

January 26, 2018

Dr. Thuy Nguyen, President  
Foothill College  
12345 El Monte Road  
Los Altos Hills, CA 94022

Dear President Nguyen:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 10-12, 2018, reviewed the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Foothill College. The Commission also considered the External Evaluation Team Report (Team Report) prepared by the peer review team that conducted its onsite visit to the College Monday, October 9 - Thursday, October 12, 2017.

The purpose of this review was to determine whether the College continues to meet ACCJC's Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the information noted above, the Commission acted to **Reaffirm Accreditation for seven years.**

#### Compliance Requirements

None.

#### Modifications to Recommendations

In taking its action, the Commission modified the team's recommendation(s) as follows:

**College Recommendation 1** is changed from a compliance requirement to an improvement recommendation.

#### Recommendations for Improving Institutional Effectiveness

The Team Report noted Recommendations (College Recommendation 1, 2) for improving institutional effectiveness. These recommendations do not identify current areas of deficiency in institutional practice but, consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers' recommendations. The Commission anticipates that you will bring them and the team's full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team's improvement recommendations.

Next Steps

The guidance and recommendations contained in the Report represent the best advice of the peer review team at the time of the visit but may not describe all that is necessary for the college to improve. A final copy of the team report is attached.

The Commission requires that you disseminate the ISER, the Team Report, and this letter to those who were signatories of the ISER and that you make these documents available to all campus constituencies and the public by placing copies on the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post current accreditation information on a Web page no more than one click from the institution's home page. In keeping with ACCJC policy, the Commission action will also be posted on the ACCJC website within 30 days of the date of the Commission's action.

The next report from the College will be the Midterm Report<sup>1</sup> due on October 15, 2021. The institution's next comprehensive review will occur in the fall term of 2024.

On behalf of the Commission, I wish to express appreciation for the diligent work and thoughtful reflection that Foothill College undertook to prepare for this evaluation. These efforts confirm that peer review can well serve the multiple constituencies of higher education by both ensuring and encouraging institutional quality and effectiveness.

If you have any questions about this letter or the Commission's action, please feel free to contact me or the vice president that has been assigned as liaison to your institution.

Sincerely,



Richard Winn, Ed.D.  
President

cc: Dr. Judy Miner, Chancellor, Foothill-De Anza Community College District  
Dr. Andrew Lamanque, Accreditation Liaison Officer

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<sup>1</sup> Institutions preparing and submitting Midterm Reports, Follow-up Reports, and Special Reports to the Commission should review *Guidelines for the Preparing Institutional Reports to the Commission*, found on the ACCJC website at <https://accjc.org/publications/>.

# **External Evaluation Team Report**

**Foothill College  
121345 El Monte Road  
Los Altos, CA 94022**

**A confidential report prepared for  
The Accrediting Commission of Schools and Colleges  
Western Association of Schools and Colleges**

**This report represents the findings of the  
External Evaluation Team that visited  
Foothill College - October 9-12, 2017**

**Linda D. Rose, Ed.D.  
Chair**

## List of Team Members

### Chair

Dr. Linda Rose  
President  
Santa Ana College

### Assistant

Ms. Kennethia Vega  
Assistant to the President  
Santa Ana College

### ACADEMIC REPRESENTATIVES

Ms. Rachel Westlake  
Vice President of Instruction  
Diablo Valley College

Dr. Markus Geissler  
Faculty, Professor, Computer Information  
Science  
Cosumnes River College

Mr. Mario Tejada, Jr.  
Faculty, Computer Info Systems  
Diablo Valley College

Ms. Catherine Chenu-Campbell  
Faculty, Librarian  
Sacramento City College

Mr. Tim McGrath  
Vice President of Instruction  
San Diego Mesa College

Mr. Gregory Ramirez  
Instructor, English  
Madera Community College Center

### Administrative Representatives

Dr. Kathleen Rose  
Superintendent/President  
Gavilan College

Dr. Eric Bishop  
Vice President of Student Services  
Chaffey College

### Other:

Ms. Carol Rains-Heisdorf  
Institutional Research Coordinator  
Fresno City College

Mr. Ken Stoppenbrink  
Deputy Chancellor  
West Hills Community College District

Dr. Sherrie Guerrero  
Trustee  
Mt San Jacinto Community College District

## Summary of the External Evaluation Report

Institution: Foothill College  
Dates of Visit: October 9-12, 2017  
Team Chair: Linda Rose, Ed.D.

On October 9-12, 2017 a 13-member team, visited Foothill College to evaluate the College in light of its stated mission, objectives, and Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. A member of the professional staff of the Accrediting Commission for Community and Junior Colleges also joined the team, as an observer during the first three days of the site visit. In preparation for the Team visit, the Team Chair attended an ACCJC Team Chairing Training in Los Angeles, on August 3, 2017. Members of the Evaluation Team, along with the Team Chair also attended an ACCJC Team Training on September 6, 2017. Thereafter, the Team Chair and the Team assistant conducted a pre-visit to the College on August 15, 2017. During the pre-visit, the Team chair met with the College President, the Accreditation Liaison Officer as well as other college employees that assisted in the development of the Institutional Self-Evaluation Report (ISER). Logistic information about the upcoming visit was exchanged, and a tour of the college was conducted.

Prior to the October 2017 visit Team members received a copy of the College's ISER and evidence electronically. Foothill College also worked with team members prior to the site visit to provide them with access to password-protected areas of the college's website per team member requests. This accommodation also allowed several team members to access over 75 Distance Education courses, which facilitated review of online course material prior to and during the team visit. The team was very appreciative of this effort by College administrators.

Upon arrival at Foothill College, on Monday, October 9, 2017 the College provided employees with an opportunity to meet the Evaluation Team at a late morning reception. The reception was followed by an afternoon tour of the college for Evaluation Team members. On October 10, 2017, several members of the Evaluation Team visited college staff at the Sunnyvale location. During the site visit, the Team continued to review evidence, conducted a visit to the Sunnyvale location, and conducted interviews with Foothill College personnel and students. These activities facilitated the Team's review and evaluation of the College.

Overall, Foothill College staff were helpful and responsive as they worked with the visiting team to provide additional information as requested by team members. The team found that the College complied with Eligibility Requirements, Commission Policies, and United States Department of Education Regulations. The team found campus staff, faculty, and students deeply committed to innovative ways to address student success. The team wrote a commendation to reflect this work. The team also found that the College met a majority of the Standards but described some recommendations to improve institutional effectiveness.

## **Eligibility Requirements**

### **1. Authority**

The team confirmed that Foothill College is authorized to operate as a post-secondary educational institution and to award degrees based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges. 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 and has consistently done so since 1959

In March 16, 2015, Foothill College was selected and approved by the Board of Governors of the California Community Colleges to offer a Bachelor of Science degree in Dental Hygiene.

The College meets ER 1.

### **2. Operational Status**

The Team confirmed that Foothill College is operational, with students actively pursuing its degree programs. The college was established in 1957 and has operated continuously since then.

The College meets ER 2

### **3. Degrees**

The Team confirmed that Foothill College offers 75 two-year Associates of Arts or Science degrees, 23 Associates Degrees for Transfer, 3 Skills Certificates, 66 Certificates of Achievement and 1 Bachelor of Science degree in Dental Hygiene. A student enrolled full-time may complete the degree requirements in two academic years. The associate degree requires the 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.

The College meets ER 3

### **4. Chief Executive Officer**

The Team confirmed that Foothill College has a Chief Executive officer who was appointed by the governing board in in July 2016 as the college president. The president's full-time responsibility is to the institution. Foothill-DeAnza's Board of Trustees Board Policy delegates management of the District to the Chancellor who then delegates 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.

The College meets ER 4

**5. Financial Accountability**

The Team confirmed that Foothill College undergoes and makes available an annual external financial audit by a certified public accountant. 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 disseminated to campus and district 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. 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.

The College meets ER 5

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

### **Public Notification of an Evaluation Team Visit and Third-Party Comment**

#### **Evaluation Items:**

- The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
- The institution demonstrates compliance with the *Commission Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

#### **Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

#### **Narrative:**

The team found no third-party comments related to the October 2017 Evaluation Team visit.

### **Standards and Performance with Respect to Student Achievement**

#### **Evaluation Items:**

- The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
- The institution analyzes its performance as to the institution-set standards and as to



student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative**

The team confirmed that the College has established Institutional Set Standards. Outcomes from the evaluation of these standards are communicated to the campus and Board of Trustees.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

- Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
- Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
- Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.
- The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

**Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team confirmed that the College offers degrees and programs that follow practices that include the appropriate length, breadth, depth, and rigor as indicated by the multiple

articulation agreements with four-year institutions. Foothill College awards course credit, degrees, and certificates for associates and the Bachelor of Science degree based in part on the attainment of learning outcomes, which are developed at the department level. Course-level student learning outcomes align with the course objectives given in the course outline of record. The course outlines of record, the college catalog, and the schedule of classes demonstrate that units of credit for lecture, laboratory, and clinical practice courses including courses offered through distance education conform to the Carnegie Unit for the quarter system, with 12 lecture hours or 36 lab hours for each unit of credit, reflecting generally accepted norms in higher education.

### **Transfer Policies**

#### **Evaluation Items:**

- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.
- The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

#### **Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

#### **Narrative:**

The college describes transfer policies, course and program requirements, as well as stated learning outcomes for its Associate and Bachelor degrees, and certificates in the college catalog and on the college website.

### **Distance Education and Correspondence Education**

#### **Evaluation Items:**

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.  
There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or

correspondence education course or program, and for ensuring that student information is protected.

- The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Online and hybrid course offerings must be approved at the department and division level before the course is presented to the Division and Curriculum Committee. The college has robust division guidelines and training requirements for distance learning. Foothill College’s participation, as a pilot college for the “California Community College Chancellors Office’s Online Education Initiative” provided evidence that the College is in the forefront of community colleges offering a well-rounded set of instructional support services to distance education students.

**Student Complaints**

**Evaluation Items:**

- The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team confirmed that Foothill College has an established procedure for student grievances in order to provide a means for resolving alleged unfair or improper action by any member of the academic community. Links to procedures and forms are available on campus, in the Student Affairs & Activities Office, and online.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

[Regulation citations: 602.16(a)(1) (vii); 668.6.]

**Conclusion Check-Off (mark one):**

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The College’s website provides information about its accredited status. Accurate, current, and detailed information about its programs, locations, and policies is available to all students, and members of the public on its website and in the college catalog. The catalog is available in both digital and print media format.

**Title IV Compliance**

**Evaluation Items:**

- The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to

timely address issues in the future and to retain compliance with Title IV program requirements.

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a) (1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The team found that the colleges three-year cohort default rates 2011-2013 were well below the United States Department of Education's 30% threshold. The college is in compliance with Title IV regulations.

## **Foothill College – Recommendations and Commendation**

### **Recommendation for Compliance**

In order to meet the Standard, the team recommends that the College regularly review and evaluate its institutional policies, procedures, resources, and management and governance processes to assure effectiveness in supporting academic quality. (I.B.7, I.C.5, III.A.1, III.A.12, III.A.13)

### **Recommendation for Improvement**

In order to improve institutional effectiveness and enhance the College's culture of evidence based decision making, the team recommends that the College continue its broad based, systemic evaluation and planning by assessing, analyzing, organizing and applying its assessment data to establish a robust set of evidence to determine how effectively the College is accomplishing its mission and meeting its institutional priorities to meet the educational needs of students. (I.A.2, I.B.7, I.B.9)

### **Commendation**

The team commends the College for exceeding Standard IV.A.1. College leaders create an environment where they encourage administrators, faculty, staff, and students to participate actively in projects, and initiatives that are intended to improve practices, programs, and services in which they are involved. The team further commends the College's leaders on creating an environment that encourages innovation in the creation and implementation of unique equity-based student-centered programs and services that meet or exceed regional and statewide workforce and educational needs. (IV.A.1)

### **District Recommendations**

None

### **District Commendations**

None

## **Standard I.A Mission**

### **General Observations**

Foothill College demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Foothill College's mission statement clearly describes the institution's broad educational purposes, its intended student population, the types of degrees, including the Bachelor's degree, and other credentials it offers. The College mission statement identifies "equity in achievement of student outcomes" to demonstrate the institution's commitment to student learning and student achievement for "all California student populations." The College uses quantitative and qualitative data to determine how effectively it is accomplishing its mission, and the mission directs institutional priorities in meeting the educational needs of students. The College's stated goals for student learning and achievement are informed by the mission. The College's programs and services are also aligned with its mission, decision-making, planning and resource allocation processes that demonstrate that the mission guides these processes.

