latino/a (25%).

- One in five students have completed a bachelor's degree or higher.

- Thirty-six percent of students are full time, enrolling in 12 or more units.

- More than two-thirds (69%) of students identify an educational goal of degree, certificate, or transfer.

Presentation of Student Achievement Data and Institution-Set Standards

In this section, the demographics and enrollment trends are presented first in order to provide an overview of the student and employee population at Foothill College. The student achievement data and institution-set standards are presented afterward.

Listing of Key Data

Demographic & Enrollment Overview

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Demographic & Enrollment Overview

1. Foothill College's Service Area

The majority of Foothill College students reside within Santa Clara County, particularly from the cities of San Jose, Mountain View, Sunnyvale, and Palo Alto. These top four cities account for about 50% of all Foothill College students' place of residence.

FIGURE 1:

Top 10 Cities of Residence: Foothill College

City	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	Students | Percent	Students | Percent	Students | Percent	Students | Percent	Students | Percent
San Jose	2,639 | 19%	2,685 | 20%	2,681 | 20%	2,869 | 21%	2,965 | 22%
Mountain View	1,766 | 12%	1,381 | 10%	1,299 | 10%	1,212 | 9%	1,123 | 8%
Sunnyvale	1,024 | 7%	1,082 | 8%	1,147 | 9%	1,072 | 8%	1,091 | 8%
Palo Alto	1,186 | 8%	977 | 7%	960 | 7%	995 | 7%	840 | 6%
Redwood City	584 | 4%	553 | 4%	493 | 4%	475 | 4%	525 | 4%
Santa Clara	421 | 3%	483 | 4%	503 | 4%	525 | 4%	519 | 4%
Los Altos/Los Altos Hills	796 | 6%	534 | 4%	453 | 3%	471 | 3%	424 | 3%
San Francisco	293 | 2%	330 | 2%	365 | 3%	354 | 3%	374 | 3%
East Palo Alto	337 | 2%	267 | 2%	260 | 2%	301 | 2%	321 | 2%
Fremont	353 | 2%	280 | 2%	305 | 2%	275 | 2%	279 | 2%
SUBTOTAL (Top 10)	9,364 | 65%	8,573 | 63%	8,467 | 64%	8,550 | 63%	8,462 | 62%
TOTAL ENROLLMENT	14,228 | 100%	13,347 | 100%	13,277 | 100%	13,528 | 100%	13,425 | 100%

Source: FHDA IRP Factsheet End of Term Credit Headcount.

1a. Foothill College'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 College was able to attract about 14,000 adults each fall term, or about 1% of the adult population in Santa Clara County.

FIGURE 2:
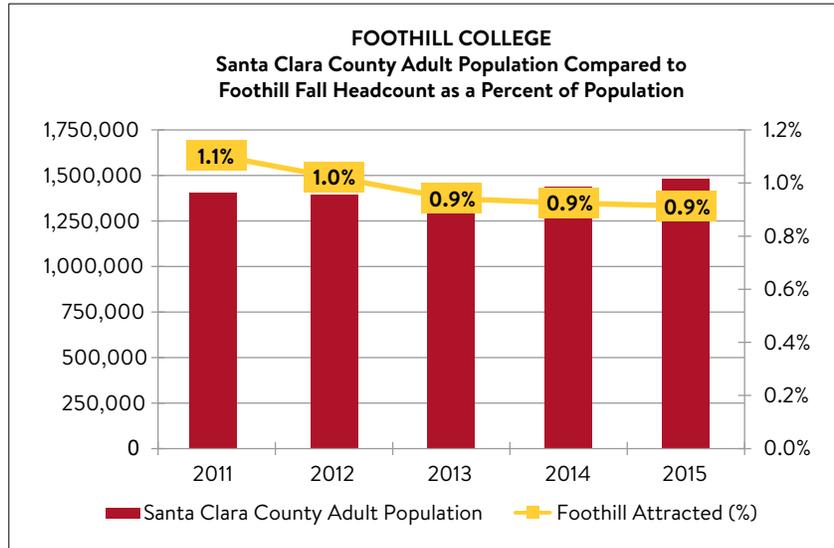
FOOTHILL COLLEGE
Santa Clara County Adult Population Compared to
Foothill Fall Headcount as a Percent of Population

Source: California Department of Finance; FHDA IRP Factsheet, End of Term Credit Headcount.
Note: Foothill College fall 2015 is the most current term used in order to make comparisons with the most recent county demographics available.

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 College's first-time college students increasingly come from outside the immediate service area as evidenced by the declining high school participation from the College's immediate service area.

FIGURE 3:

FOOTHILL COLLEGE
Public High School Participation Rate from
**Mt. View/Los Altos, Palo Alto and Fremont**
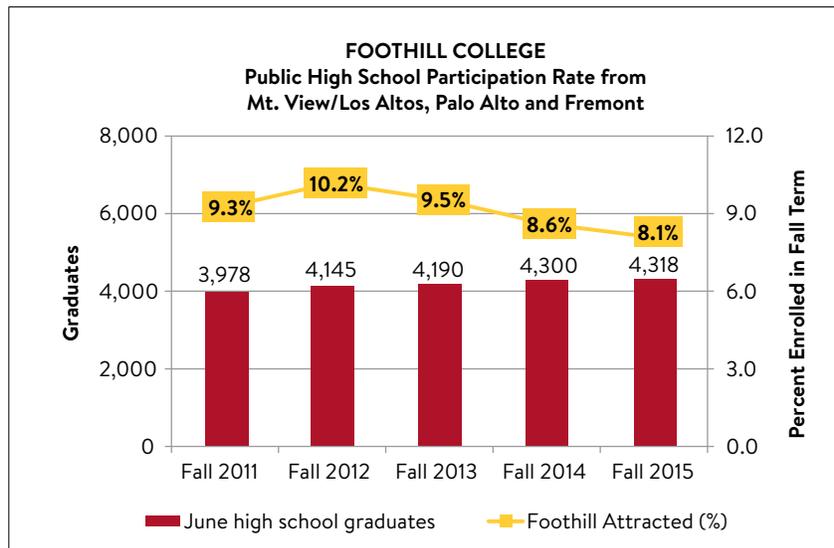
Source: California Department of Finance; FHDA IRP Factsheet End of Term Credit Headcount.

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

The student ethnic makeup at Foothill College 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 College (6%) is slightly higher than its representation in the County (3%).

FIGURE 4:
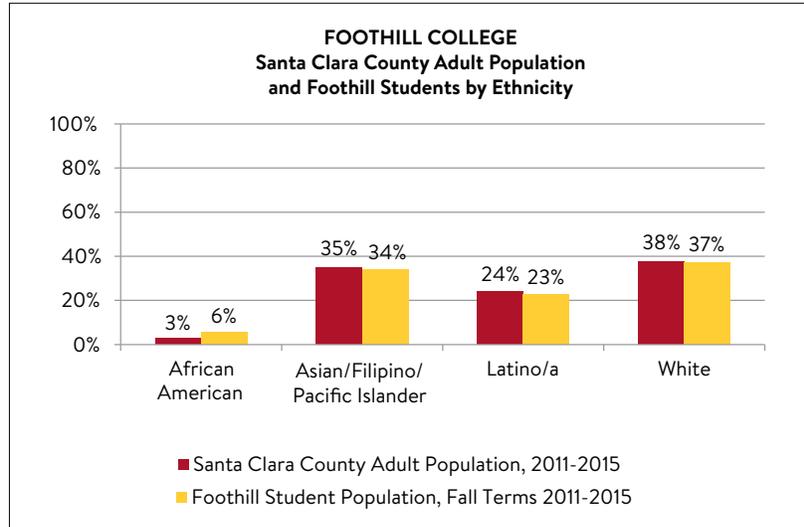
FOOTHILL COLLEGE
Santa Clara County Adult Population and Foothill Students by Ethnicity

Source: American Community Survey 1-Year Estimates; FHDA IRP 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 populations (+5%). During the same time period, Foothill College saw declines across all ethnic groups. The only exception is Latino/a. Compared to the County, Foothill College's Latino/a student population increased at a faster rate, 14% versus 5%.

