Follow-Up Report
for Reaffirmation of Accreditation

Submitted to:

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

FOOTHILL COLLEGE

Follow-Up Report
for Reaffirmation of Accreditation

Submitted to:

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

Prepared and submitted by:

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

October 10, 2012

Board of Trustees
Foothill-De Anza Community College District
Joan Barram; Betsy Bechtel; Pearl Cheng; Laura Casas Frier; Bruce Swenson;
Antonia Zavala, Foothill Student Trustee;
Vincent Mendoza, De Anza Student Trustee

Chancellor & Secretary to the Board of Trustees
Linda M. Thor, Ed.D.

College President
Judy C. Miner, Ed.D.

FOOTHILL COLLEGE

Certification of the Institutional Follow-Up Report

Date: October 10, 2012

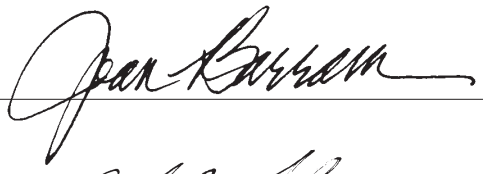
To: Accrediting Commission for Community & Junior Colleges
Western Association of Schools & Colleges

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

This Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

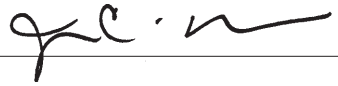
We certify that there was broad participation by the campus community and we believe that the Follow-Up Report accurately reflects the nature and substance of this institution.

Signed:

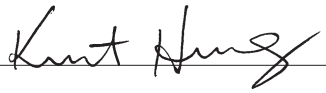


Joan Barram
President, Board of Trustees

Linda M. Thor, Ed.D.
Chancellor, Foothill-De Anza Community College District

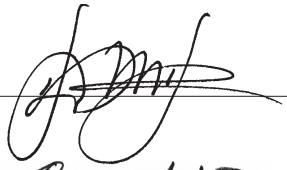


Judy C. Miner, Ed.D.
President, Foothill College



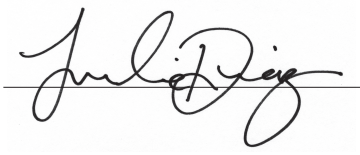
Kurt Hueg, M.B.A.
Accreditation Liaison Officer

Kimberlee Messina, Ed.D.
Vice President, Instruction & Institutional Research



Dolores Davison, M.A.
President, Academic Senate

Erin Ortiz, B.A.,
President, Classified Senate



Joseline Díaz
President, Associated Students of Foothill College

Table of Contents

Section 4, Statement on Report Preparation

This report reflects the ongoing participation and input of the many groups and constituencies that make up Foothill College's campus community and documents the work that has been completed since the college received its February 1 letter from ACCJC following the 2011 Self Study and Evaluation Team Report.

In response to the Commission's four recommendations, Foothill College used its existing governance groups to focus specific effort where cited by the evaluation team, and this document details the actions and progress that has been accomplished to fully meet the Standards.

The draft report was widely reviewed prior to submission to the Governing Board for approval on October 1, 2012, (approval granted) and the report was approved by the Planning and Resource Council at its first meeting in Fall Quarter, October 3, 2012. Overseeing the work of the project was the Office of Instruction and Institutional Research, the Office of Student Services, the Academic Senate, the Classified Senate, the Integrated Planning and Budgeting task force, and the Operations and Planning Committee, whose membership includes faculty, classified staff, students, and administrators. In addition, the report involved participation by groups such as the Foothill-De Anza Faculty Association and the Foothill-De Anza Office of Human Resources. The writing team included participation from faculty, staff, and administration, with review by the Academic Senate and Classified Senate and approval by the College Planning and Resource Council.

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

The Integrated Planning and Budgeting Task Force

Bob Cormia, Physical Sciences, Math & Engineering Instructor, Academic Senate
Falk Cammin, Language Arts Instructor, Academic Senate
Dolores Davison, Business & Social Sciences Instructor, President, Academic Senate
Gigi Gallagher, Human Resources Technician, Classified Senate
Darya Gilani, Coordinator, Office of Instruction & Institutional Research
Carolyn Holcroft, Biological & Health Sciences Instructor
Kurt Hueg, Associate Vice President of External Relations, Accreditation Liaison Officer
Elaine Kuo, College Researcher
Kimberlee Messina, Vice President of Instruction & Institutional Research
Phyllis Spragge, Dean, Biological & Health Sciences Division
Denise Swett, Vice President, Student Services
Shirley Treanor, Vice President, Institutional Resources & Instruction
Chris White, Program Coordinator II, Marketing & Communications, Classified Senate President 2011-2012
Pam Wilkes, Librarian, Academic Senate

Office of Student Services

Denise Swett, Vice President, Student Services
Laureen Balducci, Dean, Counseling, Counseling & Special Programs
Teresa Ong, Director, Disability Resource Center
Margo Dobbins, Supervisor, Disability Resource Center
Judi McAlpin, Supervisor, Middlefield Campus
Al Guzman, Coordinator, Middlefield Campus Services
Alexandra Duran, Program Director, College & Career Connections

Foothill-De Anza Faculty Association

Anne Paye, Chief Negotiator

Foothill-De Anza Community College District Human Resources

Dorene Novotny, Vice Chancellor

Foothill College Student Learning Outcomes Coordinators 2010-2012

Carolyn Holcroft, Biological & Health Sciences Instructor
Gillian Schultze, Biological & Health Sciences Instructor

2012 Follow-Up Report Team

Dolores Davison, Business and Social Sciences Instructor, President, Academic Senate
Darya Gilani, Coordinator, Office of Instruction & Institutional Research
Kurt Hueg, Associate Vice President of External Relations, Accreditation Liaison Officer
Elaine Kuo, College Researcher
Kimberlee Messina, Vice President of Instruction & Institutional Research
Erin Ortiz, Student Activities Specialist, President, Classified Senate

Section 5, Response to the Commission Letter 2011 Recommendations

The team offers four recommendations for ongoing institutional improvement in light of the ACCJC Standards.

Recommendation 1: Institutionalize Integrated Planning

To fully meet the standards, the team recommends that the college institutionalize its new integrated planning model through a systematic cycle of evaluation, planning, resource allocation, implementation and re-evaluation. Evaluations should be informed by quantitative and qualitative data analysis in both instructional and non-instructional areas. Particular attention should be paid to communication and dialogue about both the process and its results throughout the college. (I.B.2, I.B.3, I.B.5, I.B.6, I.B.7, IV.A.3, IV.A.5)

Overview:

In the six months since receiving its recommendation from ACCJC, Foothill College made significant progress in institutionalizing its integrated planning and budgeting process that began three years ago and is updated annually (1.1: PaRC Calendar, 2012–2013). The model integrates the core missions (basic skills, transfer and workforce), resource allocation (stewardship of resources) and program review with shared governance, a process that involves the Academic Senate, Classified Senate, Associated Students of Foothill College (ASFC), Administrative Council and President's Cabinet, all of which have representatives on the Planning and Resource Council (PaRC). As the main shared governance body with representatives from all campus constituents, PaRC is integral to the systematic cycle of evaluation, planning, resource allocation, implementation and assessment. Its role in facilitating campus discussion, setting the campus agenda and making recommendations to the president ensures that campus decisions occur at PaRC and, in turn, are shared with the entire campus community. This cyclical process ensures that the college's planning process remains collaborative and responsive (1.2: IP&B Structure). In 2011–2012, PaRC had 16 meetings and a wide range of planning issues were discussed, including program review templates, core mission workgroup objectives and reflections, budget reductions and resource prioritization (1.3: PaRC meeting/minutes archive). PaRC meets regularly, posting its agendas and meeting minutes in a timely manner, in order to remain relevant and flexible to the issues facing the college.