### **Findings and Evidence**

Foothill College's mission statement describes the institution's broad educational purposes, intended student population, types of degrees, and certificates. The mission statement also describes the Bachelor of Science degree in Dental Hygiene as well as its commitment to student learning and achievement. Planning and Resource Committee (PaRC) minutes from October 7, 2015 indicate the decision to revise the mission statement and convene an out-of-cycle College Mission Statement Committee in conjunction with the development of the Educational Master Plan. The revision approval in February 2016 demonstrates the college's commitment to equitable results in student learning and student achievement. The college was intentional in the language used in the mission statement and describes the deliberate use of specific terms such as "obtain equity in the achievement of student outcomes." According to PaRC minutes from April 19, 2017 a final revision occurred to include the additional sentence describing the types of degrees and credentials offered by the college. The college has structures in place that provide evidence of a process for participatory governance that facilitates broad communication of the mission through the use of tri-chairs in PaRC and Core Mission Workgroups representing faculty, classified professionals, and administrators. Evidence of broad communication is also demonstrated by Board of Trustee approval, presentations at convocation, campus committee meeting minutes, a display of the mission statement on the web site, and in the college catalog. (I.A.1, I.A.4)

The College has planning and resource allocation processes in place that are designed to ensure programs and services align with its mission. The Planning and Resource Council (PaRC) provides oversight for planning processes as indicated by the Foothill College Planning & Resource Prioritization Process diagram. The diagram provides a visual that identifies constituency and participatory groups, planning and resource prioritization process, and the college mission statement, core values and vision statement as central to college processes. The process includes three main participatory governance structures; Program Review Committee (PRC), Operations Planning Committee (OPC), and PaRC. The Foothill College Comprehensive Program Review Process diagram provides a visual that identifies the Comprehensive Program Review process in which PRC evaluates documents and

provides feedback to the programs and the College. The Foothill College Resource Prioritization Process diagram provides a visual that demonstrates the use of learning outcomes and data to inform requests for resources which the Operations Planning committee (OPC) reviews and uses a rubric to determine if the request is aligned with the College mission and at least one EMP goal. OPC recommendations are presented to PaRC, which makes final recommendations to the President. (I.A.3)

The College demonstrates commitment to its mission by identifying the implementation and assessment of the Equity Plan as one of the strategic goals in the Educational Master Plan. The College uses appropriate data including the California Community Colleges Student Success Scorecard, internal program review data, Institutional Effectiveness Partnership Initiative (IEPI) institutional goals, and ACCJC standards. The College outlines short term and long-term goals for successful course completion in remedial math, remedial English, and remedial ESL as indicated in the IEPI. Additional evidence of its commitment to meet the needs of students is demonstrated by providing access to data for faculty, classified professionals, and administrators through the Foothill-DeAnza (FHDA) Online Program Review Data Tool which facilitates analysis and reflection of results required in the comprehensive and annual program review process. However, the team could not find evidence of a consistent and systematic approach to where and how evaluation of data is used to determine how effectively the College is accomplishing its mission. (I.A.2)

### **Bachelor's Degree**

Foothill College offers one Bachelor of Science degree in Dental Hygiene, (BSDH). The college mission statement was updated in May of 2017 to include the Bachelor's degree in dental hygiene. The updated mission statement was approved by the Planning & Resource Council in April, 2017 and approved by the Board of Trustees in May of 2017. The Team verified that the mission statement displayed on the college's website includes a reference to the Bachelor of Science degree in Dental Hygiene. The inclusion of the BSDH degree in the College's mission statement satisfies the Substantive Change Visiting Team recommendation made in February of 2017. (I.A.1, I.A.2, I.A.3)

### **Conclusion**

The College meets Standard I.A.



## **Standard I.B Academic Quality and Institutional Effectiveness**

### **General Observations**

The College uses analysis of quantitative and qualitative data, including disaggregation by subpopulations of students, to continuously and systematically evaluate, plan, implement, and improve the quality of its educational programs and services and ensure institutional effectiveness. The College describes how it accomplishes a sustained, substantive and collegial dialogue through participatory governance structures, integrated planning processes that include resource allocation, and program review. Student learning outcomes are identified and assessed at the institutional, program, and unit level. Institution set-standards are reviewed annually, resulting in dialogue in multiple settings regarding the institution's strengths and weaknesses. The institution sets appropriate priorities based on this data and dialogue

### **Findings and Evidence**

Discussion using data occurs in the development of College plans, including the Educational Master Plan (EMP), the Student Equity Plan (SEP), and the Distance Education Plan (DEP). The College's commitment to equity can also be seen through faculty participation in Student Learning Outcomes-related professional development opportunities that focus on cultural competence. The PaRC serves as the coordinating body for most major College initiatives and their assessment, and the Integrated Planning and Budget Taskforce performs substantial work to complete and integrate PaRC initiatives, assist PaRC in conducting a self-assessment of the planning and budget process, and to produce recommendations and updates to the governance structure based on assessment results. 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. The PaRC serves as a central clearinghouse for assessment data, and, as evidenced by PRC and OPC minutes, the leadership of those committees disseminates the results of PaRC and IP&B actions to the broader campus community. (I.B.1, I.B.8)

The institution defines and assesses student learning outcomes for all instructional programs, student, and learning support services. The College commitment to improve institutional student learning outcomes is evident in the use of survey results to identify areas for improvement. Analysis of the CCSSE survey resulted in the recognition that improvement was needed for the "community" outcome. The College prioritized this through the EMP by identifying it as one of the institutional goals. The Online Learning Program Review is an excellent example of efforts to close achievement gaps through targeted efforts that provide faculty with resources needed to improve the online learning experience. (I.B.2)

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. On the federal scorecard, the graduation rate is 59%. The college uses the California Community Colleges Student Success Scorecard data where the graduation rate is 62.6% because it includes other populations that the College is committed to serving in its mission. (I.B.3)

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. The College uses assessment data in institutional planning as demonstrated in the development of the Educational Master Plan. Key performance indicators (KPIs) identified in the EMP are used to inform college planning and resource prioritization and determine progress in strengthening student equity and success. An example of the KPIs' use can be seen in the course completion indicator in the Student Equity Plan and as an indicator of institutional effectiveness short-term and long-term goals. Program review processes include the use of assessment data and specific prompts are included to guide the analysis and reflection. The College provides useful online tools that allow faculty, classified professionals, and administrators to disaggregate data. The College also utilizes TracDat as a tool to gather student learning outcome assessment results.

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. Program review is the primary process where programs and units analyze quantitative and qualitative data, reflect on learning outcome results, and use results to evaluate effectiveness. The College has developed tools that are easily accessed by faculty, administration, and classified professionals, and enable the disaggregation of data. The team reviewed survey results which indicate that feedback for program review is provided, and feedback was found useful. The program review cycle includes an annual review that allows monitoring of ongoing programmatic goals. Requests for resources are integrated into the program review process and are prioritized. (I.B.5)

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. The College commitment to improve student-learning outcomes is evident in use of survey results to identify areas for improvement. Analysis of the CCSSE survey resulted in the recognition that improvement was needed for the "community" outcome. The College prioritized this through the EMP by identifying it as one of the institutional goals. Program review provides the opportunity for reflection and discussion of SLO results. (I.B.6)

The College evaluates policies and practices to help assure their effectiveness in supporting academic quality and accomplishment of the College's mission. The College utilizes the Governance Survey to inform discussions related to governance processes. Results indicated that improvement was needed in efforts related to professional development and communication. While the survey provides some evidence of evaluation of governance processes, no clear evidence indicated that regular evaluation of policies occurred across all areas of the institution. (I.B.7)

According to evidence provided by PaRC and the PRC, the College engages in continuous and broadly-based evaluation and planning. The institution fundamentally integrates program review, planning, and resource allocation to accomplish its mission and to improve institutional effectiveness and academic quality, but it was difficult to find a substantial

amount of evidence for a systematic approach to institution-wide evaluation and planning to address short and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (I.B.9)

### **Bachelor's Degree**

The team found that Foothill College has established a 2+2 program for the Bachelor of Science degree in Dental Hygiene. General education courses are completed during the first two years of the program and the second two years include upper division dental hygiene courses including the courses that comply with the Commission on Dental Accreditation (CODA). The team found evidence that the college monitors and evaluates, on a consistent basis, the programs' completion rate, licensure passage rates, and job placement rates. Program faculty meet with the programs advisory board to engage in dialogue about student learning and program improvement on a consistent basis. Annual, comprehensive reviews of the programs performance are conducted to help department faculty, administrators, and staff work to achieve the high course success rates the college has established.

Foothill College has set institution standards for the BDHS program and assesses performance related to those standards in alignment with the college mission and vision. All department faculty meet to discuss program and course level outcomes related to clinical evaluation, policies, and procedures criteria. Existing program learning outcomes for the Dental Hygiene program were reviewed and revised to reflect additional rigor commensurate with the requirements for a bachelor's degree. The department uses data from National Dental Hygiene Board Examinations, Registered Dental Hygienist Clinical Licensing Exams, California Law and Ethics Exam, required for the RDH License as well as Foothill Colleges, e-portfolio that includes the two-years of the program. Program faculty shared with the team evidence that the curriculum plan for the baccalaureate program meets or exceeds other baccalaureate programs in California and the United States. (I.B.2, I.B.3)

### **Conclusion**

The College meets the standard except for I.B.7.

### **Recommendation**

In order to meet the Standard, the team recommends that the College regularly review and evaluate its institutional policies, procedures, resources, and management and governance processes to assure effectiveness in supporting academic quality. (I.B.7, I.C.5, III.A.1, III.A.13)

## **Standard I.C Institutional Integrity**

### **General Observations**

Foothill College has processes in place that regularly review and assess the integrity of communication that is available to the internal and external community. The College communicates to current and prospective student's pertinent information through electronic and print media. Annual and comprehensive program review processes ensure analysis of student learning outcomes and achievement data occurs regularly. The College consistently complies with accreditation requirements, demonstrating honesty and integrity. Governance structures serve as a primary source of internal communication at Foothill College.

### **Findings and Evidence**

The College commitment to provide clear communication for internal constituents is demonstrated in the Quality Focus Essay's focus on governance. Evidence from surveys indicated a need for improvement of governance structures, and in response, College leaders decided to revise the governance structure, as outlined in the college's Quality Focus Essay (QFE).

The team found that the College assures the clarity, accuracy, 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 Marketing and College Relations department provides oversight for the integrity of electronic and print information. The cyclical review process includes participation from administrators, faculty, and classified professionals. The College's website provides accreditation information and documentation including ACCJC communication, self-evaluation reports, follow-up letters, and substantive change reports. Program Review documentation is available to the public and includes information about learning outcomes, educational programs, and student support services. The College commitment to online learning is evident in the Online Learning webpage, which provides information for students and faculty. (I.C.1)

The College has recently updated their process for approving the Foothill College Catalog which is published annually. Oversight of the publication involves key personnel with expertise in the catalog content. Ensuring the integrity and accuracy of the catalog, which is available in both digital and print media, involves administrators, staff and faculty. 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. Annual and comprehensive program review processes ensure analysis of student learning outcomes and achievement data occurs regularly. SLOs are assessed and results are posted on the College website. Results of analysis are used for continuous improvement and rubrics are used in the resource request prioritization process. Student Success Scorecard information is publicly available and reviewed annually by the Board of Trustees. (I.C.2, I.C.3)

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. Program SLOs are published in the catalog.

TracDat is used to enter the results of annual assessment, and reports compiled from those results are included in program review. The College also provides access to the Student Cost of Attendance on the financial aid webpage, and information related to student fees is also available in the catalog. Financial aid awards follow federal, state, and local guidelines as codified in Board Policy 5080. (I.C.4, I.C.6)

The College publicizes documents related to academic freedom, honesty, responsibilities, and integrity on its website. Academic freedom and responsibility is codified in Board Policy 4190, and students' rights are codified in Board Policy 5050. The Academic Freedom Statement is published in the College catalog and the Faculty Handbook. The Academic Senate's Committee on Online Learning implements and monitors academic freedom and reports to the Academic Senate. The Board of Trustees has codified expectation for honesty, responsibilities, and academic integrity for constituencies and includes specifics relative to each. Information is available in the College Catalog, Student Handbook, and Faculty Handbook. The Office of Student Affairs informs and enforces policies on academic honesty. Students are provided guidance on policies during Student Orientation Assessment & Registration events. Online integrity is ensured through established systems such as single-sign on, Canvas Certification Course, and division/department online course standards. The College commitment to distinguishing between professionally accepted understandings and personal conviction is demonstrated in institutional policy, faculty training, and faculty evaluation. In compliance with Title 5, the COR is the official document used as the foundation for teaching a course. Faculty training includes discussion of professional ethics, and regular evaluation includes peer and supervisor review. The College does not attempt to conform, or instill specific beliefs or worldviews in its classified professionals, faculty, administrators, or students. Codes of conduct are documented for faculty and classified professionals. Student codes of conduct are published in the course catalog and student handbook, and the College does not operate in foreign locations. (I.C.7, I.C.8, I.C.9, I.C.10, I.C.11)

The team found that the College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. Evidence is available on the website and Board Policy indicates compliance is "of the greatest importance." Recent substantive changes include the approval for a Bachelor's degree program and relocation and name change of Middlefield Education Center to the Sunnyvale Center. Additional program-specific accreditation is made public on the website. The College routinely communicates with the Commission as evidenced by substantive changes for online learning, the Sunnyvale Center, and the Dental Hygiene bachelor's degree. Consistency in describing itself occurs in documentation for program specific accreditation, U.S. Department of Education, and California Student Aid Commission. (I.C.12, I.C.13)

The College is a publicly funded, open-access institution and does not generate financial returns for investors or contribute to any related or parent organization. The College's commitment to high-quality education, student achievement, and student learning shows in their high graduation and transfer rates, and committee meeting minutes, published reports, and initiatives include further evidence of this commitment. The Educational Master Plan

provides evidence for its mission focus. The Student Equity Plan, Student Success and Support Program (SSSP Plan), and Basic Skills Initiative documents demonstrate further commitment to the college mission. (I.C.14)

Administrators, faculty, and staff participate in processes that review policies, procedures, and publications. The Marketing and Public Relations Office coordinates the annual production of the catalog to help ensure accuracy and currency. The process for reviewing the website is done in collaboration with the Marketing and Public Relations Director and the Technology Committee. The Board of Trustees is committed to ensuring institutional integrity in processes and codifies board philosophy, mission, roles, and responsibilities. However, several policies that have not been updated in over twenty years, with Board Policy 4180 - Research and Publications by Staff dating back to 1961, serve as evidence that the institution does not regularly review at least some of its institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. (I.C.5)

### **Bachelor's Degree**

Foothill College provides information about the BSDH program in print, electronic, and face to face formats. A review of the college catalog, and the college website revealed that information about the program curriculum, access to financial aid, and services that support students enrolled in the program is accurate and clear. Quarterly information meetings are held for prospective students where they can receive information and speak with department faculty about the specifics of the program. Information about licensure pass rates, placement rates, correspondence from licensing agencies, as well as information about the accreditation status of the program is also located on the college website. (I.C.1, I.C.3, I.C.4)

### **Conclusion**

The College meets the Standard, except for I.C.5.