FIGURE 5:

Change In Ethnic Groups: Santa Clara County vs. Foothill College				
Ethnic Group	**2011**	**2015**	**Change (Headcount)**	**Change (Percent)**
	SC County | Foothill	SC County | Foothill	SC County | Foothill	SC 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 IRP 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 6:

FOOTHILL COLLEGE
Fall Headcount and Fiscal Year FTES

Year	Headcount	FTES
2011-12	15,500	13,388
2012-13	14,228	12,344
2013-14	13,277	12,444
2014-15	13,528	12,655
2015-16	13,425	12,757
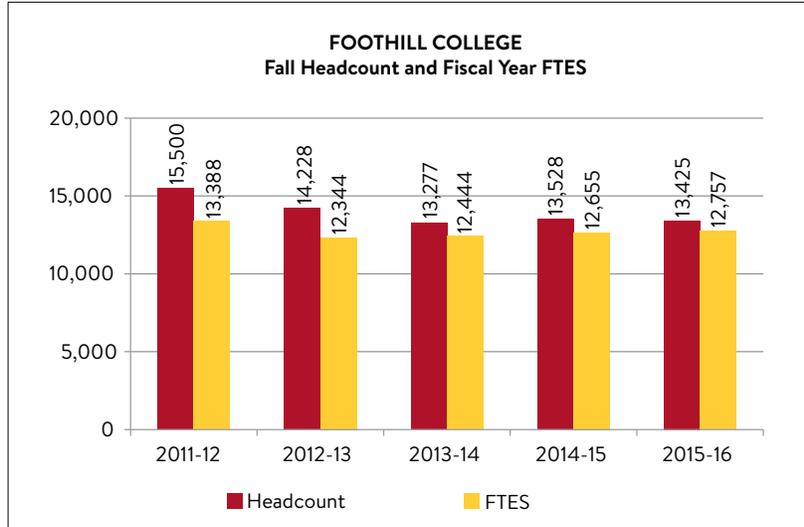
Source: FHDA IRP Factsheet, End of Term Credit Headcount and FTES Trend.

6. Student Headcount by Ethnicity

In fall 2016, the majority of Foothill College students self-identified as Asian, Filipino, or Pacific Islander (36%), followed by White (30%) and Latino/a (25%).

FIGURE 7:

FOOTHILL COLLEGE
Distribution of Student Ethnicity, Fall 2016

- Decline to State 4%
- African American 5%
- Asian 29%
- Filipino 6%
- Latino/a 25%
- Native American 0%
- Pacific Islander 1%
- White 30%
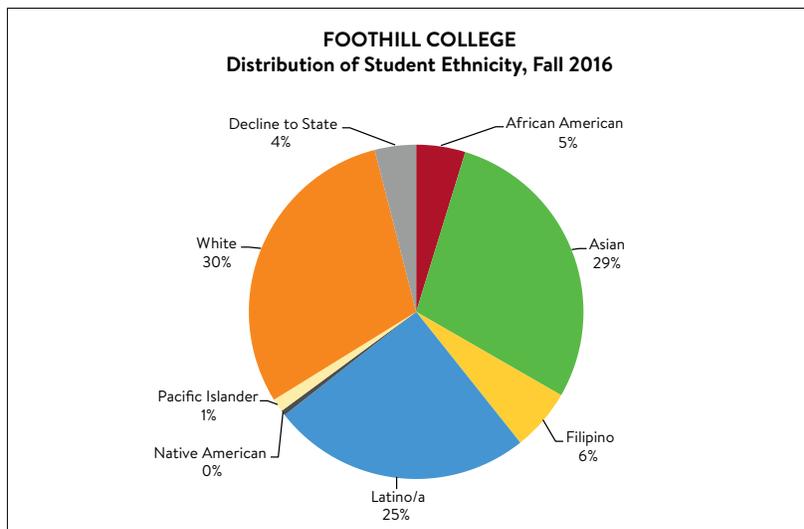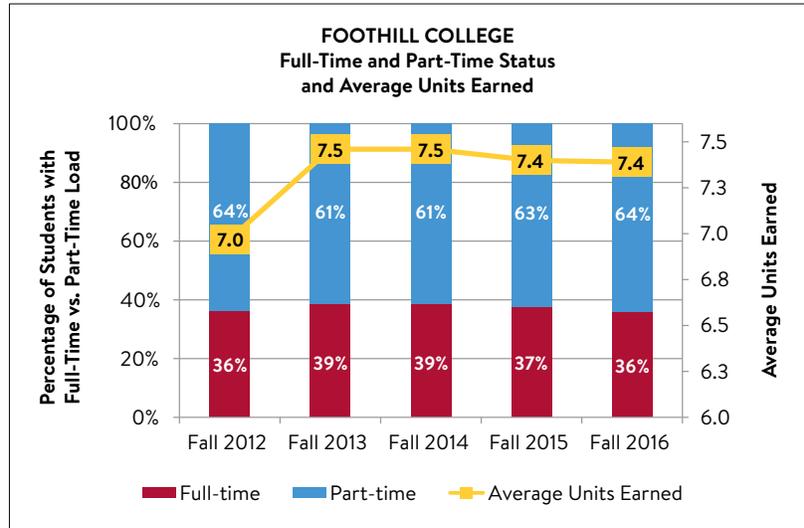
Source: FHDA IRP Factsheet, End of Term Credit Headcount.

7. Course Units Load

From fall 2012 to fall 2016, most Foothill College students enrolled part-time (63%) and earned an average of 7.3 units each term.

FIGURE 8:

FOOTHILL COLLEGE
Full-Time and Part-Time Status and Average Units Earned

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Part-time	64%	61%	61%	63%	64%
Full-time	36%	39%	39%	37%	36%
Average Units Earned	7.0	7.5	7.5	7.4	7.4

Source: FHDA IRP Factsheet, End of Term Credit Headcount.

8. Online Enrollment

Students enrolled exclusively in face-to-face course sections decreased from 60% in fall 2012 to 50% in fall 2016. At the same time, headcount for those enrolled exclusively in online course sections grew from 21% to 30%. The enrollment and FTES derived from those enrolled exclusively online also increased, by 30% (5,025 vs. 6,537) and 31% (537 vs. 704), respectively. The number of online sections offered at Foothill College increased from 250 in fall 2012 to 297 in fall 2016 (+19%). In comparison, the number of face-to-face sections, the majority of sections offered at Foothill (65% as of fall 2016) decreased by 121 sections (-13%).

FIGURE 9:

FOOTHILL COLLEGE
Headcount by Instructional Method

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Online Only	21%	27%	27%	29%	30%
Face-to-Face & Online	19%	21%	23%	20%	21%
Face-to-Face Only	60%	52%	51%	51%	50%
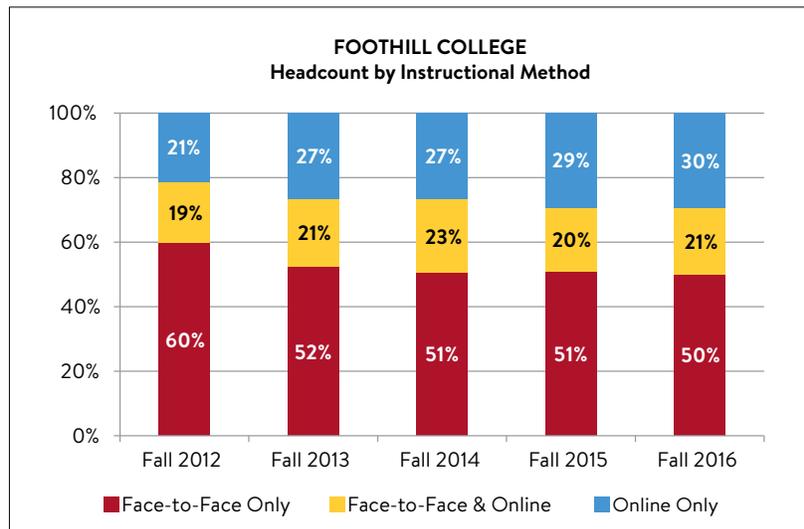
Source: FHDA IRP Credit Headcount.
Note: Omits apprenticeship; face-to-face includes hybrid.

Students who enroll exclusively online tend to skew older—40% are between the ages of 25 and 39 compared to 28% of face-to-face students. A higher percentage of female students are represented exclusively online than compared to face-to-face, 59% versus 52%.

FIGURE 10:

FOOTHILL COLLEGE
Age Group of Face-to-Face & Online Students
Average of Fall Terms 2012-2016

Source: FHDA IRP Credit Headcount.
Note: Omits apprenticeship; face-to-face includes hybrid.

There are slightly more African Americans and Whites in exclusively online courses (8% and 36%) than compared to their face-to-face counterparts (4% and 33%). 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 students are more likely to want to transfer to a four-year institution (52%).