Planning Model: Core Missions

Integration of the three core mission workgroups is a cornerstone of the integrated planning and budget model at Foothill College. In 2011–2012, the core mission groups set their annual objectives and reflected on their progress over the course of the year. These objectives support the institutional goals and institutional-level student learning outcomes (IL-SLOs). For example, in the Basic Skills Workgroup, an objective emerged to expand the basic skills bridge program, which was inspired from the institutional goal to improve student achievement outcomes for basic skills courses (1.4: Basic Skills Workgroup minutes, Jan. 19, 2012; 1.5: Basic Skills Workgroup objective 1). This process identifying the core mission group objective(s) began within the workgroup, which was then presented at PaRC, allowing for feedback and discussion (1.6: PaRC minutes, Oct. 26, 2011). Additionally, the conversation was enhanced by the use of data to help establish metrics and identify targets. In this case, after an examination of the enrollment, success and persistence rates from participants of the previous year's Adaptive Learning Division (ALD) Summer Academy, the focus of the Summer Bridge Program shifted to math basic skills and to increase the number of student participants (1.7: ALD Summer Academy memo, March 1, 2011; 1.8: Basic Skills Workgroup minutes, March 22, 2011). During its reflections in the spring, the workgroup reported to PaRC regarding the anticipated participation figures along with a proposed plan to track and continue to offer academic support to these students (1.9: Basic Skills Workgroup reflection 1; 1.10: PaRC minutes, March 21, 2012).

Planning Model: Resource Allocation Process

Another example of how Foothill College's planning model is integrated and institutionalized is the college resource allocation process. In 2011–2012, Foothill College experienced its first full cycle of the planning process by linking resource requests to program review, and tracking these requests through the process until the final funding decisions are made by the president. There were 175 resource requests that emerged from the department program reviews, which were then discussed and prioritized at the division level, vice president level, the Operations Planning Committee (OPC) and ultimately presented

to PaRC, which forwarded the recommendations to the college president for final decision-making (1.11: Resource Allocation Prioritizations: 2011–2012, 1.39 PaRC minutes, Oct. 3, 2012). To guide the resource allocation process, OPC developed a rubric in Fall 2011 based on the ongoing budget augmentation and elimination guiding principles as stated in the governance handbook (1.12: Integrated Planning and Budget Handbook; 1.13: OPC minutes, Nov. 18, 2011; 1.14: OPC minutes, Dec. 9, 2011). These guiding principles identified metrics used in the rubric, which were presented to PaRC for feedback and approval (1.13: OPC minutes, Nov. 18, 2011; 1.14: OPC minutes, Dec. 9, 2011; 1.15: OPC minutes, Jan. 10, 2012; 1.16: OPC minutes, Jan. 24, 2012). Ultimately, changes were made to the guiding principles based on PaRC feedback (1.17: OPC recommendations to be shared, PaRC attachments to minutes, Jan. 18, 2012). To ensure that resource requests are integrated in the planning process, the rubric required as a minimum standard that all requests have a completed program review and be linked to the core missions and IL-SLOs (1.18: OPC rubric, PaRC attachments to minutes, Feb. 1, 2012).

One example of how the program review and the resource request process is more closely integrated is seen in an art department request for online critique software (1.19: Art program review 2011–2012). Based on the program review and analysis of the three-year data trends, the department concluded that a 20 percent increase in enrollment resulted from the trial software use, creating an increased demand and interest in online art course offerings (1.19: Art program review 2011–2012, section 3.1). The department request for the online software was prioritized at the division and vice president levels, leading to an OPC recommendation for funding (1.20: Resource Allocation Prioritizations: 2011–2012, OPC prioritized list, updated May 29, 2012) While it was determined that this request should be paid for with existing division funds as opposed to the general fund, this documentation demonstrates a systematic approach and integration of the resource allocation process in the college's planning model.

As the college completed a full cycle of the planning and budget process, there were some inconsistencies that emerged from integrating the resource allocation process into the planning model, requiring PaRC members to dialogue and reach consensus in order to maintain consistency. This approach demonstrates the ongoing use of shared governance in discussing and providing recommendations, which led to a more detailed resource allocation model (1.21: Resource Allocation Process, proposed models, PaRC attachments to minutes, Jan. 18, 2012; 1.22: Resource Allocation Process, final draft, PaRC attachments to minutes, Feb. 1, 2012). The role of core missions as part of the resource allocation process was clarified and the timeline for each step in the process was identified (1.23: PaRC minutes, Jan. 18, 2012). Based on the recommendation of PaRC that the workgroups function as initiative funders, both the Basic Skills and Workforce workgroups actively sought out and funded initiatives that would support the institutional goals (1.23: PaRC minutes, Jan. 18, 2012; 1.10: PaRC minutes, March 21, 2012; 1.24: Basic Skills workgroup reflection 1, March 21, 2012). For example, the Workforce Workgroup identified as one of its objectives, to improve the Perkins funding process, which ultimately supports the institutional goal of improving outcomes of vocational students. This process was discussed and presented to PaRC for comment and feedback (1.10: PaRC minutes, March 21; 1.25: Perkins funding requests, PaRC attachments to minutes, March 21, 2012; 1.26: Perkins funding recommendations, PaRC attachments to minutes, March 21, 2012).

Another example of how Foothill College improved its application of the planning model has been demonstrated in the discussions of new faculty and staff requests, B-budget requests and reassigned time requests. In previous planning cycles, PaRC served as the primary entity that prioritized new faculty and staff requests for the college. In this first full resource allocation process, OPC sought guidance from PaRC to determine whether it would assume this responsibility (1.10: PaRC minutes, March 21, 2012; 1.27: PaRC minutes, April 18, 2012; 1.28: OPC planning process, PaRC attachments to minutes, May 2, 2012). After much discussion, PaRC ultimately determined that new faculty and staff prioritization would remain a PaRC responsibility (1.27: PaRC minutes, April 18, 2012).

Reassigned time is another form of resource request that led to college discussion about whether these requests supported the institutional goals and student learning outcomes. Initially, there was some debate regarding whether the prioritization of reassigned time would remain PaRC's responsibility along with the new faculty and staff requests. Consensus was ultimately reached that prioritization of reassigned time should be part of OPC's responsibilities (1.27: PaRC minutes, April 18, 2012). When OPC applied its rubric (which was based on guiding principles, institutional goals and core missions) to these requests, reassigned time frequently was not ranked as a high priority (1.29: OPC

Prioritization Recommendations, PaRC attachments to minutes, May 16, 2012). To ensure transparency regarding allocation of reassigned time, OPC presented to PaRC a list of all existing reassigned time (1.30: PaRC minutes, June 6, 2012). Ultimately, the college decided not to use the general fund for most reassigned time requests (1.31: Reassign time decisions, Resource Allocation Prioritizations 2011–2012). When OPC reflected on its primary objective in Spring 2012, the workgroup assessed and presented possible changes for improvement in the next cycle, such as limiting the resource requests to submissions of only new requests that are unable to be funded at the department or division levels (1.32: OPC Reflection template, PaRC attachments to minutes, June 6, 2012).

After completing this first cycle of the resource allocation process, Foothill College demonstrates its commitment to being open, transparent and explicit in how funding requests are prioritized. Requests need to support the mission and the IL-SLOs, as well as enhance student outcomes. The spreadsheet containing all resource allocation requests is presented and discussed at PaRC, whose final recommendations are sent to the college president. Final resource funding decisions are made by the president, along the rationale and reported back at PaRC. All stages of the resource allocation process are accessible and transparent, and each step of the process is posted online (1.11: Resource Allocation Prioritizations 2011–2012) and discussed in multiple public formats (e.g., PaRC, core mission workgroups).

Planning Model: Program Review Process

This ongoing process of planning, implementation and evaluation is also seen in the program review process. Responding to the results from the Spring 2011 Governance Survey, the Integrated Planning and Budget (IP&B) Taskforce created a new annual program review template (1.33: IP&B minutes, Aug. 31, 2011; 1.34: IP&B minutes, Sept. 13, 2011) that was presented to and approved by PaRC (1.35: PaRC minutes, Oct. 5, 2012). This new document, along with revised program review data sheets that include multiyear college-level, division-level, department-level and course-level data, encouraged administrators, faculty and staff to directly relate their program-level goals, action plans and SLOs to the core missions and IL-SLOs (1.36: Program Review templates, Section 2.4, 3.1 and 3.3 of annual template).

IP&B was then tasked to reflect on the program review process; it was determined that revisions should be made to shorten the annual program review template and to create a comprehensive program review template that would follow the three-year planning cycle, in which each program/unit would complete a comprehensive review once every three years or twice in an accreditation cycle (1.37: IP&B minutes, June 26, 2012). These program review templates (annual and comprehensive) were created and revised in several IP&B meetings held in Spring and Summer 2012. PaRC approved changes to the annual program review template in Spring 2012 and reviewed and approved the 2012–2013 comprehensive templates at its first 2012–2013 meeting (1.38: PaRC minutes, June 20, 2012; 1.39: PaRC minutes, October 3, 2012).