### **Recommendations**

#### **Recommendation for Compliance**

In order to meet the Standard, the team recommends that the College regularly review and evaluate its institutional policies, procedures, resources, and management and governance processes to assure effectiveness in supporting academic quality. (I.B.7, I.C.5, III.A.1, III.A.13)

#### **Recommendation for Improvement**

In order to improve institutional effectiveness and enhance the College's culture of evidence based decision making, the team recommends that the College continue its broad based, systemic evaluation and planning by assessing, analyzing, organizing and applying its assessment data to establish a robust set of evidence to determine how effectively the College is accomplishing its mission and meeting its institutional priorities to meet the educational needs of students. (I.A.2, I.B.4, I.B.9)

## **Standard II.A Student Learning Programs**

### **General Observations**

Overall, the team found that the College's Institutional Self-Evaluation Report responded fully to this standard. Foothill College's programs are consistent with the institution's mission, are appropriate to higher education, and culminate in student achievement of degrees, certificates, employment, or transfer. This is true at both college campuses, in courses offered in face-to-face, hybrid, and online formats. Student learning outcomes are identified and assessed for all programs and courses. Instructional program review is conducted regularly, and interviews substantiate dialog leading to continuous improvement. Recent changes include the opening of the new Sunnyvale Campus and the development of the Bachelors of Science degree in Dental Hygiene. The college is focused on ensuring the quality of its distance education program and addressing equity gaps in course and program-level student success.

### **Findings and Evidence**

Foothill College demonstrates that all its instructional programs are offered in fields of study consistent with the institution's mission to empower students to achieve their workforce and transfer goals, and as global citizens. Its programs, offered in face-to-face, hybrid, and fully online formats and at both its main campus in Los Altos and at its new Sunnyvale Center campus, are appropriate to higher education, particularly as a California Community College. They culminate in student attainment of identified course- and program-level student learning outcomes and achievement of degrees (both associates and the Bachelor of Science in Dental Hygiene), certificates of achievement and certificates, employment, or transfer to other higher education programs. (II.A.1)

Both full and part-time faculty at the college ensure that the content and methods of instruction on the official course outline of record meet generally accepted academic and professional standards and expectations through participation in the college's curriculum oversight, development, and review processes and the faculty evaluation process. Faculty and others responsible systematically evaluate the college's instructional courses, programs, and directly related services through the college's program- and course-level student learning outcomes assessments and program review processes and the faculty evaluation process. Also through the program review process, departments develop program plans to continuously improve instructional courses, programs and directly related services, and report on progress on previous planning objectives. The links between course and program evaluations and program plans for improvement are nascent, and will benefit from further development. (II.A.2)

Foothill College identifies and regularly assesses student learning outcomes for its courses and programs, which include degree (both bachelor's and associates) and certificate of achievement programs. The course- and program-level SLOs are developed by department faculty and reviewed at the department and division level. Processes for assessment are developed at the department level and are documented, as are assessment results. Dialog about student learning outcomes occurs at department and advisory board meetings, with

varying levels of inclusiveness and reflection. Adjunct faculty participation in at least one department meeting annually in which discussion about SLOs is required. Course-level student learning outcomes are included on course outlines of record, and when new courses are proposed, the college's Curriculum Committee reviews course-level student learning outcomes. Faculty include student-learning outcomes from the course outline of record in course syllabi. The college may want to consider initiating a college-wide dialog to develop and formalize a common understanding of how it distinguishes between course-level SLOs and course objectives. (II.A.3)

Foothill College offers pre-collegiate level curriculum, developed and reviewed by discipline faculty, and reviewed by the Division and College Curriculum Committees. Pre-collegiate course levels follow recommended practice in the California Community College system, and are designed to provide pathways into college-level coursework. The college distinguishes pre-collegiate curriculum from college level curriculum through its course numbering system. It offers numerous learning communities, pathways, and bridges, as well as traditional support services that directly support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. (II.A.4)

The college's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, and rigor, as indicated by multiple articulation agreements with four-year institutions, as well as CTE licensure exam pass rates and as job placement rates. For CTE programs, accrediting bodies and advisory boards also provide guidance and standards to ensure they are providing relevant education. Time to completion data is generated by the research office, and although it varies significantly by discipline, is overall within accepted standards. Synthesis of learning for both courses and programs is evaluated through the SLO reflections and analysis. Programs report where and how dialog about SLO results occurs as part of their program review, although direct evidence of this dialog does not exist. Consistent with expected practice, minimum associates degree requirements are 90 quarter units. The Bachelor of Science degree in Dental Hygiene is 198.5 quarter units. (II.A.5)

Instructional deans work with discipline faculty at Foothill College to schedule courses in a manner that allows students to complete certificates and degree programs at a rate above the national average, consistent with established expectations in higher education. The college has been piloting a new tool that will assist students in creating dynamic educational plans. It recognizes the need to support disproportionately impacted populations to ensure graduation rates are equitably distributed, and the college addresses this in its Quality Focus Essay. (II.A.6)

Foothill College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity and success for all students. Course outlines of record identify multiple methods of evaluation of student learning, and student-learning outcomes are regularly assessed through methods developed at the department level. Online and hybrid courses must be approved at the department and division level before review by the Division and College Curriculum Committees. The college has robust division level guidelines and training requirements for



distance learning, and courses are characterized by instructor initiated regular and effective contact and online activities such as discussion boards, group projects, quizzes, and tests included as part of a student's grade, as verified by review of multiple randomly selected classes. Foothill's participation as a pilot college for the Online Education Initiative puts it at the forefront of institutions offering a well-rounded set of instructional support services to its distance education students. The college requires that students use a secure log in and password to access course materials in order to verify identity. Course and program completion rates for online, hybrid, and face-to-face classes are examined in program review. Course-level achievement data is disaggregated by ethnicity, to further focus on groups that may be disproportionately impacted, and compared to institution set minimum standards and aspirational goals. The college's equity focus in professional development offerings is aimed toward culture change leading to improved student success. (II.A.7)

Foothill College ensures that course prerequisites are reviewed at the department, division, and College Curriculum Committee level through a content-review process. The college administers industry standard exams or pre-exams to prepare students for certification and licensure exams in its allied health programs and validates the effectiveness of these department-wide course and/or program examinations, ensuring that processes are in place to reduce test bias and enhance reliability. The college uses Accuplacer as a primary assessment instrument, and it has been validated by the California Community College Chancellor's Office. (II.A.8)

Foothill College awards course credit, degrees, and certificates based in part on the attainment of learning outcomes, which are developed at the department level. Course-level student learning outcomes align with the course objectives given in the course outline of record. The course outlines of record, the college catalog, and the schedule of classes demonstrate that units of credit for lecture, laboratory, and clinical practice courses including courses offered through distance education conform to the Carnegie Unit for the quarter system, with 12 lecture hours or 36 lab hours for each unit of credit, reflecting generally accepted norms in higher education. The college does not offer courses based on clock-hours. All Bachelor's degree courses within the program have student learning outcomes that align with course objectives in the course outline of record. (II.A.9, ER10)

The college catalog and website contain clearly stated transfer-of-credit policies from both accredited and non-accredited colleges, as well as AP and IB programs in high schools, in order to facilitate the mobility of students without penalty, provided that expected learning outcomes for transferred courses are certified as comparable to the learning outcomes of its own courses. It has developed articulation agreements where patterns of student enrollment between institutions are identified, including through the C-ID system and with CSU GE and IGETC, as appropriate to its mission. (II.A.10, ER 10)

Institutional/general education student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, as well as other program-specific learning outcomes, are included in all of the college's programs. These outcomes are assessed using student surveys, as well as at the course-level student

learning outcome process. All courses must include at least one course-level student-learning outcome that is linked to an institutional/general education student learning outcome, and reflections on student achievement of these outcomes are included in TrakDat. (II.A.11)

Foothill College requires that all of its degree programs include a component of general education based on a carefully considered philosophy for both associate and Bachelor's degrees. This philosophy was developed by the college's faculty and is clearly stated in its catalog. The GE pattern includes courses in humanities; English; natural sciences; social and behavioral sciences; communication and analytical thinking; United States cultures and communities; and lifelong understanding. Paired with its GE/institutional learning outcomes of communication; computation; creative, critical, and analytical thinking; and community/global consciousness and responsibility, the college addresses 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. The institution, relying on applications for inclusion in the General Education pattern developed and reviewed by faculty, 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. (II.A.12, ER12)

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Minimum requirements for an associate's degree include 27-quarter units in a focused area of study. Articulation agreements, transfer rates, licensure exam and job placement rates, as well as industry accreditation, indicate that programs include key theories and practices within the field of study. (II.A.13)

Foothill College faculty verify that graduates completing career-technical certificates and degrees demonstrate technical and professional competencies and meet employment standards and other applicable standards and preparation for external licensure and certification, as determined by external accrediting bodies and advisory boards, through employment data and the CTE Employment Outcomes Survey. (II.A.14)

When programs such as the college's Primary Care Assistant program are eliminated or program requirements are significantly changed, Foothill College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. In the case of the PCA program, the college collaborated with other institutions to ensure smooth transitions for students. (II.A.15)

The institution uses its program review process to evaluate, on a regular basis the quality and currency of all collegiate and career-technical instructional associates and bachelor's degree programs and certificates of achievement offered in the name of the institution, at both the Sunnyvale and Los Altos campuses, for programs using face-to-face, hybrid, and online modalities. Evaluation of pre-collegiate math and English programs is included as part of each of these units' program reviews, while the Apprenticeship program has its own program review. The IR Department uses satisfaction surveys to conduct regular reviews of its community education program. The college provides important examples of the effective use

of program review as a vehicle for program improvement, but a broader review reveals that the quality of improvement across disciplines is inconsistent. A review of the program review templates and reports over several years indicates that the process continues to undergo regular revision to increase the focus on program improvement. (II.A.16)

### **Bachelor's Degree**

Consistent with the stated mission of the college, the Bachelor of Science degree in Dental Hygiene is appropriate to the needs of the profession and the needs of the community. The mission statement was reviewed and revised to reflect the addition of the degree to the college's program offerings. (II.A.1)

Through an annual evaluation process the BSDH program is reviewed using specific evaluation criteria. Assessment of data includes a review of completed graduate surveys of BSDH students six months post-graduation to determine their level of employment, CODA annual survey material is reviewed, curriculum, as well as student learning, program level outcomes are also part of the annual review process. Achievement data is disaggregated for review by the department to review progress of students from diverse backgrounds. Department faculty engage with the Program Review Committee, the BSDH Advisory Board, the division and department Curriculum Committee, to ensure that program criteria are integrated with college student learning and achievement and planning and decision-making processes. All students enrolled in the BSDH are given a course syllabus (green sheet) by each department faculty in each class every quarter. Information included on the syllabus helps students understand the learning outcomes, learning objectives, and goals, assignments, grading criteria and methodology for determining final grades. (II.A.3)

The team reviewed the BSDH Course Catalog; College catalog; American Dental Health Association webpage; Course Outlines; Program pages described on the College and department website and the BSDH special report to validate that Foothill College has established a baccalaureate program that follows practices common to American higher education. The length, breadth and depth, course sequencing, and time to completion are appropriate for the bachelor's degree. These program plan elements are consistent with the quality and rigor of bachelor degree programs in higher education. During interviews with program faculty and members of the President's cabinet, the team confirmed that the BSDH program has 198.5-quarter units, which is equivalent to 129 semester units. The program plan follows other allied health programs offering in private colleges and universities. Course scheduling patterns reflect the college's commitment to offer courses in a manner to facilitate the progression of students through program completion. A review of the schedule of classes for the fall 2017 semester illustrates the variety of time slots for BSDH course offerings. The times include morning, evening, online, hybrid, and face to face as well as class offerings on Saturday and Sunday mornings. Students meet with counseling staff to plan their program schedule to ensure completion of the program requirements in a time commensurate with standards in other BSDH programs. In addition, course credits awarded to students based on their attainment of stated learning outcomes for each course in the program. The college schedules standard hours for classes in 50-minute blocks and minimum 10-minute passing times. (II.A.5, II.A.6, II.A.9)