FIGURE 11:

FOOTHILL COLLEGE
Ethnicity of Face-to-Face & Online Students
Average of Fall Terms 2012-2016

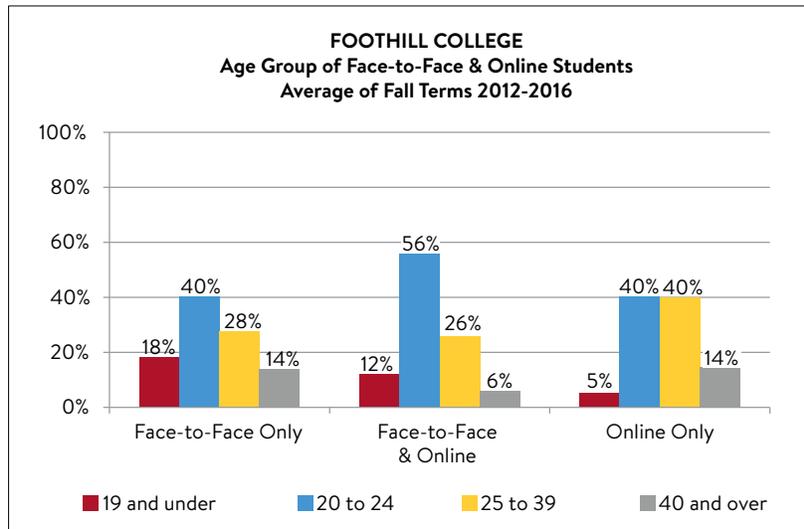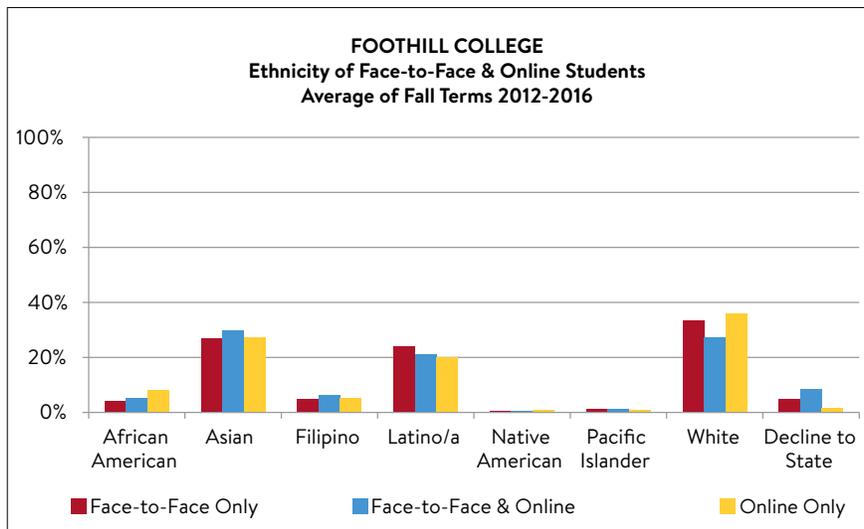**Source:** FHDA IRP Credit Headcount.
Note: Omits apprenticeship; face-to-face includes hybrid.

Exclusively online students are likely to reside within and around Santa Clara County, 45% and 44%, respectively. Foothill College attracted about 1,640 exclusively online students residing in San Francisco (11%), Oakland (3%), Los Angeles (3%), San Diego (3%), and San Luis Obispo (2%). In particular, Foothill's Early Summer/Second Spring session has attracted many students who attend CSUs and UCs.

FIGURE 12:

FOOTHILL COLLEGE
Residential Location of Face-to-Face & Online Students
Average of Fall Terms 2012-2016
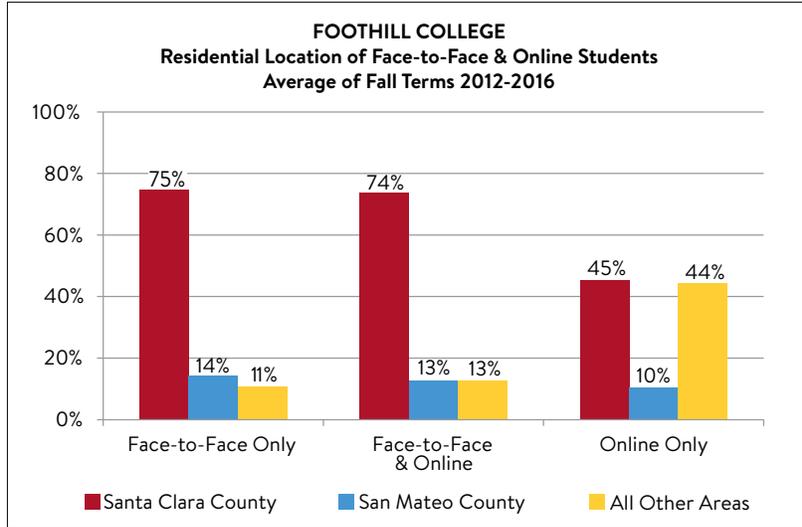
Source: FHDA IRP Credit Headcount.
Note: Omits apprenticeship; face-to-face includes hybrid.

9. Vocational Course Enrollment

Vocational courses comprised about 27% of Foothill College's enrollment over the past five fall terms. Vocational course enrollment as a percentage of the total increased from 23% in fall 2012 to 30% in fall 2016.

FIGURE 13:

FOOTHILL COLLEGE
Enrollment by Vocational vs. Non-Vocation Courses
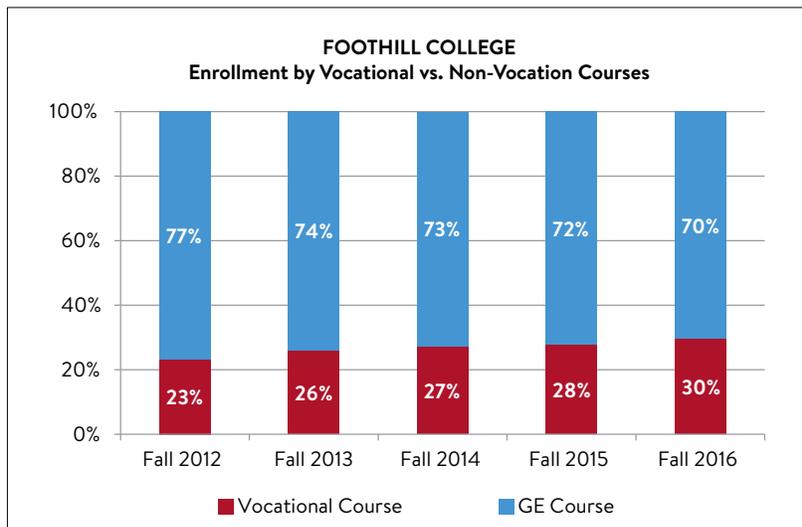
Source: FHDA IRP Credit Headcount.
Note: Vocational course omits apprenticeship, but includes SAM codes B, C and D.

10. Persistence Rate: One and Two Consecutive Terms

Between fall 2012 and fall 2016, the rate of students who persisted one term (to winter) and persisted two terms (to spring) fell. One-term persistence rate was 64% in fall 2012 compared to 62% in fall 2016. Two-term persistence rate was 50% in fall 2012 compared to 46% in fall 2016.

FIGURE 14:

Source: FHDA IRP, credit only and omits apprenticeship.

Asian students are the only ethnic group whose one- and two-term persistence rates have been at or higher than the College rate.

FIGURE 15:

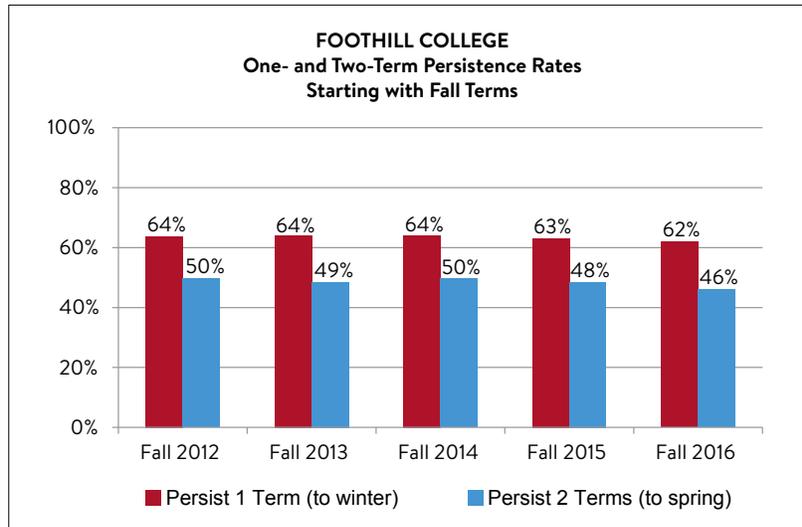| One- & Two-Term Persistence Rates by Ethnicity: Foothill College									
Ethnic Group	**Fall 2012**		**Fall 2013**		**Fall 2014**		**Fall 2015**		**Fall 2016**	
	Persist 1 Term	Persist 2 Terms	Persist 1 Term	Persist 2 Terms	Persist 1 Term	Persist 2 Terms	Persist 1 Term	Persist 2 Terms	Persist 1 Term	Persist 2 Terms
African American	55%	37%	57%	36%	56%	39%	54%	38%	57%	37%
Asian	67%	55%	67%	53%	67%	53%	65%	50%	63%	46%
Filipino	62%	47%	61%	46%	62%	47%	64%	51%	63%	49%
Latino/a	64%	49%	63%	46%	64%	49%	63%	47%	61%	46%
Native American/ Alaskan Native	69%	55%	64%	48%	60%	47%	61%	48%	64%	47%
Pacific Islander	60%	45%	59%	42%	56%	38%	60%	50%	62%	47%
White	62%	48%	52%	46%	61%	46%	59%	43%	59%	43%
Decline to State	69%	58%	82%	73%	81%	72%	84%	76%	82%	70%
TOTAL - Foothill College	64%	50%	64%	49%	64%	50%	63%	48%	62%	46%