These conversations about the annual and comprehensive program review templates also initiated a dialogue about which departments and areas would complete a program review (1.40: IP&B minutes, Jan. 31, 2012). IP&B, with feedback from PaRC, recommended that all instructional, student services and administrative units would participate in this process (1.41: Approved Program Review Templates for 2012–2013; 1.42: IP&B Taskforce update, PaRC attachments to minutes, April 18, 2012). The inclusion of divisional program reviews incorporates the deans more fully in the process by documenting divisional priorities; linking divisional goals to core missions and IL-SLOs; and providing an avenue for divisional resource requests to be part of the resource allocation process. This inclusive approach allows the college to document, assess, reflect, evaluate and improve on its progress toward achieving the institutional goals.

As stated in the 2011 Self-Study Report, Foothill College noted that there was a need for systematic program review body that would also be part of the evaluative process. The IP&B Taskforce was charged with creating a Program Review Committee (PRC) that would serve as an evaluative body in the program review process, which was approved by PaRC in May 2012 (1.43: PaRC minutes, May 16, 2012). IP&B determined that the PRC would be responsible for reviewing all comprehensive program reviews and established guidelines regarding the evaluation process. This committee will be a cross-disciplinary body that will include administrators, faculty, staff and students (1.44: Program Review Committee web page). These conversations ultimately influenced the expansion of data points on the program review data sheets. Along with additional demographic data, including age, ethnicity, highest

education level and gender, labor market data will be included beginning in 2012–2013. Program creation and discontinuance policies were also clarified and sent to PaRC for approval in Fall 2012 (1.39: PaRC minutes, Oct. 3, 2012). These policies, upon approval, will be implemented in the PRC first cycle in 2012–2013. With PaRC's leadership, a renewed focus on student equity as related to the institutional goal of improving student outcomes and closing the achievement gap, will serve as a prompt in the comprehensive program review template (1:30: PaRC minutes, June 6, 2012; 1.38: PaRC minutes, June 20, 2012). The PRC is expected to report to PaRC after its evaluation of the program reviews and before final resource allocation decisions are made (1.22: Resource Allocation Process, final draft, PaRC attachments to minutes, Feb. 1, 2012).

Evaluation of Planning Model

An integral part of the planning model is the evaluation component. As part of the three-year planning cycle, PaRC will review the college mission in 2012–2013, including defining the student population, IL-SLOs and institutional goals (1.1: PaRC calendar, 2012–2013). While this function of PaRC was not previously explicit in the governance handbook, this update has been made to reflect this key role (1.12: Integrated Planning and Budgeting Handbook). This opportunity allows the college to assess and reflect on its current processes, and the results will be shared with the campus community through various channels, including the PaRC planning calendar and the college president's presentations at Leadership Retreat and Opening Day presentations (1.45: Foothill Leadership Retreat 2012; 1.46: Foothill Opening Day 2012, Opening Day slides).

While revisiting the mission is scheduled for 2012–2013, the college evaluated its progress toward its institutional goals in April 2012. A variety of ARCC measures and institutional metrics were presented and discussed at PaRC (1.47: Revisiting College Goals and Metrics, PaRC attachments to minutes, April 25, 2012). The data regarding success rates by ethnicity prompted a renewed focus and emphasis on student equity, resulting in a scheduled update of the equity report in 2012–2013 and presentations regarding this focus at campuswide events, such as Opening Day (1.48: 2011–2012 Strategic Planning Update/Accountability Report for Community Colleges (ARCC), Board of Trustees Agenda, Aug. 27, 2012). IP&B was also charged with including an equity measure on the program review templates and exploring the incorporation of equity initiatives as part of the core mission objectives (1.41: Approved Program Review Templates for 2012–2013; 1.49: Core Mission objective and reflection template 2012–2013, PaRC attachments to minutes, October 3, 2012). As part of the update of the Educational and Strategic Master Plan (ESMP), institutional goals will serve as the section headers of the document, which reinforces the importance of these goals for the college. Initial revisions to the ESMP occurred in Summer 2012 and will be reviewed by PaRC in Fall 2012 for additional feedback (1.1: PaRC planning calendar, 2012–2013).

Foothill College administered its annual governance survey in June 2012 and the results were reported back to PaRC (1.38: PaRC minutes, June 20, 2012). Ongoing efforts in program improvement are seen in the annual charge given to IP&B from the survey recommendations. Some of the planning components that may be modified include have President's Cabinet report out more regularly and have academic and classified senates add PaRC discussions to their respective agendas (1.50: Governance survey results presentation, PaRC attachments to minutes, June 20, 2012).

A main focus of the governance survey included evaluating the planning process and communicating the process to campus constituents. A majority of respondents reported that they strongly agree or agree that the planning process is disseminated in a timely manner (87 percent), inclusive and transparent (86%), disseminated effectively (81 percent) and informed by data (76 percent) (1.50: Governance survey results presentation, PaRC attachments to minutes, June 20, 2012). Communication regarding college planning discussions and decisions appears to occur through division/department meetings, e-mails and the college website as more than half of survey respondents selected at least one of these three options (1.51: Governance survey raw data, PaRC attachments to minutes, June 20, 2012).

The governance survey also attempted to evaluate if PaRC was fulfilling its role in sharing its discussions with the rest of the campus community. Respondents to the survey overwhelmingly strongly agree or agree that they receive information in a timely manner (92 percent) and enough information (91 percent) to make informed decisions (as part of the planning process). The survey results also indicate that PaRC members are reporting back to their constituents by e-mail and at departmental/division meetings on a monthly basis (53 percent) (1.50: Governance survey results presentation,

PaRC attachments to minutes, June 20, 2012; 1.51: Governance survey raw data, PaRC attachments to minutes, June 20, 2012).

The Use of Data

The use of data continues to play an increasingly significant role as part of the Foothill College planning and evaluation process. In 2011–2012, the college expanded the program review process to include success, enrollment and productivity at the course level. Additional data points that will be incorporated into the comprehensive program review include labor market data; student enrollment by age, ethnicity, gender and highest education level; and course success by ethnicity and gender at the division and department level.

An example of how data is used to influence curricular change can be seen in the initiative to combine trigonometry and pre-calculus content into one course sequence. Presented first in the 2010–2011 math program review, data collection occurred in the first year of implementation (2010–2011) and analysis was conducted by exploring the enrollment and course success rates along this new sequence of courses, as well as the relationship between placement and course success (1.52: MATH 48 and 1A memo, Sept. 4, 2012). As part of the cycle of continuous improvement, the math department continues to explore the success rates between its current and previous pathways to calculus; the 2012–2013 data will help make informed decisions about how to strengthen the pre-calculus curriculum and promote student success.

Evaluations using data also occur in the college's non-instructional areas. In health services and financial aid, surveys help assess SA-SLOs and determine what changes might be made in the next cycle (1.53: Health services program review 2011–2012, section 2.1; 1.54: Financial aid program review 2011–2012, section 2.1 and 3.2). Financial aid also reflected on student comments about the FAFSA to help determine where gaps exist and to better understand what issues may be preventing students from successfully completing this form. As a result of their analysis, the financial aid team focused on increasing awareness about the FAFSA timeline, disbursement process and the requirements to maintain financial eligibility (1.54: Financial aid program review 2011–2012, section 2.1 and 3.2).

The use of data at Foothill College extends beyond program review. The NSF grant-funded STEMWay program, which seeks to increase the number of STEM students, used longitudinal data to help establish benchmarks and determine how the program might effectively support participating students (1.55: MATH 1A tracking memo, Sept. 20, 2011). Other longitudinal research track transfer student using data provided by the University of California (UC), California State University (CSU) and California Community Colleges Chancellor's Office (CCCO) (1.56: 2010–2011 CSU and UC Transfer Numbers, Feb. 1, 2012; 1.57: 2009–2010 In-State Privates and Out-of-State Transfer Numbers, April 19, 2012). Submissions to the National Student Clearinghouse (NSC) help the college better understand students' transfer destinations over time; such data are helpful for programs where transferring rather than earning an associate degree or certificate may be the primary indicator for completion (1.55: MATH 1A tracking memo, Sept. 20, 2011; 1.58: STEMWay transfers memo, June 25, 2012).