The team found that Institutional Learning Outcomes for the BSDH are clearly stated on the college and department website and in the college catalog. The stated learning outcomes for the BSDH program include the four defined institutional learning outcomes established by the college. These outcomes include communication, computation, creative, critical and analytical thinking and Community/Global Consciousness and Responsibility. The college has determined that these competencies are critical to student learning regardless of the student's chosen discipline. Program and course level outcomes in the BSDH Program are consistent with the expected norms of higher education and upper division course requirements. Program SLOs integrate concepts of professionalism, analysis, ethical reasoning, demonstration and application of learning, clinical competencies. These SLO's build upon the knowledge attained upon completion division requirements. (II.A.10, II.A.11)

The team found that during the initial site visit to review the BSDH program, the calculation of the quarter system credits showed that the program was one unit short of meeting the upper division general education requirements. However, General education requirements are in place for the lower division requirements. The BSDH program meets the required threshold of 90.5-quarter units of lower division including three courses that account for 14-quarter units of upper division general education coursework. For the Bachelors of Science Degree in Dental Hygiene the minimum requirements include 27 lower division and 27 upper division quarter units. (II.A.12, ER 12)

The team reviewed the college catalog, the college and department website. The team found information about CODA standards and program requirements and concluded that the curriculum for the BSDH program reflects a focus on essential elements of dental hygiene content, theory, and coursework. The curriculum includes coursework from biology, social science, and research and ethics. Alignment of the BSDH curriculum meets the requirements established by the Commission on Dental Accreditation (CODA). (II.A.13)

Survey data presented by BSDH department faculty show that overall, Foothill College graduates who complete CTE course requirements are successful in gaining employment in their chosen field. Students completing program requirements for the Associate of Science degree in Dental Hygiene are qualified for clinical practice, however without the additional credential of the bachelor's degree, many employment opportunities in the field of dental hygiene are not available to them. Although graduate data for the BSDH program is not available, survey data on student graduates from the Associate degree program indicate there will be a similar level of success in obtaining employment in the field. (II.A.14)

## **Conclusions**

The College meets Standard II.A.

## **Standard II.B Library and Learning Support Services**

### **General Observations**

Foothill College provides students and faculty with a broad range of library materials and services. The Library maintains an extensive website, which allows both on-campus and off-campus users (Sunnyvale Center and distance education students) access to a wide array of electronic library materials. The Library was recently renovated and modernized to enhance the environment for student learning. This building also houses the Teaching and Learning Center (TLC) and the Pass the Torch program, both of which provide learning support services including tutoring. Another major provider of learning support services is the STEM Success Center (including the Foundations Lab). At the Sunnyvale Center, a small library collection is provided, and learning support services are available.

### **Findings and Evidence**

From a review of the library stacks and searches of the library's catalog, it is clear that the collection is sufficient in quantity, depth and breadth. The Library has over 70,000 print books and access to 210,000 e-books. In addition, students can use print periodicals (230 current subscriptions) and 54 online databases that provide access to full-text of journals, magazines and newspapers. Finally, the library subscribes to several streaming video collections that total about 20,000 titles. The print collection was thoroughly weeded about 5 years ago; ongoing review is needed to ensure that materials remain current. The library collection at the Sunnyvale Center is composed of reserve textbooks, many of which are loaned to students for an entire quarter. Both distance education students and Center students are well served by the extensive online collection of e-books, and full-text journals and streaming videos available online from databases. (II.B.1)

The team found that the library at the main campus is open approximately 53 hours per week. In response to regular requests for longer hours on student surveys, the library recently began opening 15 minutes earlier which allows students to access materials and services before 8 am classes. Library materials at the Sunnyvale Center are housed in the Library/Media Lab area, with a librarian available at the Center to assist students 20 hours per week. The College website includes information for distance education students on how to get assistance from a librarian via phone, email, text, and online chat. Librarians have also created a number of instructional materials that teach information competency and library research skills. These guides are available on the library website to support both the Sunnyvale Center and distance education students, but are heavily used by all students. (II.B.1)

The Teaching and Learning Center (TLC) offers drop-in tutoring provided by faculty and embedded tutors in selected course sections. The tutoring offered focuses on reading and writing skills, but provides support for these skills in courses across all disciplines. Recently, the TLC has begun to train peer tutors to offer tutoring for additional courses (tutoring for Spanish, Japanese, and History is currently being offered). The TLC also offers workshops. The Pass the Torch program was one of the earliest learning support services available at the College and still focuses particularly on serving underrepresented student populations. The program links a student in need of tutoring with selected core courses with a trained peer tutor; the pair meets on a scheduled basis throughout the quarter. The STEM Support Center

offers drop-in tutoring provided by faculty tutors in a broad variety of disciplines, including Math, most science disciplines, Computer Science, and Accounting/Economics. A separate area within the STEM Center, the Foundations Lab, has been established to provide dedicated space for drop-in tutoring for Basic Skills courses (English and ESL as well as Math). Students at the Sunnyvale Center can take part in tutoring at the Center (although they also can come to the main campus or utilize online tutoring). Tutoring is provided for a number of courses/disciplines, with the available tutoring hours geared to the class schedule at the Center. In order to ensure that tutoring services are available to Distance Education students, the College is using Net.Tutor, an online service available through Canvas. The College also directly provides online tutoring in Computer Science. (II.B.1)

The selection of materials for ongoing Library collection development relies on appropriate expertise from faculty librarians, and the College has a library collection development policy. Librarians seek input on materials selection from teaching faculty, although most of this input is solicited informally. In addition, a librarian serves on Curriculum Committee, so information about needed materials to support new courses and programs is readily available. (II.B.2)

The library participates in the College's program review process, and some assessments of materials and services are reported within this process. Currently, the assessment of service area student learning outcomes seems uneven. The library distributes an annual student satisfaction survey; although the number of student responses is small, the survey does provide evaluation of materials and services as well as data about usage. Other statistical data about materials usage is collected, but it is basic information that simply aggregates usage counts. The library would benefit from additional assessment and evaluative data that could form the basis for dialogue on improving materials and services. The team found during interviews with library faculty and staff, that conversations about the assessment data and its uses does take place (II.B.3)

The team found that Librarians teach information competency skills in LIBR 10. A commendable project offers a section of LIBR 10 to students as part of the required courses in the First Year Experience program. There are established SLOs for this course which are assessed regularly, however, the team did not confirm that actions are taken when SLO outcomes are not met. Librarians also provide one-time library instruction sessions for individual classes; these sessions also have learning outcomes, and assessments are limited to a question on the year-end student satisfaction survey and survey feedback from classroom faculty. (II.B.3)

The team found that faculty and staff in the Learning Support Services Programs participate in the College's program review process in diverse ways (some create their own reviews, and some are an element in a larger program review for an instructional program). Areas within the LSSP have created a different mix of SLOs and Service Area SLOs and use varied assessment approaches. During the team's review of program review and SLO assessment data, the team found that the style and rigor of assessment techniques varies widely. During interviews with learning support services faculty and staff, the team determined that conversations about assessment take place. In addition, during interviews with Learning

Support Services faculty and staff, the team received examples to demonstrate that evaluations had been used to plan for improvements. (II.B.3)

The College maintains adequate security for the Library facility, materials, and equipment. Maintenance and security are provided following processes and procedures utilized throughout the campus. For example, physical security is provided by college security personnel and maintenance is provided by District facilities staff. Security for library materials is enhanced by the use of library security system gates. Issues with building keying security remaining from the renovation project are still being addressed. The library contracts for database subscriptions, for bibliographic utility access, and for the integrated library system software. (II.B.4)

### **Bachelor's Degree**

Library and learning support services for the College's Bachelor of Science degree in Dental Hygiene are the same as for all students. Print library materials for the bachelor's degree were added to the collection by librarians in consultation with program staff for Dental Hygiene. Additional full-text journal databases have been added as well. The Teams review of the library's catalog and database searches confirm that sufficient materials at appropriate levels are available to the bachelor degree students. A new course, IDS 300 Research Methods for Health Professions, was developed for the bachelor's degree program to provide students with needed information competency and research methods skills specific to their field; a librarian contributed to the development of this course and is now involved in teaching the course. (II.B.1, II.B.4)

### **Conclusions**

The library and learning support services areas are encouraged to ensure that there is more evidence to document the cycle of assessment, discussion regarding results, planning for improvements; and finally implementing the changes.

The College meets the Standard.

## **Standard II.C Student Learning Programs and Support Services**

### **General Observations**

Foothill College actively seeks to engage and support students through services offered on its Los Altos campus, Sunnyvale Center, and to students enrolled through distance education. It provides a robust array of services appropriate to its mission, values and goals to “offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens.” The college works proactively and diligently to provide an array of services to serve face-to-face students, but also those taking classes at the Sunnyvale Center and through distance education. The college actively engages students to assess their needs and activities that improve the student experience.

### **Findings and Evidence**

The institution regularly evaluates the quality of student support services internal and external data, including its regular program review cycle and administration of the Community College Survey of Student Engagement (CCSSE) every two years, according to the vice president of student services. Minutes from the Student Success Collaborative (SSC) verify that the college reviews data and creates future ideas based on the information. The SSC integrates onboarding, equity initiatives and basic skills completion to support student learning, and enhance accomplishment of the mission of the institution. Through the SSC, the college 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. The ISER discussed how the College assesses and reviews student support services offered at the College. During the team visit, the team found examples of this evaluative approach which includes college dialogs, surveys of student services and Student Services Collaborative. Online services are also available for students attending the College, and it delivers these services through interactive opportunities allowing students to work with student service area through Zoom. The college has documented the ways in which Student Services programs participate in the regular assessment of outcomes through the College’s program review process and other processes. The College provided evidence of annual and a three-year review. (II.C.1, II.C.2)

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. The college offers numerous co-curricular events, including a focus on regular and consistent diversity and equity programming, such as its monthly Heritage series, which highlights various cultures to be represented across the campus each month of the year. Students discussed the willingness of the college to allow their participation in various committees and the 13 athletic programs offered by the college are appropriate for the mission and the geographic location. The institution maintains control of these programs, including their finances and has shown unmodified audit reports for the last three years with no irregularities. The co-curricular and athletic programs help support the College’s mission by introducing students to the experience of 13 intercollegiate athletic programs. The team found that the college complies with Title IX as it relates to athletics. (II.C.4)



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 by ensuring that services are available to all students, including its online populations and students at the Sunnyvale Center. The college has excelled at incorporating technology, such as Canvas, Zoom and others to connect students with faculty and staff. The Sunnyvale Center tailors its service hours to match student enrollment traffic to maximize service opportunities. Additionally, the institution provides counseling and/or academic advising programs to support student development and success and provides students with qualified counselors in face-to-face as well as online sessions. Students are provided orientation, policies and other supporting documentation electronically via flash drives upon entry. In addition to providing key information at their college onboarding, institution staff make intentional outreach efforts to students close to completing their goals to assist their completion. The College provides services to students at both of its locations of operation, as well as for online students. For students attending the College at the Sunnyvale center, the access to professional staff appears more limited. The college has made very strong efforts to serve and provide comprehensive services to its online student population. (II.C.3, II.C.5)

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs and its policies support its use of the CCC Apply application to facilitate its open access. All students are accepted into the college. The institution regularly evaluates admissions by utilizing CCC Apply for general admissions to the college, which is evaluated for biases for the California Community College Chancellor's Office. According to the supervisor for admissions and records, the college adds no additional admissions questions. Students are oriented on transfer and career goals and software providing real-time degree planning has been implemented to assist students in goal attainment. The College provides services to assist students in understanding the requirements for their programs of study, as well as the matriculation processes. The college, through the Student Success and Support Program (SSSP) funding provides counseling for credit and noncredit students. The college also reviews the data to determine the effectiveness of its counseling to determine potential areas of improvement. The College uses admissions practices that ensure that the student population reflects the district service area. Students in high school can also enroll as early admit students with the permission of their high school principal or designee. For programs with unique admissions requirements, the College has identified processes that minimize subjective selection criteria. (II.C.6)

Allied health programs, such as the paramedic and the bachelor's degree in dental hygiene program, require separate applications and program applications and control for biases by admitting students through lottery systems, according to the dean of biological and health sciences. Additionally, minutes from the District Assessment Workgroup, the Foothill Assessment Taskforce, and the Multiple Measures Assessment Project planning group demonstrate that the college regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases while working at employing multiple measures and controlling for equity and basic skills variables. Evidence reviewed by the team found that multiple methods of assessing, rather than multiple methods within the assessment processes are used to place students at the appropriate level, upon enrollment. (II.C.7)

The institution maintains student records permanently, securely, and confidentially on a secured server with firewall protection. Interviews determined that there is a redundant back up system off site and a backup generator ensures continuous operation. During interviews with College staff members, the visiting team learned that faculty and staff are trained for release of information to comply with FERPA standards through an online training system. Minutes from the Distance Education Advisory Committee and Committee on Online Learning revealed that FERPA support was built into the distance education plan. The college catalog and website inform of the policies for record protection and release of information. Records of training are kept by the dean of enrollment services. The College takes great care to maintain both physical and electronic student records in an appropriate manner. The team confirmed that the college has shifted away from paper records to ensure security and confidentiality. The use of the Banner security system and levels of access show a dedicated concern to limiting access to student information. (II.C.8)

### **Bachelor's Degree**

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. College policies support its use of the CCC Apply application to facilitate open access for all students. All students, who meet the stated requirements for the BSDH program are accepted into the college. A minimum overall college GPA of 2.5 and a GPA of 2.75 in the area of science is required for acceptance into the BSDH program. These requirements are consistent with the college mission to ensure that student qualifications are appropriate for the program. (II.C.6)

### **Conclusion**

The College meets the Standard.