Source: FHDA IRP Credit Headcount; omits apprenticeship.

Note: Persistence rate reflects end-of-term. Fall 2016 two-term persistence rate reflects data at the time of census as spring 2017 is in progress at the time of this reporting.

11. Employee Headcount by Occupational Category

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

FIGURE 16:
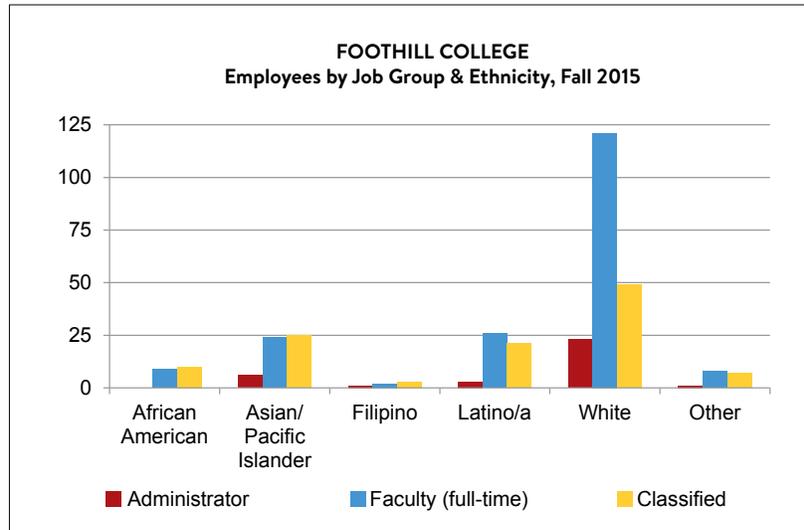
Source: FHDA IRP.

12. Ethnic Distribution of Faculty and Students

Comparison of the fall 2015 faculty-to-student ethnic distribution reveals that White faculty accounted 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 17:
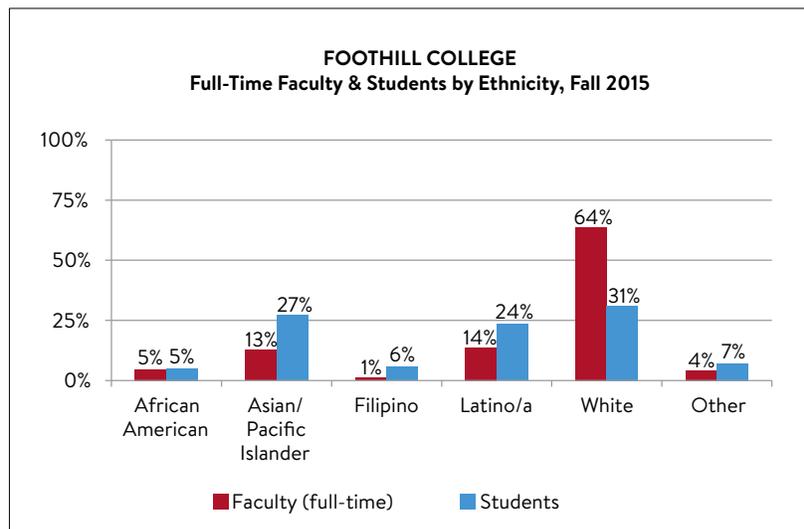
Source: FHDA IRP.

Student Achievement Data & Institution-Set Standards

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

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

FIGURE 18:
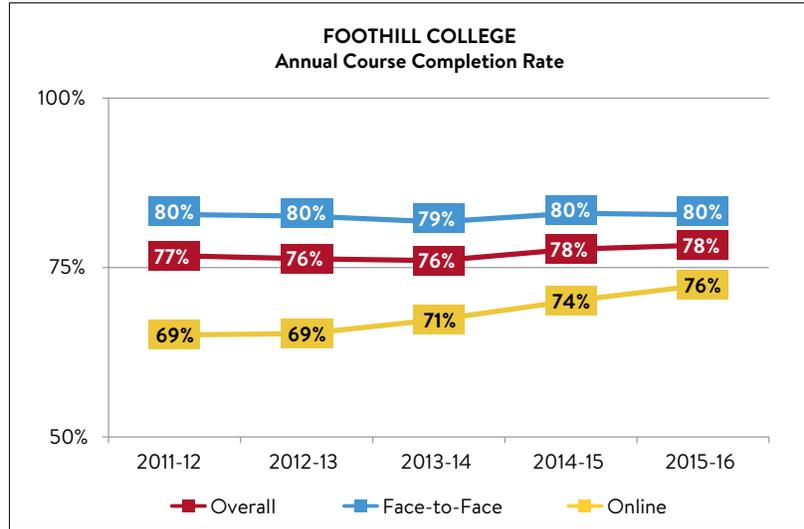
Source: FHDA IRP Credit Headcount. **Note:** Omits apprenticeship; face-to-face includes hybrid.

13a. Annual Course Completion Rate by Ethnicity

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

FIGURE 19:
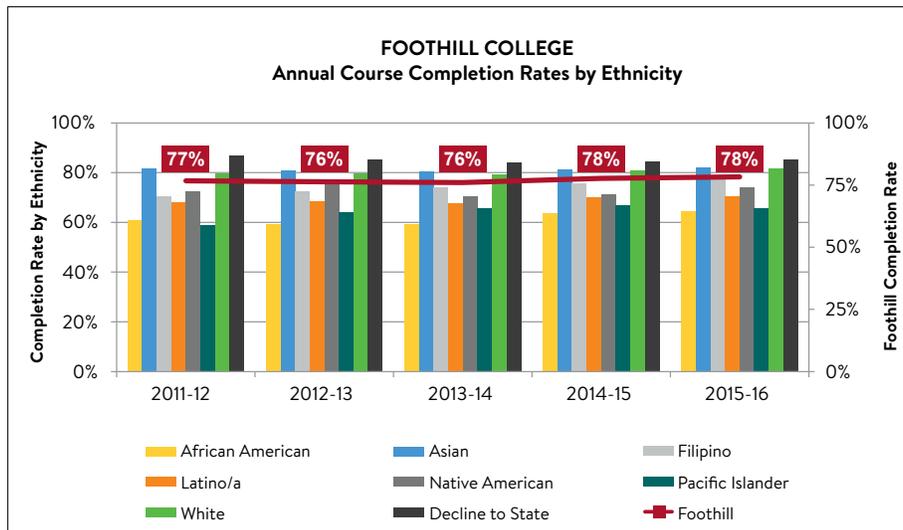
Source: FHDA IRP Credit Headcount. **Note:** Omits apprenticeship; face-to-face includes hybrid.

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

While the English and ESL 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 (57%) or ESL (51%) course. The sequence completion rate for math is lower at 48%.