Qualitative data also enhance the college's ability to document and reflect on how the planning model is experienced by its campus constituents. Reflections from the governance survey were analyzed for specific themes and representative comments were shared at PaRC (1.50: Governance survey results, PaRC minutes, June 20, 2012). Other qualitative data assists the college in assessing whether its administrative unit outcomes (AU-SLOs) were being met (1.59: AUO survey results, President's Cabinet, Sept. 17, 2012). Such evaluations allow the college to ensure that its goals are stated clearly and are accessible to all campus constituents. Documented conversations as highlighted in meeting minutes record the process, revealing areas for improvement that can supplement quantitative data.

Other data sources continue to enhance existing data already being collected by the college. While the National Student Clearinghouse (NSC), with its ability to identify students who transfer, helps increase understanding about whether students are successful along this (one) completion metric, the Economic Modeling Specialists International (EMSI) provides vocational and demographic data that can be used to keep programs relevant. The Community College Survey of Student Engagement (CCSSE) documents students' experience both in and out of the classroom, and its survey results serve as discussion points for the college in assessing and improving on attainment of IL-SLOs and their engagement with faculty, staff and other students (1.60: CCSSE results, dean's meeting, Sept. 12, 2012; 1.61: CCSSE results). These multiple data sources provide an increased understanding of students and their experience, which can lead to informed decision-making that increase student achievement and success.

Recommendation 2: Student Learning Outcomes

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

Overview:

In its 2011 Self-Study, the college documented the annual progress it has made for 2009–2010 and 2010–2011 in the Student Learning Outcomes Assessment Cycle (SLOAC) (2.1: 2011 Self-Study). According to the recommendation resulting from the evaluation team visit in October 2011, which stated that the college accelerate the assessment of its program-level student learning outcomes, service area student learning outcomes and administrative unit student learning outcomes, Foothill College continued its cycle of Student Learning Outcomes and Assessment (2.2: PaRC Planning Calendar) and has taken significant steps to move forward and fully meet the standards. The cycle continues to revolve on a quarterly basis for course-level SLOs (CL-SLOs) and a yearly cycle for administrative unit (AU-SLOs), program-level (PL-SLOs) and service area SLOs (SA-SLOs). While the previous academic year's reflections are due by the third week of every fall quarter, there is strong encouragement and support to complete these SLOs over the summer in advance of the next program review cycle.

In each of the three areas identified in the recommendation, the college is advancing its development and assessment of student learning outcomes through training, software implementation and education with faculty, administrators and classified staff related to writing, assessing and reflecting on PL-SLOs, SA-SLOs and AU-SLOs. Additionally, the college shares documented examples of where data analysis and authentic assessments are leading to improvements, resource allocations and program development. Finally, the college has plans to continue the acceleration of these initiatives to be at the level of Sustainable Quality Improvement in 2013.

Institutional Advancement:

The following progress has been made to address the commission's recommendation related to advancing the assessment of student learning outcomes college-wide.

After adopting TracDat as a new tracking tool for SLOs, the college worked to train faculty, staff and administrators to use the new system, and to provide comprehensive training for those areas where deficiencies existed, so that quality SA-SLOs, AU-SLOs and PL-SLOs could be written; mapped to each other and to the Institutional-Level Student Learning Outcomes; and assessed and shared throughout the integrated planning and budget process.

As the integrated planning and budget process was evaluated throughout the 2011–2012 academic year and following summer (see Recommendation 1), key updates to student learning outcomes and assessment occurred. For example, additional programs, services and administrative units were identified to participate in the SLO and program review process as of Fall 2012, and one-third of all participants will complete a comprehensive program review template that features additional data points to analyze and discuss (2.3: Program Review Schedule). All program reviews continue to include a comprehensive report of their SLO assessments, indicating the goals aligned with these assessments and identifying requests for resources to support those goals. As these completed program reviews move through the cycle, improved documentation of the prioritization phases exists to link resources to program reviews (2.4: Resource Allocation Website). In keeping with the action plan listed in the 2011 Self-Study, the Planning and Resource Council (PaRC) approved the membership and charge of a Program Review Committee (PRC) that will convene in Fall 2012 and serve as the evaluative body for all comprehensive program reviews (2.5: Program Review Committee Website; 2.6: Governance Handbook).

While the evaluation team's recommendations did not specifically refer to the assessment of Foothill College's IL-SLOs, the college renewed effort to develop, document and assess these outcomes, otherwise known as the 4Cs: Communication, Computation, Creative Thinking and Community/Global Consciousness & Citizenship. Currently all course, service area, administrative unit and program-level SLOs are being mapped to IL-SLOs through the new TracDat system. A reflection prompt asks faculty and staff to describe and reflect on the connection between their course, program or service area SLO and one of

the four IL-SLOs (2.7: IL-SLO Reflection Examples). The Curriculum Committee adopted the 4Cs as its general education SLOs (GE-SLOs), and data gathered through the Community College Survey of Student Engagement (CCSSE) (2.8: CCSSE Presentation), which was administered in Spring 2012, was analyzed and discussed among college constituents to consider improvements to the next cycle. Future planning at the institutional level includes another SLO convocation and a focused assessment of one of the IL-SLOs on an annual rotating cycle.

Program-Level—Student Learning Outcomes

In 2010–2011, Foothill College reassigned two faculty members as SLO coordinators. Along with the Office of Instruction, the coordinators offered workshops, trainings and general assistance to faculty in the area of PL-SLO assessment.

The college began the Fall 2011 term with an all-college mandatory SLO training session in TracDat (2.9: 2011 Opening Day Agenda) for full- and part-time faculty as part of its opening day activities. The SLO coordinators also presented small group workshops on Sept. 30, Oct. 5, Oct. 7, Nov. 1, Nov. 2, Dec. 2, 2011 and Jan. 18, March 7, March 13 and March 16, 2012. SLO coordinators visited the Academic Senate (2.10: Academic Senate Minutes from Feb. 27, 12; 2.11: Academic Senate Minutes from May 14, 2012) and PaRC (2.12: PaRC Minutes from April 18, 2012) to provide progress updates and invite program faculty to contact them to arrange individualized help sessions.

The Office of Instruction and SLO coordinators also attended department and division meetings on Oct. 14, 2011 (ENGL), Dec. 6, 2011 (CHLD), Jan. 20, 2012 (ESLL) and Jan. 27, 2012 (2.13: BSS Division Meeting) to work directly with faculty on SLOs and Program Review. Communication also took place through the office's quarterly newsletters that are sent to all faculty and posted online (2.14: I&IR Newsletter website).

In 2011–2012, there was an initiative which sought to ensure that course-level SLOs are aligned with program-level SLOs. On April 4, 2011, the SLO coordinators distributed a document to faculty to help map PL-SLOs to CL-SLOs, and provided examples of possible assessments (2.15: PL-SLO Mapping Template). Program faculty were required to complete the mapping document, specify assessment measures, timelines and return the document to the Office of Instruction by May 27, 2011. Hence, the SLO coordinators offered several workshops to help faculty review, create and revise PL-SLOs and assessment plans. These completed documents were used in Spring 2011 to transition the PL-SLO assessment plans to TracDat (2.16: Examples of Completed PL-SLO Mapping Template).

In March 2012, the SLO coordinators contacted all program faculty and updated them about the assessment cycle. The e-mails also included individualized suggestions for potential assessments (2.17: Example E-mails to Departments). The SLO coordinators met with a number of program faculty during spring term on a one-to-one basis to increase understanding about the process for aligning PL- and CL-SLOs. Faculty completion rates for PL-SLOs increased as a result of these meetings. As of October 14, 2012, 62 out of 66, or 94 percent of programs, defined as degrees and certificates, have completed the 2011–2012 cycle of assessment. (Evidence: 2.18 TracDat PL-SLO Report) This completion rate is taking into account the established assessment cycle and deadlines which are aligned with the college's quarter system. The 2011–2012 SLO assessment cycle does not close until three weeks into the Fall 2012 term.

One of the challenges arising from the PL-SLO mapping initiative is the difference in how programs are designed. For example, some programs, such as the allied health programs, have a prescribed sequence of courses that all students must take, effectively resulting in the formation of a cohort; this dynamic makes planned periodic evaluation of PL-SLOs an effective strategy. Many of the social science programs, however, allow students to complete their coursework by choosing courses in no specific order, which makes assessment more challenging because of the lack of defined student cohorts. Discipline faculty, SLO coordinators and Institutional Research engaged in robust dialogue and discussed various assessment methods and possible solutions (2.19: PL-SLO Four-Column Example).