## **Standard III.A Human Resources**

### **General Observations**

The systematic processes in the recruitment and development of employees who serve students and provide support systems at Foothill College are monitored by policy and procedures that have a foundational origin at the district. The district office also maintains all job descriptions for the district and reviews them for accuracy and compares them with similar classification and administrative structures throughout the state. Recently in 2015, Foothill College went through an exercise to determine goals to 2020 and identify how employees are engaged in the process of on-boarding, development and sustaining engagement in the shared governance process. This is reflected in the mission statement as well as in the QFE for this ISER. Foothill College has adequate staffing to serve students in accordance with current enrollment forecasting, and has invested in a professional development process that will be comprehensive and inclusive. Because of the current budget realities of the district, each open position is reviewed carefully in terms of overall college need and are reviewed through committee processes for replacement or re-organization in accordance with college need.

The Human Resources Advisory Committee provides on-going oversight of both localized and district level policies and procedures and ensures adherence to policies as well as the development of professional development opportunities for all staff. The web presence is current and provides multiple touch points for interactive training that are both virtual and face-to-face. One of the QFE projects is to improve the participatory governance process going forward in the next five years. The evidence suggests that there are several committees, leading to the Planning and Resource Committee and then to the President's Cabinet to support the HR processes locally. There is a strong emphasis on equity in the HR processes that is a part of the training of all hiring committees that will be evaluated in the future to see what impact it has had in the successful recruitment of a continued diverse workforce for the college.

The team found that several of the policies and procedures district-wide need to be updated on a systematic and routine basis, with an organized and systematic review through the committee process. In addition, the professional code of ethics has been embedded as part of the college culture and is part of the annual review of values and mission, due in large part to the leadership of the president. These activities will help to build a campus culture in accordance with standards (III.A.13, III.A.1)

### **Findings and Evidence**

Although the majority of the policies and procedures for human resources are developed through the district office, all implementation is done at the local college and is supervised through the participatory governance structure and by administrative staff. The administrative procedures are reviewed in accordance with district guidelines and supervised locally at the college. Transparency is in place for all recruitments and hiring process protocols are consistent. With the addition of the Bachelor's degree, The college remains focused on faculty qualifications in this area to ensure the integrity of the curriculum and that outcomes from staffing decisions are aligned with the program and college mission. (III.A.1)

The team found that faculty are assigned in accordance with their academic qualifications and are placed in the classroom in accordance with their requisite knowledge of their subject matter and requisite skills for teaching and professional experience. Standard credential review processes are used and equivalency materials are reviewed with potential employees as appropriate. (III.A.2, III.A.3, III.A.4, ER 14)

In the area of employee evaluation Foothill adheres to systems and processes are set up through the district office and provided to the college. Unit contracts are current and includes a process for tenure, probationary, distance education, part time and classified evaluation. There are steps for discussion and dialogue at each interval as needed for all participants in the process and metrics are established to ensure that rights are in place for all who are affected by the evaluation. The process does seek effectiveness in performance and encourage improvement, and offers opportunity for employees to continually engage in the professional development workshops and trainings offered through the district and locally. (III.A.5)

This portion of the standard requires that the evaluation of faculty, academic administrators, and other personnel directly responsible for student learning include, as a component of their evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. The team found during its review of evidence that during the program review process, use of faculty evaluation protocols, discussion of student achievement and outcome data an inference to this consideration is taking place. In addition, the team confirmed that there is also a sufficient number of faculty for the college and the District according to the FON and for the programs offered in the catalog. (III.A.6, III.A.7, ER 14)

A strength at Foothill is the newly placed full-time faculty who has been reassigned as the Professional Development Coordinator for both the faculty and the classified staff. Her role will be to provide orientation, workshops, and professional development activities throughout the year. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution. Flex, orientation and on-boarding is offered for all faculty who begin at Foothill. Processes and policies are evident for hiring and evaluation as well as professional development. Professional development practices throughout the year are offered and part time faculty integration is continuous into the culture of the college. The district Human Resources Advisory Committee and Operations Planning Committee provide direction and guidance for the activities of this position. (III.A.9)

The team found that Foothill has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. Currently the staffing levels are determined through the district process and the Human Resources Advisory Committee. Program review and the Technology Plan assists with the annual staffing review and hiring process. The college is currently undertaking a comprehensive classification and compensation study with Koff and Associates in the ACE unit. The team found that the college has employment policies in place that determine the manner in which adjunct faculty receive orientation, supervision, evaluation, and

professional development. A review of the part-time faculty resource booklet, which is available online, provides part-time and adjunct faculty with information about the college as well as information about how to engage with faculty in other areas of the campus. (III.A.8, III.A.9)

Described on the College's website and in various core documents the Team reviewed, such as the bargaining agreements, and the District Hiring Manual, as well as the Student Handbook the college establishes and publishes written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. However, the process for the systematic review and updating of all college policies and vetting them through the participatory governance process should be followed. The team's review of the ISER provides information about several practices to support the diverse employees of the college. Through the District, there is an active District Diversity and Equity Adversity Committee that supports on-going training and development. The examples include the Veterans center, aging and diversity training, and STEM programs. Through interviews with the college president and other cabinet members, they agree that this is an on-going area of development and focus for the college. The team concluded that it is evident that equity is a priority for president and her cabinet members. (III.A.12)

Foothill does have stated values and a written code of ethics, but the consequences for violation are centered primarily on harassment and academic freedom. The mission and values are reviewed periodically; however, it was not clear how the college upholds the district-wide code of ethics. (III.A.13)

Planning is continuous regarding professional development programs as stated in the ISER and confirmed in interviews on site. With the addition of the full-time Professional Development faculty coordinator, there is obvious commitment by the college in offering many diverse methods of training continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs.

### **Bachelor's Degree**

The team reviewed the College Special Report for the Baccalaureate Degree in Dental Hygiene and the faculty contract. Interviews were also conducted with the Program Director and other faculty members in the department. The listing of faculty academic credentials and experience indicates that current faculty in the program meet minimum qualifications to teach in the Bachelor of Science Degree in Dental Hygiene. Duties and responsibilities for faculty members are clearly delineated in the contract. Duties include conducting program review, developing curriculum and the consistent assessment of student learning outcomes. Based on the College's ongoing evaluation of the program the full-time position for the Dentist was replaced by three adjunct Dentists who rotate through the clinic on a routine basis. In addition, there are 2.5 full time faculty members assigned to the BSDH program which is the requirement for this phase of the program. (III.A.1, III.A.2, III.A.7, ER14)

### **Conclusion**

The college meets the Standard except for III.A.12, III.A.13.

## **Standard III.B Physical Resources**

### **General Observations**

Foothill College has physical resources that support student-learning programs and services that improve institutional effectiveness, with physical resource planning integrated with institutional planning. The College has benefitted from the passage of Measures E and C in 1999 and 2006, respectively. Additionally, the online work order system is inclusive to the needs of Foothill College and the Sunnyvale Center, assuring safe and sufficient physical resources at all locations.

The College utilizes a shared governance approach as demonstrated with adherence to the District through its capital outlay process, to the State Chancellor's Office through annual Initial Project Proposals (IPPs), and to the community through the Citizens' Bond Oversight Committee. All of this allows Foothill College to provide the physical resources necessary to maintain continuing quality.

Foothill College attains plans and evaluation for its facilities and equipment by information from Student Learning Outcomes (SLOs), the Planning and Resource Committee (PaRC), the Operations Planning Committee (OPC), and the Program Review Committee (PRC). Faculty will use whatever information it gathers from SLOs and Program Reviews to determine instructional needs. In addition to renovations to the Library along with the construction of the Teaching and Learning Center (TLC), the dental hygiene clinic provides classrooms exclusively for students in the College's Bachelor's degree program. Finally, the College follows a process for long-range capital plans supporting institutional improvement goals that again involves shared governance.

### **Findings and Evidence**

The physical resources at all locations are constructed and maintained, as evident from the up-to-date construction of the recently completed Sunnyvale Center. As evidence of safety, the College was ranked as the second-safest community college in the United States according to a 2015 list by StateUniversity.com. Numerous faculty and administrators praised the renovations of existing buildings and constructions of new ones, including the close proximity of the Library, TLC, and STEM Center. (III.B.1)

Effective utilization for the institution's plans is evident on the website for the Citizen's Bond Oversight Committee regarding the implementation of Measure C. Efforts of water conservancy in response to the statewide drought in recent years are evident outside the 2000 building with the presence of the Hydration Station, which allows those on campus to refill water bottles easily. Various documents to corroborate the institution's commitment to its facilities and equipment can be found in its Educational Master Plan, its Facilities Master Plan, its online work order system, and both agenda and minutes available on the website for the College's Planning and Resource Committee (PaRC). (III.B.2, III.B.3, III.B.4)

### **Conclusion**

The College meets the standard.

## **Standard III.C Technology Resources**

### **General Observations**

Foothill College uses its technology resources to achieve its mission and to improve academic quality and institutional effectiveness. The College is organized so that responsibility for resources, allocation of resources, and planning is shared between the College and District.

Foothill College has demonstrated a widespread awareness of technology challenges and the need to meet them in a timely manner. The institution has included technology access and its use in support of teaching, learning, communications, research, and operations. The college continues to adapt to changes in technology for support of student success by leveraging several college and district plans into its decision-making process. The Foothill College Technology Master Plan (2016 -2019), in conjunction with the Foothill College Education Master Plan and the Foothill-De Anza Community College District Technology (ETS) Master Plan, describes how technology is integrated with college-wide planning and decision-making in support of student success. The goals and objectives described in the Foothill College Technology Master Plan are intended to align with other college plans including the Foothill College Education Master Plan (EMP), the Equity Plan, and Student Success and Support Program (SSSP), as well as the Foothill-De Anza Community College District's Technology Master Plan.

The academic and administrative capabilities at Foothill College that require technology implementation and support fall into four categories: business processes; communications; information and knowledge management; and instruction and student services. Distance education planning is addressed by several shared governance committees at Foothill College: the Technology Committee, the Distance Education Advisory Committee (DEAC), and the Committee on Online Learning (COOL).

Both Foothill College and the District have policies and procedures regarding appropriate use of technology. Foothill College and the Sunnyvale Center have policies and procedures that guide compliance with federal accessibility requirements, web policy, and distance education. The District ETS has policies and procedures that guide the purchase of technology equipment and software, computer and network. The management, maintenance, and operation of the College's technological infrastructure and equipment are primarily handled through the District's central technology organization, ETS. ETS is organized to support the development, improvement, and maintenance of IT systems including software applications, networks, instructional computer labs, smart classrooms, personal computing, and telephones for the District's two colleges.

### **Findings and Evidence**

Foothill College is working systematically on improving institutional planning and resource allocations incorporating technology resource. Based on the evidence provided, Foothill College is committed to provide a full range of technology resources in support of its instructional programs, student services, and administrative operations. This college wide commitment is especially apparent from numerous interviews with management, staff, and

faculty members themselves. The College evaluates the effectiveness of its technology primarily from information provided in program reviews, reflections on Administrative Unit Outcomes (AUOs) and Student Learning Outcomes (SLOs), as well as input shared at Technology Committee meetings.

During visiting team interviews with College and district personnel, to discuss the status of the District Technology Master Plan and its alignment with the College's plan, College employees stated that it is intended to be derived from regular and consistent meetings amongst various groups and the District Educational Technology Services (ETS). The Foothill-De Anza Educational Technology Advisory Committee (ETAC) has primary responsibility for developing an overall strategic plan for technology in the district and maintaining an ongoing implementation effort aimed at achieving the goals of this plan. ETAC is a participatory governance committee at the district level designed to be as inclusive as possible of all constituency groups (administration, faculty, staff, and students) from both college campuses and central services. Foothill College has four primary sources of input for identifying types of technology needs: Program Reviews, Technology Committee, Technology Plan, IT Project Request Entry and Tracking Tool. (III.C.1, III.C.2)

In an interview with the Vice Chancellor of Technology, it was verified that the process described occurs in a predominantly bottom up process. For example, a technology request might begin in a program review and work its way through, Technology Committee, PaRC, then the Furniture, Fixtures and Equipment (FFE) coordinator and finally implemented by the ETS group. This process is being modified to be utilized in Academic Reviews. The Technology Committee is tasked with determining the effectiveness of this process and making adjustments as needed. (III.C.2)

Foothill College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet the needs of the College, including computer refresh cycles and classroom multimedia upgrades and installations. The director of facilities, the FFE coordinator, and the campus technology coordinator work with ETS to develop timelines for classroom renovations and multimedia upgrades; to schedule the updating of existing multimedia equipment on a five-year refresh cycle; and to handle immediate issues that come up such as equipment failure. This was verified by meeting with the Vice Chancellor of Technology.