FIGURE 20:
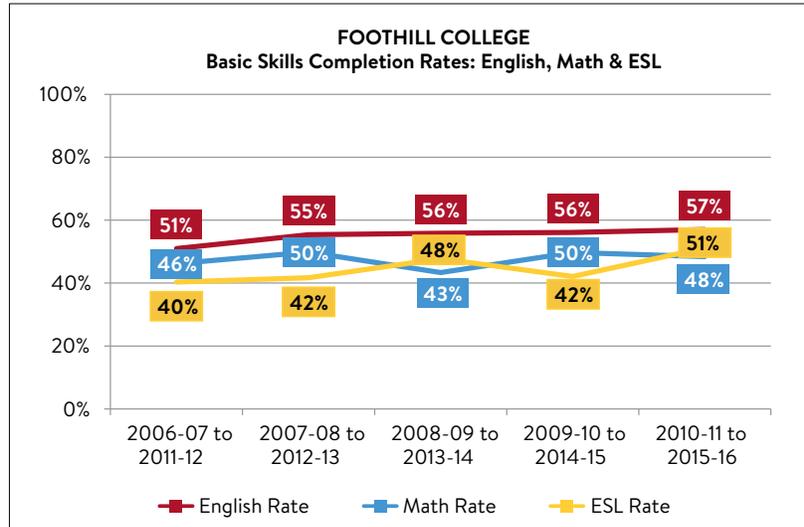
Source: CCCCO Student Success Scorecard.

14a. Basic Skills Sequence Completion Rate by Ethnicity

The English and Math basic skills completion rate for male students and disproportionately impacted groups (African American, Filipino, Latino/a, and Pacific Islander students) consistently lags behind the College rate. However, some progress has been made. For example, the English basic skills completion rate improved for male students by 7% from 2011-12 to 2015-16. In contrast, their math basic skills completion increased only by two percentage points over the same time period. Similarly, while improvements are evident among individual ethnic groups, overall more work needs to be done to close the achievement gap among disproportionately impacted groups (see Figure 21).

FIGURE 21:

English Basic Skills Completion Rates by Ethnicity: Foothill College

	2006-2007 to 2011-2012	2007-2008 to 2012-2013	2008-2009 to 2013-2014	2009-2010 to 2014-2015	2010-2011 to 2015-2016
African American	39%	52%	38%	41%	41%
Asian	67%	72%	71%	76%	75%
Filipino	43%	32%	43%	55%	59%
Latino/a	45%	48%	51%	52%	52%
White	56%	64%	64%	60%	66%
American Indian/Alaskan Native	100%*	0%*	14%*	50%*	100%*
Pacific Islander	36%	38%	41%	32%	29%
Unknown/Two or More Races	51%	50%	53%	55%	55%
Disproportionately Impacted	41%	42%	43%	45%	45%
Non-Disproportionately Impacted	61%	68%	67%	68%	70%
Foothill Completion Rate	51%	55%	56%	56%	57%
	N=640	N=695	N=756	N=891	N=877

Math Basic Skills Completion Rates by Ethnicity: Foothill College

	2006-2007 to 2011-2012	2007-2008 to 2012-2013	2008-2009 to 2013-2014	2009-2010 to 2014-2015	2010-2011 to 2015-2016
African American	35%	38%	21%	40%	31%
Asian	61%	60%	41%	61%	65%
Filipino	34%	35%	29%	50%	39%
Latino/a	42%	38%	37%	46%	47%
White	54%	60%	54%	53%	53%
American Indian/Alaskan Native	20%*	0%*	20%*	66%*	50%*
Pacific Islander	19%	26%	22%	29%	17%
Unknown/Two or More Races	43%	62%	49%	52%	51%
Disproportionately Impacted	32%	34%	27%	41%	33%
Non-Disproportionately Impacted	58%	60%	47%	57%	59%
Foothill Completion Rate	46%	50%	43%	50%	48%
	N=596	N=564	N=568	N=533	N=477

ESL Completion Rates by Ethnicity: Foothill College

	2006-2007 to 2011-2012	2007-2008 to 2012-2013	2008-2009 to 2013-2014	2009-2010 to 2014-2015	2010-2011 to 2015-2016
African American	25%*	33%*	75%*	20%	36%
Asian	60%	62%	53%	42%	59%
Filipino	0%*	0%*	50%*	0%*	100%*
Latino/a	23%	15%	37%	29%	30%
White	35%	47%	55%	34%	57%
American Indian/Alaskan Native	0%*	-	25%*	100%*	-
Pacific Islander	50%*	66.7%*	25%*	0%*	-
Unknown/Two or More Races	38%	41%	48%	64%	50%
Disproportionately Impacted	24%	29%	47%	12%	42%
Non-Disproportionately Impacted	48%	54%	54%	38%	58%
Foothill Completion Rate	40%	42%	48%	42%	51%
	N=372	N=336	N=289	N=349	N=301

Source: CCCCO Student Success Scorecard.   *Cohort has fewer than 10 students.
Disproportionately impacted groups include African American, Filipino, Latino/a, and Pacific Islander.
Non-disproportionately impacted groups include Asian and White.

15. Degree/Certificate/Transfer-Related 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 a 13% difference when compared to the overall College rate.

FIGURE 22:

FOOTHILL COLLEGE
Degree/Certificate/Transfer-Related Completion Rates

- Overall College Rate
- Prepared Rate
- Unprepared Rate
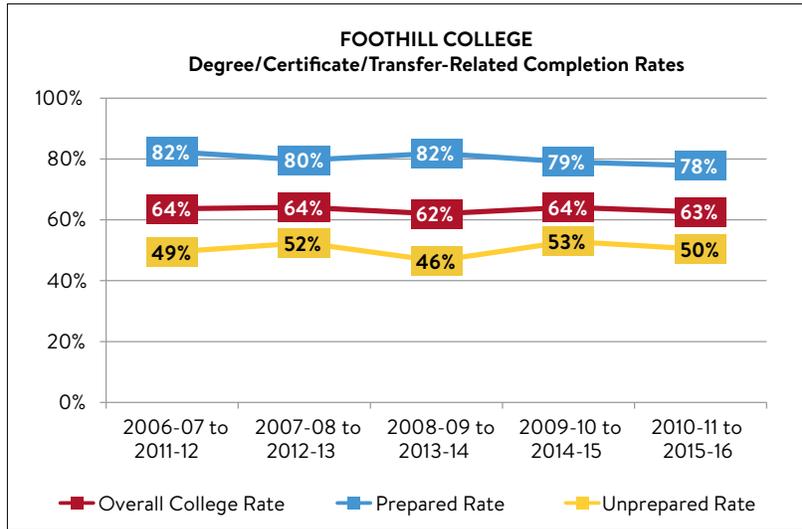
Source: CCCCO Student Success Scorecard.

15a. Degree/Certificate/Transfer-Related 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% gap in completions for both African American and Latino/a students when compared to the College rate.

FIGURE 23:

FOOTHILL COLLEGE
Degree/Certificate/Transfer-Related Completion Rates by Ethnicity

- African American
- Latino/a
- White
- Asian
- American Indian/Alaskan Native
- Unknown/Two or More Races
- Filipino
- Pacific Islander
- Foothill
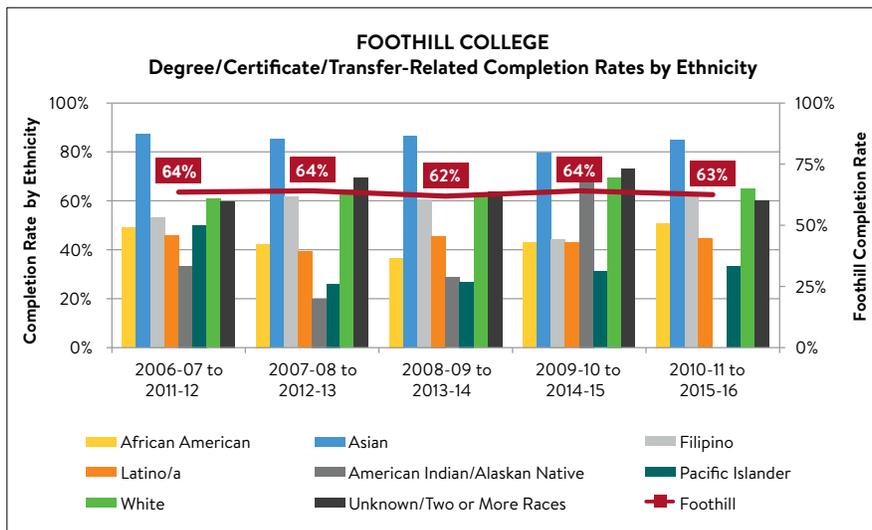
Source: CCCCO Student Success Scorecard.
American Indian/Alaskan Native cohort has fewer than 10 students for 2011-12, 2012-13 and 2015-16.

16. Certificates and Associate 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 Degrees for Transfer (ADT) comprise a small proportion (32%) of total degrees awarded in 2015-16, the number of ADTs awarded is increasing with 355 ADTs awarded in 2015-16 compared to 140 in the prior year.