As the college reached proficiency in the SLO processes, the focus shifted to increasing ongoing assessment and evaluation of those results. The college determined rather than two collegewide SLO coordinators, this effort would be better served by identifying an SLO coordinator for each academic division, helping to direct resources to support those departments struggling to define a meaningful method of assessment so that results can be used to improve student learning. These appointments will be made in Fall 2012.

The Spring 2012 term ended with a successful completion of the new resource allocation cycle. SLO assessment findings are embedded in program reviews, and dialogue about these data occurred in many venues, including department and division meetings, the Operations Planning Committee (OPC) (2.20: OPC Minutes 1/10/12) and the Planning and Resource Council (PaRC) (2.21: PaRC Minutes from May). These conversations resulted in program improvement in the psychology department, which initially noted a curricular need for a "Statistics in Behavior Science" course (2.22: PSYC Program Review, p. 7–8) and a resource need for a statistical software package (2.22: PSYC Program Review, p. 8–10) to enhance teaching and learning. As part of the planning and resource allocation process, curriculum was developed for this proposed course and the resource request was ranked as a high priority (2.23: Funded B Budget Requests). Another example of program level assessments is seen in the requests for faculty FTE, staff FTE and faculty reassigned time (2.24: PaRC Minutes 1/18/12). This dialogue, which culminated in PaRC, was the first time a collegewide decision-making body was responsible for making resource recommendations related to faculty reassigned time. This process was achieved by reviewing program reviews and OPC's resource prioritization list, a list compiled by reviewing each request through a defined rubric. PaRC ultimately recommended a slate of approved allocations to the college president. Given the constraints on college funding, the process resulted in a $300,000 reduction in reassigned time funding (2.25: Reassigned time decisions).

Current planning involves continued support of the Academic Senate, with PL-SLO presentations scheduled at fall meetings and recruitment of division SLO coordinators. Fall departmental and divisional meetings held Sept. 20–21, 2012, included broad-based dialogue on SLOs, as well as curriculum, program review and the resource allocation cycle as it pertains to requests identified through the assessment process. (2.26: Opening Day Agendas). continued emphasis will be placed on sharing the assessment results, refining the cycle of program review and assessment, and improving student learning.

Administrative Unit—Student Learning Outcomes (AU-SLOs)

For the past three years, AU-SLOs were assessed on an annual cycle during the spring term. Each assessment cycle allowed each administrative unit the opportunity to review the outcome statements, and to revise them to be better aligned with the accreditation standards. Seven administrative units assessed their AU-SLOs using a survey as the primary assessment tool. This survey has been updated every year to better reflect the changing goals and outcomes (2.27: 2011 AU-SLO Survey; 2.28: 2012 AU-SLO Survey).

There were several key findings from the AU-SLO survey, the work of the Integrated Planning and Budget (IP&B) Taskforce and the annual Governance Survey (2.29: 2012 Governance Survey). First, as assessment results were examined over the summer, it became apparent that this method of assessment needed revision and other assessment methods would need to be used to explore how an administrative unit was supporting the attainment of SLOs. The current assessment yielded satisfaction results with the operational function of the AUs, which were relevant, but not necessarily a valid assessment of students and their outcomes.

AU-SLOs were discussed and revised on Sept. 17, 2012 (2.30: AU-SLO Presentation). Administrative unit outcomes statements were discussed and revised, resulting from a consideration about the difference between AU objectives and AU outcomes (2.31: I&IR Four Column). This dialogue helped the units think about their outcomes in relation to learning, resulting in a change in knowledge, skills, attitudes and/or behavior.

Just as with program-level SLOs, AU-SLO assessments were embedded in program review and in the resource allocation cycle. For example, the decision to fund web content coordinator support resulted from SLO assessments and program review. This request originated in the Marketing and Communications program review for 2011–2012 (2.32: MarComm Program Review) and was discussed in PaRC (2.33: PaRC Minutes: May 2, 2012; 2.34: PaRC Minutes: May 16, 2012) and Cabinet. Additional data also supported the need for help with website revisions and development. CCSSE data illustrated the importance of the website to students (2.8: CCSSE) and the spring AU-SLO surveys showed a demand for website updates (2.35: 2012 AU-SLO Survey Results). The web content coordinator position was ranked highly through the resource allocation process (2.36: PaRC FTEF/Staff Ranking Results), and, as a result, funds were allocated for a part-time employee.

Currently, all administrative units have completed the most recent cycle of AU-SLO assessment (2.37: TracDat AU-SLO Report). In the past year, the college identified

additional administrative units that were not included in the first year of the revised program review process. These AUs include the Division offices, the Krause Center for Innovation and the International Programs Office. These units support faculty and staff and receive resources from the institution, so they should be included in the integrated planning and budget process. PaRC approved the list of administrative units required to complete a program, identify and assess AU-SLOs (2.38: Program Review Types and Schedule). All identified AUs will be trained to participate in this process in 2012–2013.

Service Area—Student Learning Outcomes (SA-SLOs)

Over the past year, Foothill College continued the process of integrating the SLO cycle and program review in the Student Services Division. The SLO assessment cycle had struggled to move forward at the pace of course-level outcomes for several reasons, including changes with leadership and the tracking system. A Service Area-SLO core team was formed in September 2011 to address the next steps of the integration of the SA-SLO process. Participation and direction of this core team involved vice presidents and staff from both the Office of Instruction and Student Services. The goal was to communicate a unified and consistent message to service areas regarding SLOs, program review and resource allocation. A timeline and handbook were created in a collaborative effort (2.39: SA-SLO Handbook) between instruction and student services in September 2011, with the topic of SA-SLOs as the primary focus. This information was presented and discussed at a subsequent Student Services Division Meeting (2.40: 2011 SS Division Meeting).

The SA-SLO core team also met on Sept. 28 and Oct. 11, 2011, and created an SA-SLO cycle flow chart (2.41: Cycle) and checklist (2.42: Checklist) as a reference tool. A meeting with all service area directors occurred on Oct. 19, 2011,hand a timeline was established with the goal of 100 percent SA-SLO completion by November 2011.

To accomplish this task, the SA-SLO core team offered several workshops and trainings during the fall term. On Nov. 4 and 16, 2011, service area staff received collaborative, hands-on training with the writing of SA-SLOs, creating or revising of an assessment plan, and inputting reflections into the TracDat system. Individual sessions were also offered to meet the range of schedules within the service areas.

This process allowed service areas to reflect on their assessments and focus their program improvement efforts. For example, Several service areas initially wrote their SLOs with a service in mind, but after some reflection, they revised their SA-SLOs to focus on the attainment of knowledge, ability or skill. Pass the Torch (PTT), a program that links students excelling in English, ESL and math with those who want support in these same core courses, decided to revise their SA-SLOs after one year. Their SLOs now describe an outcome that is demonstrated after a service is provided, rather than just stating a service that is provided (2.43: PTT SA-SLO Assessment Plan).

SA-SLOs are an integral part of the planning and resource allocation process. Service areas completed program reviews with SLOs and assessments embedded in the document. All resource Requests, such as the need for more support in counseling, admissions and records, were included in the program reviews (2.44: 2011–2012 CNSL Program Review), and prioritized by the division and governance groups (2.45: OPC Prioritizations). This process culminated in the funding of a $30,000 request for additional front desk workers to help with the student traffic in counseling. SA-SLOs continue to be relevant as the admissions and records department, using data provided by the institutional research office, will continue to focus on determining whether increasing numbers of students are able to register online rather than in person (2.46: Registration Study).

The SA-SLO core team attended the League for Innovation in the Community College conference in March 2012 to share their efforts and collaborate with other colleges. (2.47: League SA-SLO Presentation). Team members were then invited to present at the Classified Leadership Institute in June 2012 where there were many attendees who were new to the SA-SLO process. The 2012–2013 year of the SA-SLO cycles began with the core team inviting two service areas to present their SA-SLO assessment results at the Student Services Division Meeting on Sept. 20, 2012 (2.48: SS 9/20/12 Division Meeting Agenda) in order to encourage dialogue and provide examples to the other service areas. Several SA-SLO workshops continue to be scheduled by the core team (Opening Day Schedule Sept. 21, 2012) with direct collaboration of the Foothill College Classified Senate.

As of October 10, 2012, 100 percent of the college's service areas have identified SA-SLOs, and 95 percent have fully completed the 2011–2012 year of SA-SLO assessment and have planned their assessment for

2012–2013 (2.49: TracDat SA-SLO Report). Additional reflections continue to be entered into the system in advance of the third week of the quarter deadline.