Representatives from Foothill College serve on the Student Banner Committee, which is led by the Director of Information Systems and Operations in the District's Educational Technology Services. The Hardware and Software Standards Committee, a subcommittee of the District Educational Technology Advisory Committee (ETAC), is responsible for setting computer hardware, computer peripherals, and software standards for both Foothill College and De Anza College. (III.C.2, III.C.3)

The Foothill-De Anza Educational Technology Advisory Committee (ETAC) has primary responsibility for developing an overall strategic plan for technology in the district and maintaining an ongoing implementation effort aimed at achieving the goals of this plan. ETAC is a participatory governance committee at the district level designed to be as



inclusive as possible of all constituency groups (administration, faculty, staff, and students) from both college campuses and central services. An example of this, during spring 2015, the Academic Senate charged the Committee on Online Learning (COOL) with making a recommendation for a CMS. After six open town hall meetings, three division meetings, and a faculty survey, COOL recommended Canvas for adoption by Foothill College to the Academic Senate by a significant margin. (III.C.2)

Technology resource needs, use, and distribution for the new Sunnyvale Center were discussed at regular meetings of the Middlefield Campus Education Center Transition Task Force. Technology issues were also discussed at several all-day Sunnyvale Center organizational meetings throughout the year. (III.C.3)

System security is handled by ETS via hardware implementations of Palo Alto Networks (firewalls), ProofPoint (email security) and Splunk (IT system monitoring system). ETS is also trying to create a culture of awareness by offering end users training workshops targeted to “Secure the Human”. These in person and online workshops provide training to individuals on how they can protect themselves from becoming cyber-victims. Currently, all managers and classified staff are required to participate in these trainings. Instructional staff are strongly recommended to take the training.

The Vice Chancellor of Technology detailed the Disaster Recovery Plan (DRP) utilized at Foothill College. The DRP is implemented by utilizing a mirrored backup site in Carlsbad, CA with a two-hour start-up window. Local instructional servers reside on virtual servers if needed, they can be re-initialized on additional local virtual servers. The virtual server cluster is backup using a weekly full backup with daily incremental backups to tape and disk then removed off site.

In regards to the security of student and employee records, the Vice Chancellor explained that they are secured behind Palo Alto firewalls and the Banner System plus access is limited to individuals by defined user access roles in the system. (III.C.3)

Currently, according to the Dean of Online Education 37% of Foothill’s enrollment is delivered via Distance Education. Distance education planning is addressed by several shared governance committees at Foothill College: The Technology Committee, the Distance Education Advisory Committee (DEAC), and the Committee on Online Learning (COOL). In spring of 2013 and spring of 2016, surveys of faculty and classified staff were used to identify professional development needs and preferences. The College has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. Technology needs and support services are formulated through numerous committees like the Academic Senate and its Committee on Online Learning and the Distance Education Advisory Committee. (III.C.4)

Foothill College evaluates the effectiveness of its technology primarily from information provided in program reviews, the 2016-19 Foothill College Technology Master Plan and

input shared at Technology Committee meetings. Many of these decisions are discussed and approved at meetings of the Academic Senate and its Committee on Online Learning as well as the Distance Education Advisory Committee, but the Technology Committee, with ongoing input from faculty, staff, administrators, and students, is responsible for educational technology planning at Foothill College.

Attendance at each Foothill College professional development event is taken for record-keeping and for the purpose of sending certificates as verification of attendance to participants. Following the event, each attendee is invited to submit feedback and suggestions via an online survey. (III.C.5)

### **Bachelor's Degree**

Facilities in the Dental Hygiene Clinic as well as classrooms utilized by the program to better serve students. Several team members visited the Dental Hygiene Clinic to confirm the renovations of the clinic. The department consistently monitors equipment for its currency and use by students. As appropriate, equipment is upgraded to ensure currency in the discipline of dental hygiene. Since 2009, the college has dedicated resources to the remodeling of the dental hygiene clinic to include the installation of hardware and software for patient records and digital X-rays. Data from annual program reviews, which includes a review of SLO's and student achievement including evaluation of technology services and the support need to ensure that hardware and software upgrades are aligned with program needs is integrated into the college's planning and resource allocation process. (III.B.3 III.C.1)

### **Conclusion**

The College meets the standards.

## **Standard III.D Financial Resources**

### **General Observation**

The district Strategic Plan (2017-2023) contained in the evidence for the Foothill ISER narrates strategic priority #6 as Fiscal Responsibility. This is described as being a long-term priority for the district and fundamental to the district's ability to provide comprehensive educational services that are accessible and innovative. Given that the district has been in stability for the past three years and has begun the 17/18 year with a reduction in the enrollment base, along with additional economic fluctuations, this continues to be a primary strategic priority and is the basis of the enrollment management plan for Foothill College. Interviews conducted on campus provided a confirmation of the commitment of the senior district staff, members of the Board of Trustees, college staff and faculty of a shared vision and common voice to address the budget concerns going forward and look for innovative practices to increase enrollments to address community needs.

Foothill College 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 in the fiscal area. Governance roles at the College 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 chancellor in resource allocation. Foothill has established committees and has integrated committees with the district to ensure that resources are distributed in an approximate 60/40 split. The program review process allows all stakeholder groups to participate in the budget process through the Operations and Planning Committee.

### **Findings and Evidence**

The college's 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. (III.D.9)

The team found during interviews with District and College administrators that since the ISER was written, the district indicates continued fiscal stability. However, there will be some modifications to the district budget in the months ahead. District and college administrators reported that the addition of the bachelor's degree has made an impact. FTES have decreased and the addition of the Sunnyvale Center has been a source of both forward motion and a challenge that they will continue to monitor.

The college uses the program review process as a source of identifying funding requisitions from the course/program level. In addition, there are processes in place to monitor the budget throughout the year, but concerns remain regarding long term planning and sustained growth in the district and the alignment with the Educational Master Plan and the college's distinct footprint. These key planning documents will assist the college in the critical months ahead. (III.D.1)

The College has in place policies and procedures that ensure that fiscal practices are followed and are transparent to the campus constituency groups. Institutional leaders present information about fiscal planning linked to the College's Educational Master Plan, Facility Plan and Technology Plan. In future planning and budget allocation, the institution uses its mission, goals, and planning documents as key guides to make fiscal decisions. (III.D.2)

Budget requests are shared through a governance process including the Operations Planning Committee (OPC), as well as the Planning and Resource Council (PaRC) and the Audit and Finance Committee. The budget requests are reviewed and ranked based on whether they meet institutional learning outcomes and core mission work group objectives. (III.D.2)

The institutions shared governance process, allows the various constituencies to participate in the development of the campus General Fund discretionary budget and program plans related to the restricted programs including Student Success and Support Program (SSSP) and Student Equity. The college's budget information is disseminated through the Operations Planning Committee (OPC) and the Planning and Resource Council (PaRC). The Board of Trustees and the Audit and Finance Committee, which includes members of the public, review any audit findings that need to be communicated to the college cabinet. The Board reviews the annual audit at a regular public meeting and uses the findings to improve internal control processes. (III.D.3)

Quarterly reports are utilized to access actual expenses versus budgeted forecasts. These are prepared for and shared with the College, District, and Board. In addition, the District also performs a fiscal health self-assessment and shares that information with various groups including the Board of Trustees and District Budget Committee. Numerous planning processes, involving a variety of shared governance committees, are in place to ensure that financial resources are allocated and used effectively. (III.D.4)

Although the college is currently in the process of completing its annual audit, the most recent completed audit did not identify any deficiencies in internal control over compliance and found that the District "complied, in all material respects, with the compliance requirements" in the California Community Colleges Chancellor's Office District Audit Manual. (III.D.5)

As outlined in the Mission Statement and Educational Master Plan, financial resources are used to support student learning programs and services. An independent audit process further confirms the accuracy and credibility of the financial information distributed by the campus. The College and District budgets are an accurate reflection of spending and they have credibility with stakeholders. All financial reports are issued and reviewed to ensure that the College employs appropriate allocation and use of financial resources. (III.D.5, III.D.6)

The district engages the services of an independent certified public accounting firm to perform annual audits of the district's financial statements, including Foothill-De Anza Community College District, Foothill-De Anza Foundation, and the Measure C General Obligation Bond Program. When appropriate, the College provides timely corrections to audit exceptions and management advice. Foothill College has had no audit findings during

the past few years. Budget and audit information is freely available to any interested parties through the District website and is disseminated to campus and District constituency groups. The College provides timely corrections to audit exceptions when they exist. There were no audit findings in fiscal year 2012-13, 2013-14, 2014-15, or 2015-16. (III.D.7)

The team found that all financial reports are issued and reviewed to ensure that the College employs appropriate allocation and use of financial resources. The Audit and Finance Committee of the Board of Trustees oversees the district budgeting processes and reviews the annual budget, audit statements, 311, bond reports, financial self-assessment, and any other applicable financial information. Foothill reviews its internal controls on a regular basis. In addition to the annual audit, the District also has an external audit firm conduct performance audits targeting select areas for internal control improvements. The annual audit also examines the long-term debt of the College and tracks the debt issued and repayment obligations. The District performs a fiscal self-assessment to review the various fiscal and internal control components related to the fiscal health of the District. The College/District meets the 5% minimum cash reserve; the team reviewed district audit documentation to confirm the status of the cash reserve. (III.D.8, III.D.9)

During the teams review of the ISER, the team found a number of places where grants and external funding sources are reviewed by staff and committees, however it is unclear how the reporting streams intersect. During the team visit the team reviewed the “thread” of how this process works among the various committees and how the reports are generated to the Cabinet, to the President and the Chancellor. The College base is decreasing by 500 FTE this year, thus changing the enrollment planning strategy, there is little evidence of discussion under the analysis regarding how this will impact the future fiscal picture of the college. The committee used various planning and source documents, including audit reports and the Annual Financial Report to provide a comprehensive picture. (III.D.10)

Allocations have been made to fund and sustain Other Post-Employment Benefits, debt instruments and ensure the short and long-term solvency of Foothill College. Although the college is in stability, there is evidence of adequate fiscal plans in place to reduce the dependence on reserve dollars (which is currently well above the 5% minimum required) to reach the goal of no structural deficit as of 2019. (III.D.10, III.D.11, III.D.12, III.D.13) (III.D.14)

Foothill College provided evidence that indicates a monitoring of short-and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, that are used with integrity in a manner consistent with the intended purpose of the funding source. This includes 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. (III.D.14, III.D.15)

## **Bachelors Degree**

The team found that the financial resources allocated to the BSDH program are sufficient to support the program. During team interviews with college faculty as well as college and district administrators, they reported they are consistently monitoring the BSDH program impact on the financial resources that have been allocated to ensure the stability of the program. The team found that the strategic plan for the BS in Dental Hygiene program and the program review process allows department faculty and administrators to submit requests for equipment, additional faculty, staff and services to the division dean who then prioritizes these requests and subsequently makes recommendations to the Planning and Resource Council (PaRC). During interviews with the college president, the team found that the college is dedicated to maintaining a high-quality BSDH program for all students currently enrolled and those who will enroll in the future. (III.D.1, ER18)

## **Conclusion**

The College meets this standard.

## **Standard IV Leadership and Governance**

### **Standard IV.A Decision Making Roles and Processes**

#### **General Observations**

The Foothill-DeAnza Community College District governance structure includes a Board of Trustees comprised of five at large members who are responsible for the oversight of two colleges one of which is Foothill College. This governance structure also includes the Chancellor of the District and the presidents of each of the two colleges in the district. The president reports directly to the Chancellor. The Board establishes policies consistent with the Colleges mission. Foothill College recognizes and uses the contributions of all stakeholders throughout the institution to promote student completion and success, sustain academic quality, integrity, fiscal stability, as well as the continuous improvement of the institution. Governance roles are clearly defined in Board policies. Interviews with the Chancellor, and the Chancellors cabinet, Board members, as well as the College President and the president's cabinet demonstrate that the policies in place are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Governance structures in place at the District level support the college through the Chancellor's Advisory Council. This Council provides college constituents the opportunity to participate in district-level decision making processes.