FIGURE 24:

FOOTHILL COLLEGE
Certificates & Degrees Awarded
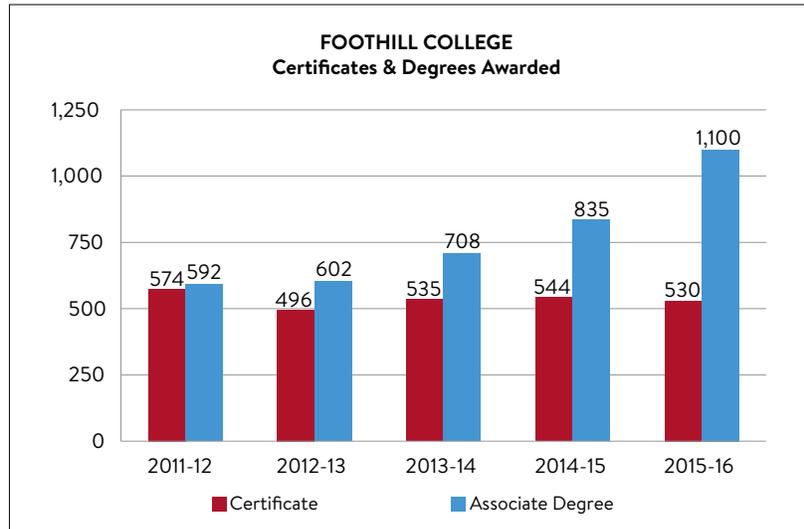
Source: FHDA IRP

16a. Certificates and Associate Degrees Awarded by Ethnicity

The majority of the students awarded a certificate of achievement are Asian. Over the past five years, Asian students account for 43% of certificate recipients, followed by White (28%) and Latino/a (12%). Associate degree recipients are more likely to be White (38%), followed by Asian (22%), and Latino/a (21%).

FIGURE 25:

Certificates Awarded by Ethnicity: Foothill College

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Awarded	Percent	Awarded	Percent	Awarded	Percent	Awarded	Percent	Awarded	Percent
African American	11	2%	7	1%	8	1%	11	2%	11	2%
Asian	240	42%	236	48%	243	45%	204	38%	219	41%
Filipino	11	2%	9	2%	14	3%	23	4%	23	4%
Latino/a	66	11%	58	12%	61	11%	77	14%	65	12%
Native American/ Alaskan Native	6	1%	3	1%	1	0%	2	0%	4	1%
Pacific Islander	3	1%	0	0%	4	1%	2	0%	4	1%
White	177	31%	137	28%	167	31%	148	27%	123	23%
Decline to State	60	10%	46	9%	37	7%	77	14%	81	15%
TOTAL	574	100%	496	100%	535	100%	544	100%	530	100%

Associate Degrees Awarded by Ethnicity: Foothill College

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Awarded	Percent	Awarded	Percent	Awarded	Percent	Awarded	Percent	Awarded	Percent
African American	20	3%	30	5%	20	3%	39	5%	42	4%
Asian	122	21%	138	23%	168	24%	174	21%	259	24%
Filipino	26	4%	19	3%	31	4%	58	7%	58	5%
Latino/a	91	15%	118	20%	132	19%	197	24%	257	23%
Native American/ Alaskan Native	5	1%	6	1%	5	1%	6	1%	3	0%
Pacific Islander	11	2%	3	0%	5	1%	7	1%	14	1%
White	234	40%	230	38%	317	45%	299	36%	388	35%
Decline to State	83	14%	58	10%	30	4%	55	7%	79	7%
TOTAL	592	100%	602	100%	708	100%	835	100%	1,100	100%

Source: FHDA IR&P

17. Transfer to Four-Year Institutions

In 2015-16, a total of 1,137 Foothill College students transferred to a four-year institution, which is an increase of 1.5% from the prior year. The majority of Foothill College's students continue to transfer to a University of California (38%) or to an in-state private/out-of-state (32%) campus.

FIGURE 26:
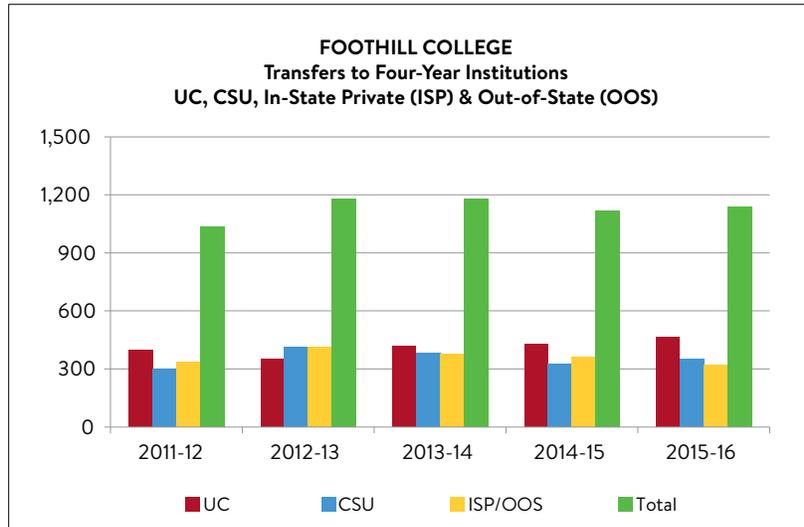
Source: UCPO, CSU Analytics, UCOP, CCCCO Data Mart

18. Institution-Set Standards

The institution-set standards are annually reviewed and discussed at Foothill College's Planning and Resource Council (PaRC) and Workforce Workgroup meetings. Past and current performance rates are shared and institution-set standards are developed accordingly; most recently at the Workforce Workgroup meeting on March 14, 2017 and PaRC on March 15, 2017. The dental hygiene bachelor in science degree program started in 2015-16, and Foothill College included its annual course completion institution-set standard in this 2017 Institutional Self-Evaluation Report. The institution-set standards for the most recent year and prior years are presented in the following tables.

FIGURE 27:

Student Achievement Data: Foothill College					
	Most Recent Performance	Prior Years			
	2015-2016	**2014-2015**	**2013-2014**	**2012-2013**	**2011-2012**
Successful Course Completion (overall)					
Institution-Set Standard	58%	57%	57%	55%	55%
Completion Rate	79%	77%	76%	75%	76%
Successful Course Completion (Dental Hygiene B.S.)					
Institution-Set Standard	74%	N/A	N/A	N/A	N/A
Completion Rate	99%	N/A	N/A	N/A	N/A
Degrees (unduplicated count)					
Institution-Set Standard	589	495	448	415	450
Count	948	744	662	573	558
Certificates (unduplicated count)					
Institution-Set Standard	400	392	399	355	325
Count	529	538	533	495	570
Transfer to Four-Year Institution					
Institution-Set Standard	867	849	817	760	375
Count	1,137	1,134	1,195	1,069	1,004

Source: UCPO, CSU Analytics, UCOP, CCCCO Data Mart

FIGURE 28:

CTE Licensure Exam Pass Rate: Foothill College					
	Most Recent Performance	Prior Years			
	2015-2016	**2014-2015**	**2013-2014**	**2012-2013**	**2011-2012**
Apprenticeship: General & Residential Electrician					
Institution-Set Standard	68%	66%	64%	61%	-
Pass Rate	91%	91%	88%	85%	83%
Apprenticeship: Plumbing, Pipefitting & Steamfitting					
Institution-Set Standard	66%	68%	65%	64%	61%
Pass Rate	90%	90%	85%	86%	86%
Dental Assisting*					
Institution-Set Standard	74%	74%	75%	75%	-
Pass Rate (national / state)	100% / 100%	100% / 100%	100% / 89%	100% / 100%	100% / 100%
Dental Hygiene*					
Institution-Set Standard	75%	75%	75%	75%	-
Pass Rate (national / state)	100% / 100%	100% / 100%	100% / 100%	100% / 100%	100% / 100%
Diagnostic Medical Sonography					
Institution-Set Standard	75%	75%	75%	75%	-
Pass Rate	100%	100%	100%	100%	100%
Emergency Medical Technician*					
Institution-Set Standard	63%	58%	58%	58%	-
Pass Rate	89%	84%	78%	70%	82%
Emergency Medical Technician - Paramedic*					
Institution-Set Standard	73%	72%	71%	70%	-
Pass Rate (national / state)	100% / 100%	100%	94%	93%	97%
Pharmacy Technology					
Institution-Set Standard	75%	75%	75%	75%	-
Pass Rate	100%	100%	100%	100%	100%
Primary Care Associate					
Institution-Set Standard	73%	73%	73%	73%	-
Pass Rate	98%	98%	95%	97%	98%
Radiologic Technology					
Institution-Set Standard	74%	74%	75%	75%	-
Pass Rate	100%	100%	97%	100%	100%
Respiratory Therapy Technology					
Institution-Set Standard	74%	73%	74%	74%	-
Pass Rate	100%	96%	100%	96%	100%
Veterinary Technology*					
Institution-Set Standard	68%	70%	71%	75%	-
Pass Rate (national / state)	90% / 92%	89% / 96%	93% / 83%	100% / 97%	100% / 100%