Recommendation 3: Comparable Support Services

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

As a comprehensive community college, Foothill College offers classes in multiple locations, and through face-to-face, online and hybrid online environments. In serving its diverse student population, the college offers a wide range of services. To best serve our students, the college strives to provide services that are equitable across all populations and reaching across all modalities of instruction.

In its Evaluation Report, the ACCJC provided a recommendation that the college ensure equitable access to student services for students at the Middlefield Campus location. Since receiving this recommendation, the college reviewed the Evaluation Report and considered its findings seriously, leading to further evaluation by the college in terms of the services provided at the Middlefield Campus. Through this process, the college has reaffirmed its comprehensive delivery of services at Middlefield (3.1: Student Services Homepage); has enhanced its communication to students regarding services offered at the Middlefield Campus; and confirmed its delivery of key services outlined in the Evaluation Report, including disability support services, tutorial services and health services. The following section details how Foothill delivers services at its full-service Middlefield Campus.

Located six miles east of the main Foothill Campus, the Foothill College Middlefield Campus offers comprehensive student services on site and in combination with services and referrals to the main campus (3.2: Middlefield website services).
In addressing the three areas identified in the Evaluation Report, Foothill College identified the following services:

Health Services: Middlefield Campus offers basic health services to all students, including over-the-counter medication, first-aid supplies, flu shots, massage chairs, and health information and referrals to the main campus. For example, in Fall 2012, the Health Services Office will offer free flu shots to currently enrolled students Oct. 23–24, from 5:30–8 p.m. at the Middlefield Campus. For students to access the broader array of services, they must visit the main campus, which is up to a 15-minute drive by car and 25-minute ride by bus from the Middlefield Campus. (3.3: Health Services website; 3.4: Health Services Brochure; 3.5: Middlefield Website services). The Foothill College Health Services Office is open Mondays through Fridays from 8:30 a.m. to 4:30 p.m. and provides a comprehensive set of services at little or no cost to students, including immunizations, HIV testing, referral to low-cost clinics, strep-throat testing, preventative health literature and access to Planned Parenthood services. (3.3 Health Services website; 3.4 Health Services Brochure)

In addition, following the site evaluation team's recommendation, Foothill College has begun working with Planned Parenthood's Mountain View office to create a new arrangement for serving its students. This office is located just three miles from the Middlefield Campus at 225 San Antonio Road in Mountain View. Foothill is currently in negotiations with Planned Parenthood Mountain View to provide Foothill students the same reduced-cost services that are provided at the Foothill College Health Center. At the time of this report the plan is still pending.

Disability Services: The Disability Resource Center (DRC) on the main campus works closely with Middlefield Campus to provide the same level of service to Middlefield students. Students request services through the DRC, and staff and faculty respond to students' needs on site at Middlefield to ensure services are easily accessed (3.6: DRC website; 3.5: Middlefield services web page). Margo Dobbins, the disability access and compliance supervisor who oversees the DRC, meets with students and faculty at the Middlefield Campus as needed or requested, to determine accommodations and deliver services (3.6: DRC website). The Middlefield Campus also provides testing accommodations for students with disabilities in the student services area know as the "Hub". In addition, a DRC counselor is available at Middlefield one day per week for drop-in appointments and available by appointment other days (3.6: Disability Resource Center website; 3.5: Middlefield services website).

Tutorial Services: Foothill College offers a diverse array of tutorial services to meet the varying needs of students as they progress through academic programs, learning communities and teaching modalities. At the main campus, tutorial services are currently going through a transition to consolidate the majority of

services in one location under the overall direction of the Learning Resource Center. The Middlefield Campus is flexible in offering specific tutorial services depending upon the courses offered during a particular academic term. For instance, when developmental math courses were offered in 2011, the Middlefield Campus offered tutorial services two days a week. In past years the Child Development Program offered tutorial services at Middlefield to meet specific needs. In addition to offering referrals to the main campus, service for programs, including Pass the Torch and Puente at the Foothill College Tutorial Center provides online services to students at the Middlefield Campus and all off-campus and online students through OpenStudy (3.7: Tutorial Center website; 3.8: Etudes (Foothill Global Access) Student Resources). OpenStudy is an online tutorial system that offers peer-to-peer tutorial assistance in numerous subjects.

To ensure that students are aware of all services, Middlefield Campus maintains a comprehensive information resource program that features informational flyers for all college services and programs, such as health services, disabled student services, student activities and many more. Some are printed in Spanish.

In addition to the services outlined above, the Foothill College Middlefield Campus offers the following:

- On-site outreach services to area high schools and community organizations through the College and Career Connections Office (3.8: Foothill College and Career Connections website);
- Admissions and registration (conducted daily);
- Assessment and placement testing, including testing at local high schools and educational centers (conducted daily);
- Financial aid by appointment and drop-in service (conducted two days per week);
- Counseling services, by appointment or drop-in that include career and transfer guidance, disability, personal and academic counseling (conducted two days per week). One Middlefield counselor is certified in disabled students, programs and services (DSPS) counseling. The counselors at Middlefield collaborate with other departments both on the main campus and at Middlefield to ensure that students experience college success.

Library services are provided online and on site. Students have access to the college's library databases, which can be accessed in the computer lab at the Middlefield campus. A librarian from the main campus is available to meet with any class at Middlefield to explain the process for accessing library books or resources. In addition, Middlefield operates a reserve book program in which textbooks for classes being offered are made available to students to use on site (3.2: Middlefield Website Services). Students also have access to all of the college's library databases, which they can access in the computer lab at the Middlefield Campus.

As on the main campus, Middlefield students have on-site monthly access to legal services.

Safety and emergency preparedness is an ongoing priority at the Middlefield Campus. Staff distribute an emergency resource sheet to all faculty and staff at the start of each quarter which details emergency contact information, emergency procedures, and advice specific to the Middlefield Campus and its unique student population.

To serve the needs of Spanish-speaking students, the Middlefield Campus offers one-to-one Spanish-speaking recruitment, a Spanish-language hotline, enrollment and admissions assistance. This is accomplished largely in part with the outreach staff at the Middlefield Campus, and through the Foothill College Career Connections website (3.8: Foothill College and Career Connections website), which offers workshops and mentors for new students.

The Family Engagement Institute (FEI), housed at Middlefield Campus, engages in significant outreach, and offers noncredit parenting classes and family workshops primarily for underserved, Spanish-speaking families in Mountain View. Each summer the FEI also offers Stretch to Kindergarten, in partnership with Mountain View-Whisman School District, for 80 families of children who will be entering kindergarten in the fall, but have had no preschool. This is offered bilingually (English-Spanish) for six weeks, and parents simultaneously take a 24-hour noncredit parenting class (3.9: FEI website).

In addition, AskFoothill, an online question-and-answer tool, (receiving 13,000 inquiries per month), is available to assist students, potential students and community members by providing information about Foothill College, and is now offered in Spanish. This tool eliminates the need for students to wait in line to get answers to many general information questions. It is particularly helpful for online and evening students.

AskFoothill can also help address some recruitment and retention needs of Hispanic students at Middlefield Campus and the main campus. (3.10 AskFoothill)

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

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

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

Evidence: Recommendation 1

1.1: PaRC calendar, 2012-2013
http://www.foothill.edu/staff/irs/IPBP/2012/12-13_PaRC_Calendar_Updated_Sep.pdf

1.2: IP&B structure
http://www.foothill.fhda.edu/staff/irs/IPBP/2010/IP&B-New_Structure10_13.pdf

1.3: PaRC meeting/minutes archive
http://www.foothill.edu/president/parc_archive.php

1.4: Basic Skills workgroup minutes, January 19, 2012
http://www.foothill.edu/president/minutes/basicskills/2011/BSW-January/BSWorkgroupMin11912.pdf

1.5: Basic Skills workgroup objective 1, PaRC minutes, October 26, 2011
http://www.foothill.edu/president/minutes/parc/parc102611/BSW-WorkgroupTempl13B8B22.pdf

1.6: PaRC minutes, October 26, 2011
http://www.foothill.edu/president/minutes/parc/parc102611/parc_mi_102611.pdf

1.7: 2011 Summer Academy memo
http://www.foothill.fhda.edu/staff/irs/FHresearch/reqcompleted2011-2012/03-2012-ALDSummer2011memo.pdf

1.8: Basic Skills workgroup minutes, March 22, 2012
http://www.foothill.edu/president/minutes/basicskills/2011/BSW-March/BSWorkgroupMin32212.pdf