#### **Findings and Evidence**

Interviews with the president and members of the President's cabinet revealed that despite the short tenure of several cabinet members and some administrators, they expressed appreciation for the supportive, creative and cooperative environment that was emerging on campus. The college ISER reflects the teamwork that led to the completion of a comprehensive report in the midst of a change in leadership at the college. As part of the participatory governance process several committees are tasked with initiating, reviewing, and implementing the recommendations deemed to improve college programs and services. Team interviews with staff members and students revealed that encouragement and support from those in cabinet level positions spurred the actions of committee members, no matter what their role to share their ideas for improvement and collaborate to develop action plans leading to implementation. (IV.A.1)

The team reviewed minutes from several participatory governance committees that show broad involvement of the campus community. The committees include the Planning and Resource Council, Operations and Planning Committee, the Program Review Committee, Chancellors Advisory Council and the district Diversity and Equity Advisory Committee. Input from students is also included in the governance process as minutes revealed. When ideas for improvement have policy or significant institution-wide implications, participative processes are used to assure that implementation of changes is effective. For example, during an interview with the college president, the Team noted the college is currently reviewing the committee structure to determine how the college might gain a more focused approach to planning. During the first campus forum held during the teams' visit, staff members commented on the change in the environment, since the arrival of the new president. Staff comments about the spirit of collaboration among faculty and staff in the "service of students" was a frequent comment. During one team member's visit to an Inter Club Council

meeting, students received information from two faculty members about upcoming workshops and programs in the STEM area. Students were encouraged; by the faculty members to engage with program activities to enhance their knowledge about STEM even if STEM was not their chosen major. Brief comments by the Vice President of ICC revealed that students are actively engaged in campus activities that help college leaders observe and where necessary recommend changes that lead to institutional excellence. Additional team meetings with the president, and random meetings with students found that the president is visible and students recognize efforts by college leadership to strive for excellence. This is a broad effort that will engage participants from all areas of the college. (IV.A.1)

The team confirmed that District has established and implemented several policies and procedures authorizing administrators, faculty, staff and students the opportunity to participate in decision making processes with implications for college and District governance. For example, a review of Board policy 2223 describes the Board's granting authority to the faculty in the areas of curriculum, general education and program specific degree and certificate requirements. Minutes from the Academic and Professional Matters Committee, which is co-chaired by the Chancellor and the District Academic Senate president indicate items for discussion include those that may have district wide policy implications as well as those that may be specific to the college. (IV.A.2, IV.3)

In addition, Board policy 2224 provides a clear definition of the role classified staff play in the governance of the college and how this constituency group will use its voice in the review of institutional policies, planning, and budget related to their area of expertise. Board Policy 2220 also describes the advisory role that faculty and classified staff plan when working together on matters related to the function of the college and the District. One example of how these policies are implemented is demonstrated by a review of minutes from the Foothill College Planning & Resource Committee. This Committee serves as the Colleges primary participatory governance group. Other participatory governance groups and their roles in the planning and resource allocation process activities are also clearly identified. During interviews with administrators, faculty, staff and students, they reported that they feel a part of the processes and they feel that their voices are heard. During interviews with the PaRC chairs who represented faculty, administration, and staff they reported that broad participation was solicited during the work to revise the college mission statement. (IV.A.2, IV.A.3)

The Team confirmed that the colleges Curriculum Committee, (CCC), which is a subcommittee of the Academic Senate is charged with the responsibility to establish and approve college-wide curriculum policies. The process for review of curriculum matters and the division of responsibilities is defined by the Curriculum Committee. The Board of Trustees approves, on a routine basis, all courses and programs. Faculty and academic administrators, through established policy and procedures, and through well-defined structures, such as the College Curriculum Committee, and the Division Curriculum Committee illustrate the college's commitment to consistent improvement in student learning. (IV.A.4)



Policies adopted by the Board of Trustees include relevant perspectives in the governance of the College and District. For example, evidence indicates that decision making about the Bachelor's degree program, and the services to support the program are aligned with the expertise and responsibility, and timely actions for curricular change of the faculty and administrators in this area. Further, membership on participatory governance committees is all-inclusive with appropriate councils and all levels of staff including students. The role of students, classified staff, faculty and administrators are described on the college's website, in the College Governance Handbook the Chancellor's Advisory Council, Planning and resource council, Academic senate and other committee's review of minutes and summaries from committee meetings, demonstrate an inclusive decision-making process for all stakeholders. (IV.A.5)

The team found that the college's handbook on governance, which is made public, describes the decision-making processes related to planning and resource allocation and defines the role and authority of each constituent group. The board policy and administrative procedure manual also provides direction for the same groups. Minutes from meetings as well as other documents related to decision making are available online, and distributed via email to campus constituents. In addition, a review of evidence indicates that the college uses a resource request rubric for allocation of resources, which is critical for planning and transparency. Nevertheless, the team found that while the college understands the critical nature of communication, broadly and clearly, in a recent survey conducted during the development of the ISER, results indicate that only 47% of campus constituents agree that there is effective communication at the college and only 40% feel that there is effective communication between the college and the district. Accordingly, the college, in collaboration with the district, has embarked upon a campaign to develop and implement strategies to improve the communication process. A visiting team member interview with the president revealed a commitment to educate the campus community about the decision-making processes, and include a detailed report from the president about college governance processes. The president's report would be included in the already distributed Presidents Communicate. The team also found that administrators and staff are aware that communication is critical for ensuring decisions are made that are inclusive for all governance groups and clearly demonstrate that all stakeholder's concerns are being addressed. (IV.A.6)

Evidence reviewed by the visiting team indicate that the college conducts an annual governance survey each spring to determine the integrity and effectiveness of the colleges governance and decision-making policies, procedures and processes. Additionally, minutes from the Planning and Resource Committee show that this is an annual process that includes institutional effectiveness indicators. The college used a newsletter titled Fusion to disseminate information about the survey within the college. The last survey was conducted in 2015-2016 and results from the survey were used by the Planning and Resource Council to develop a college-wide agenda for improvement. Further, results indicated that college personnel are aware of the evaluation process that occurs annually, yet they are not informed about the results of this annual evaluation. A team member interview with the president indicates a commitment by the president's cabinet to ensure that future results of this survey is broadly communicated to college constituents. (IV.A.7)

## **Bachelor's Degree**

Interviews with the Curriculum Chair, and the Department Chair for the Dental Hygiene Bachelor's degree program indicates that in the development of the curriculum for the Bachelor's Degree Program in Dental Hygiene, faculty and administrators had responsibility for the planning, implementation and assessment of the curriculum, as well as student learning programs and services related to the support of the program. In addition, development and review of curriculum for the bachelor's degree followed the same approval process as other programs. (IV.A.4)

## **Conclusion**

The College meets the Standard.

## **Standard IV.B Chief Executive Officer**

### **General Observations**

Primary responsibility for the operation of Foothill College is delegated through the Foothill DeAnza Board of Trustees. The Board delegates full responsibility and authority to the Chancellor who in turn delegates responsibility and authority to the president of the college. The president operates the college to ensure institutional effectiveness in the quality of programs and services is consistent. The president provides leadership and is actively engaged in furthering to the Planning and Resource Committee. A review of planning documents such as organizational flow charts, program review documents; rubrics to facilitate the prioritization process, the Integrated Planning and Budget Governance Handbook, and PaRC minutes demonstrate a comprehensive process dedicated to improving outcomes in support of student success and completion.

A team member's interview with the president indicates that the resource allocation process is discussed on a regular basis and while there may not be changes to the actual procedures, at this time, evidence indicates that discussion occurs on a regular basis. In addition, to the college president, members of the president's cabinet as well as other management staff participate in discussions on enrollment management and how to increase FTES. The president delegates authority to administrators and others consistent with their responsibilities.

### **Findings and Evidence**

Evidence indicates that through Board policy 2430 authority is delegated through the Chancellor to the president for the administration of the college. Additionally, board policy 2600 designates that management positions have responsibilities for formulating and implementing policies within the district. The president provides leadership and guidance to facilitate the efficient and effective administration of all colleges programs and services. Areas of responsibility include instruction & institutional research; finance & administrative services; student services and workforce development. Minutes from the PaRC reflect participation among management team members for student success; operations planning; program creation, program review, and responsibility for decisions in their area of responsibility as well as recommendations for improvement in processes to the president. The student equity plan also demonstrates the president's role in overseeing the governance process by encouraging participation from all stakeholders within the college governance structure. (IV. B.1, IV.B.2, IV.B.3)

The team found that through an established collegial process the president creates an environment that supports institutional improvement of the teaching and learning process. The president oversees the creation of college goals that are detailed in the Integrated Planning and Budgeting Governance Handbook. A review of the mission statement indicates alignment with the Educational Master Plan. With the president's oversight, the planning process is data driven to ensure proper focus for improved learning outcomes for students. A review of the resource allocation process also indicates that resources are allocated using data and then the distribution of the resources is prioritized. Board policy 3250 requires the chancellor to implement comprehensive, systematic and integrated planning that incorporates

participatory governance representatives. The college's Planning and Resource Committee develops and maintains a calendar that outlines when accreditation, planning, resource allocation, program review, ILO's and SLO's are due in a fiscal year. Evidence indicates that the Educational Master Plan, recently revised was presented to the Board of Trustees at a study session on February 8, 2016. This plan outlines the goals and assessment process to facilitate the college's movement towards goals to provide appropriate educational opportunities for all students now and in the future. The participatory governance structure allows for values, goals and priorities to be discussed and agreed upon with the participation of all stakeholders. (IV.B.3)

Evidence indicates that despite the short tenure of the current president primary leadership for accreditation, including providing guidance to assure compliance with accreditation requirements is demonstrated on a regular basis. By empowering faculty, administrators and staff in the accreditation process the college has been able to establish a learning environment that supports all students' needs and provide quality educational opportunities. A team member interview with the president indicates that the president is working to assure that college practices are consistent with the colleges mission and policies including the effective control of budget and expenditures. Face to face, meetings as well as website and email communications are used by the president to provide up to date information on the progress of accreditation and all areas of planning at the college. The president also uses the website to provide information about decisions and processes to internal and external constituents to ensure that campus constituents fully understand the responsibility of their participation and that the campus community is informed about the expectations well in advance of any final action. The president also holds regular meetings with cabinet members, Administrative Council, and leaders of various constituent groups. (IV.B.4, IV.B.5, IV.B.6)

The president reported to a member of the visiting team that as a member of the Chancellor's Cabinet, the Chancellor's Advisory Council and the Academic and Professional Matters Committee, and an attendee of meetings of the Board of Trustees, she is committed to learning about all college and District policies. The president is engaged with the process for developing policies and administrative procedures that govern the district and keeps abreast of new regulations and data trends to help facilitate good decision making. (IV.B.6)

### **Conclusion**

The College meets the Standard.

## **Standard IV.C Governing Board**

### **General Observations**

The Foothill-DeAnza Community College District Board of Trustees is comprised of five at-large members who are responsible for oversight of two colleges, including Foothill College. The Board establishes policies that are consistent with the College's mission. The Board reviews Foothill College's educational programs as part of its authority given through Board policy. The Chancellor of the District executes policies and procedures and provides oversight to the needs of the operations of Foothill College through the College President who reports directly to the Chancellor of the District.

The District also supports effective governance through a district-wide committee, Chancellor's Advisory Council (CAC), that ensures constituency governance roles and voice in institutional policy and District/College planning. Participatory governance process is the primary method through which all college constituents participate in the district-level decision-making process.

As part of the evaluation process, the team interviewed representatives from multiple College and District constituency groups as well as four at large Board members and two student trustees.

### **Findings and Evidence**

The District's locally elected Board has the authority over and has adopted the necessary policies to assure the proper operation and the financial stability of the District. The board has adopted a policy manual that outlines its role in assuring academic quality and fiscal stability. More specifically, Board Policy 2200, Board Philosophy, Mission, Roles, and Responsibilities, clearly outlines the duties and responsibilities of the Board. This policy is quite detailed and includes a separate mission statement for the Board specifically, detailed responsibilities concerning the Board's leadership, oversight, and representation, and expectations for Board conduct, performance, and statutory responsibilities. This extensive policy assures effective oversight of academic quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the College. Board policies are available on the District's website (IV.C.1).

Board Policy 2200 includes the Board pledge to "work together on behalf of our community" and to "work with fellow Board members in a spirit of harmony, respect, and cooperation." All board members support decisions made by the Board and act in a respectful manner in all interactions with the administration, the public, and students. Through interviews, the team confirmed that the Board not only meets the standard but exceeds it. Nearly all of those individuals interviewed spoke to the Board's professionalism, respect for one another, preparation, and poise. The Board was consistently described as stable, well-functioning, and effective. When asked, those interviewed could only recall two instances of split votes in the last 11 years. In each case, the Board was able to discuss the issue, disagree, vote as they believed, and move forward. They noted that there were no lingering, negative impacts from the disagreement and saw disagreements as a natural part of critical inquiry and oversight. (IV.C.2)

Three Board policies provide evidence of the Board’s responsibilities for selecting and evaluating the chief executive officer of the District. First, Board Policy 2200 includes language that the Board is responsible to “appoint, support, and evaluate” the Chancellor. Board Policy 2431 codifies that responsibility, while Board Policy 2435 calls for annual evaluations of the Chancellor of the Board. The Board hired a new Chancellor in 2015 and followed its established policy in that regard. The Board and the Chancellor mutually agree on criteria for the Chancellor’s evaluation, and evaluations of the Chancellor are calendared as closed session items February and August of each year. Interviews with both the Chancellor and the Board confirmed that these candid conversations were occurring as described (IV.C.3).

The Board goes to great lengths to ensure that both public interest and the College itself are protected from undue political pressure. Board Policies 2310 (Regular Meetings of the Board), 2340 (Board Agenda), 2345 (Public Participation), and 22350 (Speakers) ensure that the public has ample opportunities to request information, share concerns, or participate in the Board’s meetings. Additionally, the board has codified the participation of students, faculty, and classified professionals in the participatory governance processes (Board Policies 2222, 2223, and 2224). The team learned that the Board takes great care to ensure all constituent and public voices are included as part of its operation of the District, and has even granted student trustees advisory voting privileges (IV.C.4).

Board Policy 2200 and the District’s Strategic Plan (which was approved by the Board in March, 2017) demonstrate the Board’s commitment to ensure the quality, integrity, and improvement of student learning programs and services. The Board monitors the financial integrity and stability of the District in accordance with state and federal laws and regulations as described in Board Policy 3000, Principles of Sound Fiscal Management. In Board Policy 6401, the board established an Audit and Finance Committee which includes two board members and four members from the community. The Board has also established a Citizens’ Bond Oversight Committee through Board Policy and Administrative Procedure 6740 who provides oversight of bond expenditures. The team learned that these advisory groups provide valuable feedback to the Board and do not interfere with the operation of the College. The Board members explained that the Audit and Finance Committee in particular allows the District to benefit from the special expertise of individuals in the community. Additionally, it was clear to the team that the Board’s main priorities were student learning, success, and equity as well as fiscal stability (IV.C.5).