Source: UCPO, CSU Analytics, UCOP, CCCCO Data Mart

CTE = Career & Technical Education
*https://foothill.edu/workforce/documents/CTE-LicensPlace2016final.pdf

FIGURE 29:

CTE Job Placement Rate: Foothill College					
	Most Recent Performance	Prior Years			
	2014-2015	**2013-2014**	**2012-2013**	**2011-2012**	**2010-2011**
Accounting					
Institution-Set Standard	53%	48%	46%	54%	
Job Placement Rate	79%	73%	61%	58%	64%
Applied Photography					
Institution-Set Standard	50%	44%	33%	39%	
Job Placement Rate	67%	50%	50%	33%	50%
Apprenticeship: Field Ironworker					
Institution-Set Standard	73%	75%	75%	75%	
Job Placement Rate	90%	100%	100%	100%	100%
Apprenticeship: General & Residential Electrician					
Institution-Set Standard	75%	75%	75%	75%	
Job Placement Rate	100%	100%	100%	100%	100%
Apprenticeship: Plumbing, Pipefitting & Steamfitting					
Institution-Set Standard	75%	75%	75%	75%	
Job Placement Rate	100%	100%	100%	100%	100%
Apprenticeship: Sheetmetal					
Institution-Set Standard	75%	75%	75%	75%	
Job Placement Rate	100%	100%	100%	100%	100%
Business Administration					
Institution-Set Standard	50%	53%	36%	43%	
Job Placement Rate	70%	61%	57%	41%	47%
Certified Electrician					
Institution-Set Standard	75%	75%	75%	58%	
Job Placement Rate	100%	100%	100%	100%	100%
Child Development					
Institution-Set Standard	56%	55%	55%	64%	
Job Placement Rate	73%	73%	76%	71%	74%
Dental Assisting					
Institution-Set Standard	66%	60%	61%	70%	
Job Placement Rate	96%	80%	87%	71%	89%
Dental Hygiene					
Institution-Set Standard	65%	67%	67%	70%	
Job Placement Rate	88%	93%	78%	95%	95%
Diagnostic Medical Sonography					
Institution-Set Standard	71%	64%	61%	64%	
Job Placement Rate	94%	95%	94%	65%	84%

Source: California Community College Core Indicator Report Information Summary Core Indicators, Core 4. Division of Apprenticeship Standards (DAS), FH CTE Allied Health Employment Survey.

CTE = Career & Technical Education

Organization of the Self-Evaluation Process

Although Foothill College began a more intensive self-evaluation process in spring 2016 in order 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 the process.

Accreditation Steering Committee

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

FIGURE 30:

Accreditation Steering Committee (2016-2017)	
Andrew LaManque	Accreditation Liaison Officer, Interim Vice-President of Instruction & Institutional Research
Andrea Hanstein	Director of 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-evaluation 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

In spring 2016, all members of the Foothill College community were invited to join the discussions and formation of the self-evaluation teams. Members were provided sufficient knowledge about the self-evaluation process and the subsequent assignment of all team members to familiarize themselves with the 2014 Accreditation Standards. Four teams were formed, each focusing on one of the accreditation standards. Unlike the 2011 accreditation self-evaluation that relied on a co-chair model to form teams, the Accreditation Steering Committee members acted as team leads to form a more cohesive and engaging method for building the teams and making steady work progress. In an effort to encourage the participation of the entire College community in the self-evaluation process, the self-evaluation teams invited and encouraged their constituent groups to partake in the accreditation survey distributed during summer and fall 2016.

FIGURE 31:

STANDARD I SELF-EVALUATION TEAM		
Andrea Hanstein (Team Leader)	Administration	Marketing
Julie Brown	Classified	Veterans
Kai Chang	Classified	EOPS
Danmin Deng	Classified	Sunnyvale
Moaty Fayek	Administration	Workforce
Katherine Fortune	Classified	Student Affairs
Claudia Flores	Classified	Allied Health
Craig Gawlick	Classified	Sunnyvale
Robert Hartwell	Faculty	Theatre Arts
Elaine Kuo	Administration	Equity Programs
Lisa Ly	Classified	Institutional Research
Bruce McLeod	Faculty	Theatre
Simon Pennington	Administration	Fine Arts
Thom Shepard	Administration	Student Affairs
Lori Silverman	Administration	PSME
Nanette Solvason	Administration	Bio Health
Denise Swett	Administration	Student Services
Marco Tovar	Classified	Outreach
Josh Westling	Faculty	Bio Heath

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

STANDARD III SELF-EVALUATION TEAM		
Erin Ortiz (Team Leader)	Classified	Student Activities
Judy Baker	Administration	Online Education
Brenda Davis Visas	Administration	Finance + Admin
Kevin Harral	Administration	Financial Aid
Kurt Hueg	Administration	Business and Social Science
Sherri Mines	Classified	International
Jose Nava	Faculty	Business
Teresa Ong	Administration	Business
Romeo Paule	Administration	Bookstore
Josh Pelletier	Classified	Learning Center
Kamara Tramble	Classified	Student Activities

STANDARD IV SELF-EVALUATION TEAM		
Andrew LaManque (Team Leader)	Administration	Instruction
Vinita Bali	Administration	International Programs
Rachelle Campbell	Faculty	Radiologic Technology
Nazy Galoyan	Administration	Enrollment Services
Juston Glass	Adjunct	Business
Art Hand	Classified	Library
Marietta Harris	Administration	Human Resources
Joni Hayes	Administration	District Finance
Kate Jordahl	Faculty	Fine Arts
Carla Maitland	Classified	District Finance
Mike Mohebbi	Classified	Finance
Paula Norsell	Confidential	Chancellor
Kathy Perino	Faculty	Math
Justin Schultz	Classified	Instruction
Karen Smith	Classified	Library
Paul Starer	Administration	Language Arts

Building Collegial and Participatory Processes

Foothill College recognizes the importance of building broad based collegial and participatory processes in order for this self-evaluation to be meaningful. To this end, the Accreditation Steering Committee organized activities to increase awareness and participation among College stakeholders in accreditation-related activities.

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-evaluation process. The retreat provided the self-evaluation 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 Planning and Resource Council (PaRC) is a campus shared governance council and is composed of members from all constituent groups at the College. PaRC received regular updates on 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 resulting outcome of these open and participatory processes is the presentation of this Institutional Self-Evaluation. Foothill College used the active participation of all constituent groups to comprehensively describe and substantiate with relevant evidence, that the College fully meets the 2014 Accreditation Standards.

Outlined in Figure 32 are the Self-Evaluation milestones and timelines. In addition, the College organizational structure and District-College Functional Map are included for reference. The Functional Map was discussed at both College and District governance committees.

FIGURE 32:

Foothill College Accreditation Self-Evaluation │ Timeline Milestones
Spring 2016 • Assign standards and training to Self-Evaluation teams • Add accreditation info to website
Fall 2016 • 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-Evaluation • Continue to incorporate campus feedback; finalize Self-Evaluation (winter and 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-Evaluation (winter and spring 2017) • Final editing and distribution to constituent groups for approval • Self-Evaluation to print; copies to teams; compile hard copies of evidence for team visit
Fall 2017 • File the Comprehensive Self-Evaluation with the ACCJC • Countdown to site visit • Team welcome packets/brochure

FIGURE 33:

Foothill College Accreditation Self-Evaluation | Timeline 2016-2017
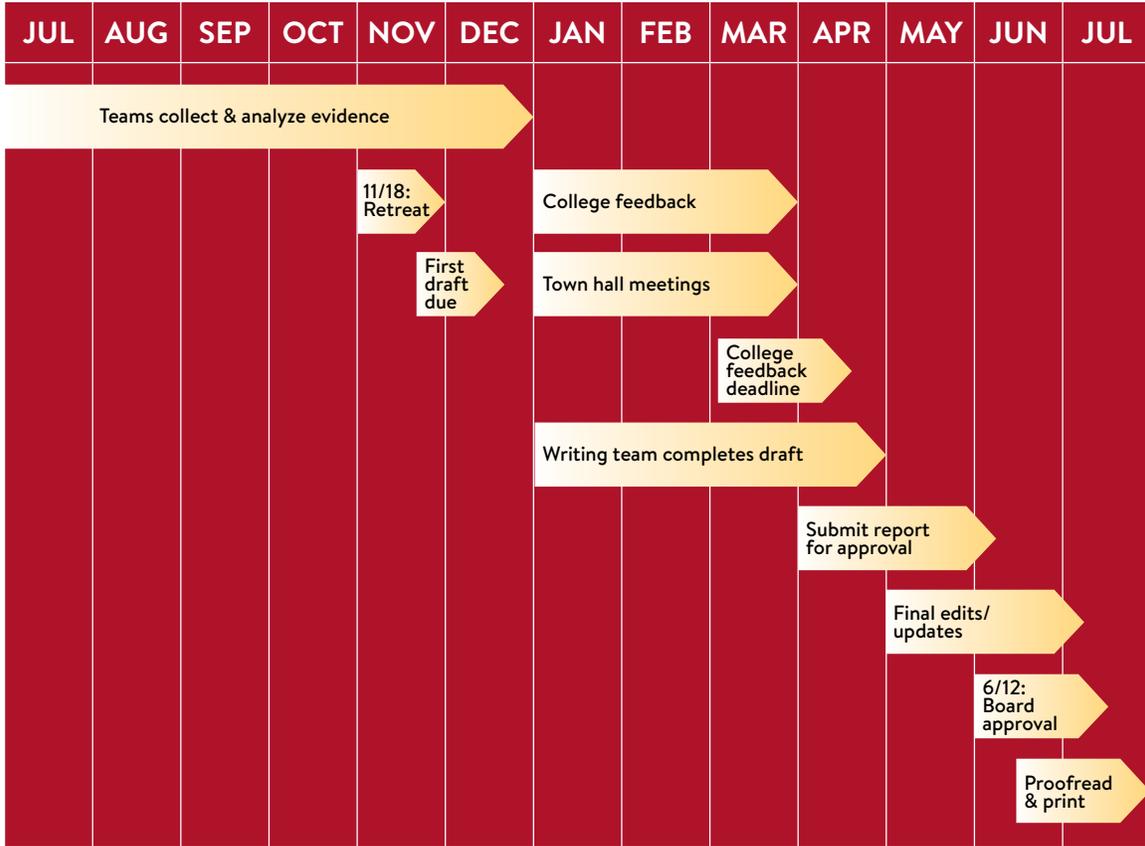
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL

Teams collect & analyze evidence

11/18: Retreat

College feedback

First draft due

Town hall meetings

College feedback deadline

Writing team completes draft

Submit report for approval

Final edits/ updates

6/12: Board approval

Proofread & print

FIGURE 34:

Foothill College 2016-2017 Administrative Reporting Structure

THUY NGUYEN
President

JUSTIN SCHULTZ
Assistant to the President

| ANDREW LAMANQUE Interim Vice President Instruction & Institutional Research | VACANT Vice President Finance & Administrative Services | MOATY FAYEK Interim Vice President Workforce Development | DENISE SWETT Vice President Student Services | ANDREA HANSTEIN Director Marketing & Public Relations | ELAINE KUO Interim Director Equity Programs | OXANA PANTCHENKO Director Science Learning Institute (SLI) | GAY KRAUSE Director Krause Center for Innovation (KCI) | LAURA WOODWORTH Director of Development FHDA Foundation |

VICE PRESIDENTS' DIRECT REPORTS

District-College Functional Map

		Functional Responsibility	
		P=Primary | S=Secondary | SH=Shared	
Standard I:	**Mission, Academic Quality and Institutional Effectiveness, and Integrity**	**College**	**District**
	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.		
I.A:	**Mission**		
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)	P	P
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.	P	P
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.	P	P
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)	P	P
I.B:	**Assuring Academic Quality and Institutional Effectiveness**		
	Academic Quality		
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.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
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)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
	Institutional Effectiveness		
I.B.5	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.	P	S
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.	P	S
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.	P	P
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.	P	S

I.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)		P	P
I.C:	**Institutional Integrity**			
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)		P	S
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)		P	S
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. (ER 19)		P	P
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.		P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.		P	P
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.		P	S
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. (ER 13)		P	P
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.		SH	SH
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.		P	S
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.		P	P
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.		N/A	N/A
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)		P	P
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)		SH	SH
I.C.14	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.		SH	SH

		Functional Responsibility	
		P=Primary | S=Secondary | SH=Shared	
Standard II:	**Student Learning Programs and Support Services**	**College**	**District**
	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.		
2.A:	**Instructional Program**		
2.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)	P	S
2.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.	P	S
2.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 and 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.	P	S
2.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.	P	S
2.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)	P	S
2.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)	P	S
2.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.	P	S
2.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.	P	S
2.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)	P	S
2.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)	P	S

2.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.	P	S
2.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)	P	S
2.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.	P	S
2.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.	P	S
2.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.	P	S
2.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, precollegiate, 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.	P	S
2.B:	**Library and Learning Support Services**		
2.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. (ER 17)	P	S
2.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.	P	S
2.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.	P	S
2.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 contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S

2.C:	**Student Support Services**		
2.C.1	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)	P	S
2.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.	P	S
2.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)	P	S
2.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.	P	S
2.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.	P	S
2.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)	P	S
2.C.7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
2.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.	SH	SH

		Functional Responsibility	
		P=Primary | S=Secondary | SH=Shared	
Standard III:	**Resources**	**College**	**District**
	The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).		
3.A:	**Human Resources**		
3.A.1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
3.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. (ER 14)	P	S

3.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.	SH	SH
3.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.	P	S
3.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.	SH	SH
3.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.	P	S
3.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. (ER 14)	P	S
3.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.	P	S
3.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. (ER 8)	P	P
3.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. (ER 8)	P	P
3.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.	S	P
3.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.	SH	SH
3.A.13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
3.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.	P	P
3.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.	SH	SH
3.B:	**Physical Resources**		
3.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.	SH	SH
3.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.	SH	SH
3.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.	SH	SH
3.B.4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH

3.C:	**Technology Resources**		
3.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.	SH	SH
3.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.	SH	SH
3.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.	P	P
3.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.	P	S
3.C.5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH
3.D:	**Financial Resources**		
	Planning		
3.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. (ER 18)	SH	SH
3.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.	SH	SH
3.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.	SH	SH
	Fiscal Responsibility and Stability		
3.D.4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
3.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.	SH	SH
3.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.	SH	SH
3.D.7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
3.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.	SH	SH
3.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.	SH	SH
3.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.	SH	SH

	Liabilities		S	P
3.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.		S	P
3.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.		S	P
3.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.		S	P
3.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.		P	P
3.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.		P	S
	Contractual Agreements			
3.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.		P	P

		Functional Responsibility		
		P=Primary | S=Secondary | SH=Shared		
Standard IV:	**Leadership and Governance**		**College**	**District**
	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.			
4.A:	**Decision-Making Processes**			
4.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.		P	P
4.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.		P	P
4.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.		P	P
4.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.		P	S

4.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.	P	P
4.A.6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	P
4.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.	P	P
4.B:	**Chief Executive Officer**		
4.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.	P	S
4.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.	P	S
4.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.	P	S
4.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.	P	S
4.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.	P	S
4.B.6	The CEO works and communicates effectively with the communities served by the institution.	P	S
4.C:	**Governing Board**		
4.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 the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
4.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.	N/A	P
4.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.	S	P
4.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. (ER 7)	N/A	P
4.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.	S	P
4.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.	N/A	P

4.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.	S	P
4.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.	S	P
4.C.9	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
4.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.	S	P
4.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. (ER 7)	N/A	P
4.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.	S	P
4.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.	S	P
4.D:	**Multi-College Districts or Systems**		
4.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.	S	P
4.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.	S	P
4.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 colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4.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.	S	P
4.D.5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
4.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.	S	P
4.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.	S	P

Compliance with Eligibility Requirements

As outlined in the Manual for Self-Evaluation (October 2015), this section illustrates how Foothill College meets Eligibility Requirements 1-5. The remainder of the Eligibility Requirements are 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 recognize 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 College is operational, with students actively pursuing its degree programs. Enrollment history and demographic information about its student population is publicly available through the Institutional Research and 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, three 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 a student's degree goal. These requirements provide a breadth of knowledge outside of the student's 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 Foothill 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/Degree Data/Div-awards-all.pdf)

Evidence

1. Degree and Certificate Programs: https://foothill.edu/programs/

2. Award: 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 College president. President Nguyen has held the position 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, the 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://bit.ly/2twc13U

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% threshold. In 2011, the default rate was 16%, in 2012 it was 14%, and in 2013 it was 20%. 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.