1.9: Basic Skills workgroup reflection 1
http://foothill.edu/president/minutes/basicskills/2011/BSW-March/BSWorkgroup-Reflection-Obj-1.pdf

1.10: PaRC minutes, March 21, 2012
http://www.foothill.edu/president/minutes/parc/parc032112/parc_mi_032112.pdf

1.11 Resource Allocation Prioritizations: 2011-2012
http://foothill.edu/staff/irs/programplans/process.php

1.12: Integrated Planning and Budgeting Handbook (Governance Handbook) Updated: 10/3/12
http://foothill.edu/staff/irs/Approved_GHB_100312.pdf

1.13: OPC minutes, November 18, 2011
http://www.foothill.edu/president/minutes/operations/2011/Nov/OPC_Min_111811.pdf

1.14: OPC minutes, December 9, 2011
http://www.foothill.edu/president/minutes/operations/2011/December/OPC_Min_120911.pdf

1.15: OPC minutes, January 10, 2012
http://www.foothill.edu/president/minutes/operations/2012/January/opcmin011012.pdf

1.16: OPC minutes, January 24, 2012
http://www.foothill.edu/president/minutes/operations/2012/January/012412/OPC_mi_012412.pdf

1.17: OPC Recommendations for Changes to Shared Governance Handbook, PaRC attachments to minutes, January 18, 2012
http://www.foothill.edu/president/minutes/parc/parc011812/OPCrecommendation.pdf

1.18: OPC Resource Rubric (final read), PaRC attachments to minutes, February 1, 2012
http://www.foothill.edu/president/minutes/parc/parc020112/OPCresourcerubric.pdf

1.19: Art program review 2011-2012
http://www.foothill.fhda.edu/schedule/instructional_program_reviews.php

1.20: Resource Allocation Prioritizations: 2011-2012, OPC Prioritized List (Updated May 29, 2012)
http://foothill.edu/staff/irs/programplans/process.php

1.21: Resource Allocation Process, proposed models, PaRC attachments to minutes, January 18, 2012
http://foothill.edu/president/minutes/parc/parc011812/ResourceAllocationProcessdrafts.pdf

1.22: Resource Allocation Process, final draft, PaRC attachments to minutes, February 1, 2012
http://www.foothill.edu/president/minutes/parc/parc020112/2_ResourceAlloca15E8751.pdf

1.23: PaRC minutes, January 18, 2012
http://www.foothill.edu/president/minutes/parc/parc011812/parc_mi_011812.pdf

1.24: Basic Skills workgroup reflection 1, PaRC minutes, March 21, 2012
http://foothill.edu/president/minutes/parc/parc032112/parc_mi_032112.pdf

1.25: Perkins funding requests, PaRC attachments to minutes, March 21, 2012
http://www.foothill.edu/president/minutes/parc/parc032112/Perkins_Funding_Requests_FY12-13.pdf

1.26: Perkins funding recommendations, PaRC attachments to minutes, March 21, 2012
http://www.foothill.edu/president/minutes/parc/parc032112/Perkins_Recommend_FY12-13.pdf

1.27: PaRC minutes, April 18, 2012
http://www.foothill.edu/president/minutes/parc/parc041812/parc_mi_041812.pdf

1.28: OPC planning process, PaRC attachments to minutes, May 2, 2012
http://www.foothill.edu/president/minutes/parc/parc050212/OperationsPlanningprogress.pdf

1.29: OPC Prioritization Recommendations, PaRC attachments to minutes, May 16, 2012

1.30: PaRC minutes, June 6, 2012
http://www.foothill.edu/president/minutes/parc/parc060612/parc_mi_060612.pdf

1.31: Reassign time decisions, Resource Allocation Prioritizations, 2011-12
http://www.foothill.edu/staff/irs/programplans/resourcedocs/Pres-To-PaRC-reassign-time-decisions.pdfReassign

1.32: OPC reflection template, PaRC attachments to minutes, June 6, 2012
http://www.foothill.edu/president/minutes/parc/parc060612/OPC_Workgroup_refle.pdf

1.33: IP&B minutes, August 31, 2012
http://www.foothill.edu/staff/irs/IPBP/2011/IP&B_Minutes_August312011.pdf

1.34: IP&B minutes, September 13, 2012
http://www.foothill.edu/staff/irs/IPBP/2011/IP&B_Minutes_Sept132011.pdf

1.35: PaRC minutes, October 5, 2011
http://www.foothill.edu/president/minutes/parc/parc100511/parc_mi_100511.pdf

1.36: Program review templates
http://www.foothill.edu/staff/irs/programplans/index.php

1.37: IP&B minutes, June 26, 2012
http://www.foothill.edu/staff/irs/IPBP/2011/IP&B_Min_June262012.pdf

1.38: PaRC minutes, June 20, 2012
http://www.foothill.edu/president/minutes/parc/parc062012/parc_mi_062012.pdf

1.39: PaRC minutes, October 3, 2012
http://foothill.edu/president/minutes/parc/parc100312/parc_mi_100312_draft.pdf

1.40: IP&B minutes, January 31, 2012
http://www.foothill.edu/staff/irs/IPBP/2011/IP&B_Min_Jan312012.pdf

1.41: Approved Program Review Templates for 2012-2013
http://www.foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

1.42: IP&B Taskforce update, PaRC attachments to minutes, April 18, 2012
http://www.foothill.edu/president/minutes/parc/parc041812/IPB-PaRC_4-18-2012.pdf

1.43: PaRC minutes, May 16, 2012
http://www.foothill.edu/president/minutes/parc/parc051612/parc_mi_051612.pdf

1.44: Program Review Committee web page
http://www.foothill.edu/staff/irs/programplans/programreview.php

1.45: Foothill Leadership Retreat 2012
http://www.foothill.edu/president/index.php

1.46: Foothill Opening Day 2012
http://www.foothill.edu/president/index.php

1.47: Revisiting College Goals and Metrics, PaRC attachments to minutes, April 25, 2012
http://www.foothill.edu/president/minutes/parc/parc042512/PaRC_presentationreARCC_4-25-12.pdf

1.48: 2011-12 Strategic Planning Update/Accountability Report for Community Colleges (ARCC), Board of Trustees Agenda, August 27, 2012
http://www.fhda.edu/about_us/ArchivedAgendas

1.49: Core Mission objective and reflection templates, 2012-2013
http://foothill.edu/president/minutes/parc/parc100312/Workgroup_objective_template_FINAL.pdf

1.50: 2012 Governance Survey Results, PaRC attachments to minutes, June 20, 2012
http://www.foothill.edu/president/minutes/parc/parc071812/2012-Governance-Survey-results-final-1.pdf

1.51: Governance survey raw data, PaRC attachments to minutes, June 20, 2012
http://www.foothill.edu/president/minutes/parc/parc071812/FHPlanningSurvey-Result-raw-data.pdf

1.52: Math 48 and 1A memo, September 4, 2012
http://www.foothill.fhda.edu/staff/irs/FHresearch/reqcomp2012-2013/09-2012-MATH48-1A.pdf

1.53: Health Services program review 2011-2012
http://www.foothill.fhda.edu/schedule/service_program_reviews.php

1.54: Financial Aid program review 2011-2012
http://www.foothill.fhda.edu/schedule/service_program_reviews.php

1.55: Math 1A tracking, September 20, 2011
http://www.foothill.fhda.edu/staff/irs/FHresearch/reqcompleted2011-2012/09-2011-PSMEmemo.pdf
http://www.foothill.fhda.edu/staff/irs/FHresearch/reqcompleted2011-2012/09-2011-Math1Atrackingfinal.pdf

1.56: 2010-2011 CSU and UC Transfer Numbers, February 1, 2012
http://www.foothill.edu/staff/irs/FHresearch/reqcompleted2011-2012/02-2012-2010-11transferratememotosrstaff.pdf

1.57: 2009-2010 In-State Privates and Out-of-State Transfer Numbers, April 19, 2012
http://www.foothill.edu/staff/irs/FHresearch/reqcompleted2011-2012/04-2012-Transfer-2009-10-ISP-OOS.pdf

1.58: STEMway transfers memo, June 25, 2012
http://www.foothill.fhda.edu/staff/irs/FHresearch/reqcompleted2011-2012/06-2012-STEMwayTransfers06-11.pdf

1.59: AUO Survey results, President's Cabinet, September 17, 2012
http://www.foothill.fhda.edu/staff/irs/FHresearch/reqcomp2012-2013/09-2012-AUO-Survey-Results.pdf