Chapter Two of the Board’s Policy Manual includes 15 Board Policies which prescribe the Board’s composition (2010), roles and responsibilities (2200), elections (2100), meeting protocols (2310, 2315-2365), and organizing principles (2305, 2410). All Board policies are available on the District’s website. The District is in the process of converting to the Community College League of California’s (CCLC) policy structure. The Board has participatory governance structures for the review and revision of Board Policies and Administrative Procedures as specified in Board Policy 2410. In addition to these policies, the Board annually reviews and adjusts its Board Priorities and Legislative Principles. The team found that these priorities and principles assure that the Board is current and is able to effectively advocate for the District and the College. Through interviews, the team validated

that the Board acts in a manner consistent with its policies and bylaws. However, there is no regular schedule for the evaluation of policies, and those interviewed explained they review policies on an as-needed basis (IV.C.6, IV.C.7).

The Board monitors student performance through the review of College plans and their associated metrics, including institution-set standards. For example, each August, the Board reviews the College's Student Success Scorecard. The Board also approves the District Strategic Plan, the College's Student Success and Support Program Plan, and the Colleges Educational Master Plan and annually examines institutional effectiveness goals related to student performance (IV.C.8).

The Board has an ongoing program for Board development that includes regularly scheduled study sessions, attendance at conferences and workshops related to effective trusteeship and advocacy, and a comprehensive new trustee orientation which is codified in Board Policy 2740 (Board Education). The District maintains records of each trustee's professional development activities. As prescribed in Board Policy 2100 (Board Elections), trustee elections are staggered to ensure continuity of Board membership.

In November 2016, two new members were elected to the Board. The team confirmed that the Chancellor provided an effective orientation for the new Board members which included materials and training from the Community College League of California (CCLC) and meetings with herself, the Vice Chancellors, and other College and District personnel. Consistent with IV.C.2, the Board was able to smoothly acclimate the new Board members into their roles and reported that there was no disruption with the change in Board membership.

With respect to professional development, the Board explained that they also serve on the board or as a representative of state and national agencies, including the Community College League of California Trustees (CCCT) and the Association of Community College Trustees (ACCT). The Board was also proud and appreciative of the fact that faculty and staff also served in leadership capacities in other statewide organizations which helps keep the Board informed and current (IV.C.9).

The annual process for Board self-evaluation is codified in Board Policy 2745 (Board Self-Evaluation). Criteria included in the self-evaluation include individual and collective performance related to the Board's philosophy, mission, and ethics statements as well as the identification of strengths, weaknesses, and strategies for improvement. The team confirmed that the Board regularly conducts its annual self-evaluation and makes public the results of that evaluation each July (IV.C.10).

Board Policies 2355, 2710, 2715, 2716, and 2717 regulate how trustees are to conduct themselves in an appropriate and legal manner, as well as follow the Brown Act. Individual trustees annually complete a Conflict of Interest form to avoid any potential conflict of interest. Board Policy includes corrective action for dealing with behavior that violates the policy. None of the District Board members have employment, family, ownership, or other personal financial interest in the District and do not have family members working for the

district. The team confirmed that no violations of the policies have occurred, and the policies do prescribe courses of action for dealing with errant behavior (IV.C.11).

The Board has adopted and complies with Board Policies 2430, 2432, and 2435 that delegate administrative and operational authority to the Chancellor and follows a process that holds the Chancellor accountable through annual performance evaluations as well as ongoing communication (IV.C.12). During interviews with multiple constituent groups, the team found no evidence of Board members interfering with the Chancellor's operational control of the District.

Through Board Policy 3200 (Accreditation), the Board ensures that the Chancellor keeps the Board informed about all matters of accreditation. Trustees were provided the Commission's Guide to Accreditation for Governing boards, designated a trustee as liaison to the Accreditation Steering Committee, and reviewed and approved all College reports submitted to the Commission. With respect to this self-evaluation the Board was involved in study sessions on all aspects of accreditation on August 29, 2016 and February 6, 2017. Additionally, the Board uses the accreditation standards in its self-evaluation (IV.C.13).

### **Conclusion**

The College meets the standard. The Board for the District has requisite policies and practices in place to assure that quality student learning, success, and achievement are occurring and that the District is fiscally viable. The Board has an excellent reputation among constituent groups, and those interviewed expressed appreciation and gratitude for the professionalism, teamwork, and stability that the Board consistently displayed.



## **Standard IV.D Multi-College Districts**

### **General Observations**

The Foothill-DeAnza Community College District (FHDACCD) is comprised of two colleges: Foothill College and DeAnza College. The Chancellor is the chief executive officer of the District and reports directly to the Board of Trustees. The College Presidents report directly to the Chancellor. In total, the District has several district-wide councils and committees led by vice chancellors and individuals who report directly to a member of the Chancellor's Cabinet. District and College administrative staff, faculty, classified staff, and students engage in District-wide participatory governance. All district-wide governance councils and committees undergo an annual process of comprehensive evaluation.

The District engages in an annual update of the Delineation of Function Map. The map describes and communicates the operational responsibilities and functions between the district and the Colleges, providing clarity for all College constituencies.

The District has a budget process delineated in Board policies that support allocation and reallocation of resources to ensure the sustainability and effectiveness of the Colleges. The District funds the Colleges based upon each entity's proportional share of the District's FTES target.

### **Findings and Evidence**

The Chancellor has worked at the district for more than 30 years in multiple capacities and was appointed Chancellor in July, 2015. The Chancellor establishes and communicates expectations about educational excellence and integrity in a number of ways. First, the Chancellor addresses the entire District at each Opening Day event, bringing all constituent groups together to discuss plans and goals for the academic year. Next, the Chancellor works closely with the Chancellor's Advisory Council (CAC), the main participatory governance body at the District. Membership in CAC includes students, staff, faculty, and administrative departments. A third way the Chancellor provides leadership is through Chancellor's Cabinet where discussion around functional alignment between the Colleges and the District occurs on an ongoing basis. Finally, the Chancellor calls periodic meetings with all administrators and supervisors and senior administrators from both Colleges and Central Services to discuss district-wide concerns. The Chancellor has established, regularly reviews, and communicates clearly defined roles and responsibility of the Central Services departments through the Delineation of Function Map. The team validated these activities through a review of evidence provided by the College and validated through interviews with representatives from multiple constituency groups (IV.D.1).

The Chancellor uses the District's organization structure and the Delineation of Function Map to delineate, document, and communicate the operational responsibilities of the District from those of the Colleges. The College presidents are held accountable for College operations through regular meetings with and evaluations by the Chancellor. The Chancellor assures the Colleges receive effective and adequate services through a Central Services structure which includes the Chancellor's Office, Business Services, Human Resources and Equal Opportunity, and Educational Technology Services. All offices within Central Services

participate in annual evaluation activities such as an Administrative Unit Review, annual reports, and a Sound Fiscal Management Self-Assessment (business Services). As a result of interviews, the team was provided with examples from Human Resources and Educational Technology Services of service improvements resulting from college feedback. The first example, Human Resources, involved a reshaping and refocusing of training for equal opportunity (EO) officers on hiring committees. Rather than relying only on Human Resources staff, the District has expanded its pool of trained representatives to include faculty and staff and has revamped its processes to ensure greater inclusion of individuals in the applicant pools. The other example provided was a shift in the reporting authority of College research staff. Rather than reporting to the Vice Chancellor of ETS, the College researchers now report to their respective Vice Presidents of Instruction on their campus. This ensures that College research needs receive the appropriate prioritization locally and can meet College needs for data and information (IV.D.2).

The District has Board Policies and Administrative Procedures that guide the allocation of resources to support the effective operation and sustainability of the Colleges and the District. The Vice Chancellor of Business Services holds District authority to supervise, administer, and ensure adequate controls to comply with all laws and regulations regarding the financial status of the District. Board Policies and Administrative Procedures delineate the roles, responsibilities, and process of budget development (more specifically Board Policies 3000, 3100, and 3112). The annual resource allocation is based primarily on the state revenue apportionment funding, state restricted funds, and all federal, state, and local grants and contracts in the fiscal year. The District's resource allocation formula is used in the development of the annual budget and provides effective control of expenditures. College FTES targets are translated into FTEF funding for each institution. The Colleges and Central Services departments are responsible for resource allocation within their areas of responsibility according to their own operational needs, planning documents, and the Resource Allocation Formula.

The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit or bond construction programs, year-end balance and open-order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets. The District website has detailed monthly expenditure reports for the District and the Colleges to assist with tracking, monitoring, and maintaining budgets, financial commitments, and expenditures. The Colleges and District financial reports are reviewed by staff and are submitted to the Board. Evidence in the self-evaluation report illustrates that College presidents have full responsibility and authority to conduct their work without interference from the Chancellor. College Presidents have full authority in the selection and evaluation of their staff and management teams.

During interviews, the team learned that constituents believed the allocation of resources between the colleges was consistent and fair. The formula for resource allocation has remained unchanged for a number of years and has only ever fluctuated by one percent. Additionally, the team learned that each College is able to retain whatever categorical monies

are allocated to it through state formulas. Those interviewed commented that although the formula is consistent, it is sometimes altered to factor in current conditions and the formula is not a point of contention at the College (IV.D.3)

Board Policies 2430 (Delegation of Authority) and 3100 (Organizational Structure), designate authority from the Board to the Chancellor, who then delegates authority to the Presidents. College Presidents are held accountable for the performance of their Colleges by the Chancellor, the Board, and the Communities they serve. The Chancellor expects that College Presidents adhere to all District policies and that communication between the Colleges and the District be thorough and regular. Through interviews, the team confirmed that the Board of Trustees does not interfere with the Chancellor's leadership of the District, nor does the Chancellor interfere with the College President's leadership of the college. Communication between the Chancellor and the President occurs in many forms, including regular meetings of Chancellor's Cabinet and the Chancellor's Advisory Committee (IV.D.4).

The District adopted a Planning Cycle to illustrate the planning processes of the District and intersection with the Colleges. The mission and goals of the Colleges create the framework from which the District mission and goals are derived. This "College centric approach" ensures alignment with the goals articulated in the College's educational, facilities, and strategic master plans. Those individuals interviewed confirmed that multiple stakeholders are involved in the development of strategic plan goals, operational planning, budget development, and continuous improvement (IV.D.5).

The District demonstrates strong communication and ensures effectiveness by employing a variety of methods of two-way information sharing. The District's primarily participatory governance group is the Chancellor's Advisory Council (CAC) which includes all constituent groups from both Colleges. From there, information flows through four key advisory committees (District Diversity and Equity Advisory Committee, Budget Advisory Committee, Human Resources Advisory Committee, and Educational Technology Advisory Committee) before moving to the College-specific participatory governance processes councils. In addition to CAC, Chancellor's Cabinet, all administrators and supervisors, and district senior administrators meetings also support the flow of information critical to decision making and effectiveness. The team verified that meeting minutes and agendas for the District governance councils and committees are available on the District website. Presentations, campus meetings, and reports provide additional avenues of communication. Some of the individuals interviewed expressed a desire for the Chancellor to more formally report out discussions and decisions from Chancellor's Advisory Committee to the campus, noting that members of CAC have a shared understanding at the time of a particular meeting, but the information gets filtered through individuals' perceptions when reported back to the Colleges. Thus, information from CAC may sometimes be only partially correct. However, the team noted that CAC agendas and minutes are posted on the District's website.

The District makes strong use of electronic media to support effective communication. The District's website is maintained with current information from each of the District's primary services. Email is used to provide regular updates from the District's service areas. Social

media is used to communicate with members of the public as well as District employees and students.

Still, results from the Employee Accreditation Survey indicate that only 40% of respondents agreed that there is effective communication occurring. However, the survey had a relatively small number of respondents, with most items having less than 100 responses. Comments in the survey addressed employees who received too much email, noting it was difficult at times to sort through the information. The employees expressed a desire for more “snap shot” types of communicate and an information management plan. During interviews, the team found that the College employees felt that communication had improved under the new President, but added that the Chancellor could communicate a little more frequently (IV.D.6).

The District evaluated the Delineation of Function Map and the District Strategic Plan as part of the preparation process for accreditation and surveyed employees and these functions and processes. District services also complete annual Administrative Unit Reviews during which they establish goals for the coming year and update progress on prior year goals. When asked about the College’s participation in those District evaluation activities, the team was told that it occurs through the participatory governance bodies (e.g., Chancellor’s Advisory Council). It should be noted that the College has included a project in the Quality Focus Essay (Project II) to review and redesign the participatory governance structures. The District might benefit from involvement in a similar activity to clarify the College’s role in the evaluation of District services (IV.D.7).

### **Conclusion**

The District meets the standards. The Chancellor has established the delineation of functions and responsibilities between the District and the Colleges. Participatory governance structures include representatives from constituent groups at both Colleges, and District goals and plans are derived through the Colleges’ goals and plans, thus creating a natural alignment. There are multiple avenues of communication between the district, and the efficacy of District Services are reviewed and adjusted to meet the needs of the Colleges.