1.60: CCSSE results, Dean's Meeting, September 12, 2012
http://www.foothill.fhda.edu/staff/irs/FHresearch/reqcomp2012-2013/09-2012-CCSSE-Deans.pdf

1.61: CCSSE results
http://www.foothill.fhda.edu/staff/irs/FHresearch/reqcomp2012-2013/09-2012-CCSSE.pdf

Evidence: Recommendation 2

2.1: 2011 Self Study
http://www.foothill.edu/president/acc2011media/SS_Final/ACRD2011interactiveC.pdf

2.2: PaRC Planning Calendar
http://foothill.edu/staff/irs/IPBP/2012/12-13_PaRC_Calendar_Updated_Sep.pdf

2.3: Program Review Participants and Schedule
http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

2.4: Resource Allocation Website
http://foothill.edu/staff/irs/programplans/process.php

2.5: Program Review Committee Website
http://foothill.edu/staff/irs/programplans/programreview.php

2.6: Integrated Planning and Budgeting Handbook (Governance Handbook) Updated: 10/3/12
http://foothill.edu/staff/irs/Approved_GHB_100312.pdf

2.7: IL-SLO Reflection Examples
http://foothill.edu/staff/irs/LOA/2012/2011-2012-IL-SLO-SampleReflections.pdf

2.8: Community College Survey of Student Engagement
http://foothill.edu/staff/irs/FHresearch/reqcomp2012-2013/09-2012-CCSSE.pdf

2.9: Opening Day Agenda 2011
http://foothill.edu/staff/irs/docs/openingdayagenda2011.pdf

2.10: Academic Senate Minutes from 2/27/12
http://www.foothill.edu/senate/minutes/2011-12/Winter_12/Senate%20Minutes%2002-27-2012.pdf

2.11: Academic Senate Minutes from 5/14/12
http://www.foothill.edu/senate/minutes/2011-12/Spring_12/Senate%20Minutes%2014%20May%202012.pdf

2.12: PaRC Minutes from 4/18/12
http://foothill.edu/president/minutes/parc/parc041812/parc_mi_041812.pdf

2.13: BSS Division Meeting
http://foothill.edu/staff/irs/docs/bsswinterquarter2012.pdf

2.14: Instruction & Institutional Research Office Newsletters
http://foothill.edu/staff/irs/newsletter.html

2.15: PL-SLO Mapping Template
http://foothill.edu/staff/irs/LOA/2010/FH_PlanningProgramAssessment.doc

2.16: Examples of Completed PL-SLO Mapping Template
http://foothill.edu/staff/irs/docs/ExamplePL-SLODocs.zip

2.17: Examples of E-mails to Departments
http://foothill.edu/staff/irs/docs/ExamplePL-SLOEmails.zip

2.18: TracDat PL-SLO Report
http://foothill.edu/staff/irs/LOA/2012/FH2011-2012PL-SLOs.pdf

2.19: PL-SLO 4 Column from ECON
http://foothill.edu/staff/irs/docs/ECON-PL-SLO-fourcolumn.pdf

2.20: OPC Minutes 1/10/12
http://foothill.edu/president/minutes/operations/2012/January/opcmin011012.pdf

2.21: PaRC Minutes 5/16/12
http://foothill.edu/president/minutes/parc/parc051612/parc_mi_051612.pdf

2.22: PSYC Program Review 2011-2012
http://www.foothill.fhda.edu/cms/slo.download.php?act=downipr&rec_id=140

2.23: Funded B Budget Requests
http://foothill.edu/staff/irs/programplans/resourcedocs/PRES-DECISIONS-B-&-ONETIME-2012.xlsx

2.24: PaRC Minutes from 1/18/12
http://foothill.edu/president/minutes/parc/parc011812/parc_mi_011812.pdf

2.25: Re-Assigned time decisions
http://foothill.edu/staff/irs/programplans/resourcedocs/Pres-To-PaRC-reassign-time-decisions.pdf

2.26: Opening Day Agendas
http://foothill.edu/staff/irs/docs/2012-OpeningDay-Division.zip

2.27: 2011 AU-SLO Survey
http://foothill.edu/staff/irs/LOA/2010/AUO-SurveySummary_06202011.pdf

2.28: 2012 AU-SLO Survey
http://foothill.edu/staff/irs/FHresearch/reqcompleted2011-2012/05-2012-AUO-Survey-2012.pdf

2.29: 2012 Governance Survey
http://foothill.edu/staff/irs/FHresearch/reqcompleted2011-2012/06-2012-GovernanceSurveyBlank.pdf

2.30: AU-SLO Presentation
http://foothill.edu/staff/irs/FHresearch/reqcomp2012-2013/09-2012-AUO-Presentation.pdf

2.31: I&IR Four Column
http://foothill.edu/staff/irs/docs/2011-2012-I&IR-Four Column.pdf

2.32: MARCOMM Program Review 2011-2012
http://www.foothill.fhda.edu/cms/slo.download.php?act=downapr&rec_id=20

2.33: PaRC Minutes from 5/2/12
http://foothill.edu/president/minutes/parc/parc050212/parc_mi_050212.pdf

2.34: PaRC Minutes from 5/16/12
http://foothill.edu/president/minutes/parc/parc051612/parc_mi_051612.pdf

2.35: 2012 AU-SLO Survey Results
http://foothill.edu/staff/irs/FHresearch/reqcomp2012-2013/09-2012-AUO-Survey-Results.pdf

2.36: PaRC FTEF/Staff Ranking Results
http://foothill.edu/staff/irs/programplans/resourcedocs/PaRC-FTEFStaffPriorityRankingSpring2012May21final.pdf

2.37: TracDat AU-SLO Report
http://foothill.edu/staff/irs/LOA/2012/FH2011-2012AU-SLOs.pdf

2.38: Program Review Types and Schedule
http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

2.39: SA-SLO Handbook
http://foothill.edu/staff/irs/LOA/docs/SA-SLO-Handbook-10-21-11.pdf

2.40: SS 9/22/11 Division Meeting Agenda
http://foothill.edu/staff/irs/LOA/2011/SS-Division-Meeting-Agenda2011.pdf

2.41: SA-SLO Cycle
http://foothill.edu/staff/irs/LOA/docs/SA-SLOCycle.pdf

2.42: SA-SLO Checklist
http://foothill.edu/staff/irs/LOA/docs/SA-SLOChecklist.pdf

2.43: Pass the Torch SA-SLO Assessment Plan
http://foothill.edu/staff/irs/docs/PTT-AssessmentPlan.pdf

2.44: CNSL Program Review from 2011-2012
http://www.foothill.fhda.edu/cms/slo.download.php?act=downsspr&rec_id=35

2.45: OPC Prioritizations
http://foothill.edu/staff/irs/programplans/resourcedocs/OPC-To%20PaRC_2011-2012_5-29.xlsx

2.46: Online Registration memo
http://foothill.edu/staff/irs/FHresearch/reqcomp2012-2013/09-2012-OnlineRegMemo.pdf

2.47: League For Innovations SA-SLO Presentation
http://foothill.edu/staff/irs/LOA/2011/March-2012-League-SA-SLOs-Final.ppt.pdf

2.48: SS 9/20/12 Division Meeting Agenda
http://foothill.edu/staff/irs/LOA/2012/SS-Division-Meeting-Agenda2012.pdf

2.49: TracDat SA-SLO Report
http://foothill.edu/staff/irs/LOA/2012/FH2011-12SA-SLOs.pdf3.1: Student Services Homepage
http://foothill.edu/services.php

Evidence: Recommendations 3 & 4

3.2: Middlefield Website Services
http://foothill.edu/middlefield/services.php

3.3: Health Services Website
http://diogenes1.fhda.edu/health/

3.4: Health Services Brochure

3.5: Disability Resource Center Website
http://foothill.edu/al/index.php

3.6: Tutorial Center Website
http://foothill.edu/tutor/

3.7: Etudes (Foothill Global Access) Student Resources Web Page
http://foothill.edu/fga/studentresources.php

3.8: College and Career Connections Website
http://foothill.edu/middlefield/mcccc/

3.9: FEI Website
http://diogenes1.fhda.edu/middlefield/fei.php

3.10: AskFoothill
https://foothill.intelliresponse.com/students/

4.1: Faculty J1 form:
http://fa.fhda.edu/FA_forms/Appendix_J1-all-PW.doc