



STANDARD I:

Mission, Academic Quality &
Institutional Effectiveness, and Integrity

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

Standard I.A - Mission

Standard I.A.1

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

Evidence of Meeting the Standard

The Foothill College mission states:

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

[Approved by Planning & Resource Council (PaRC) in April 2017]

[Approved by Board of Trustees in May 2017]

This statement reflects the institution's broad educational purpose, emphasizing its focus to attain equity in the achievement of student outcomes for all California student populations. As part of the California Community College system, Foothill College is committed to empowering and preparing students to re/entering the workforce, enhancing basic skills development, conferring certificates and degree, and preparing for transfer to four-year institutions. The current statement also identifies the types of degrees and credentials available to students, highlighting the recent addition of a bachelor's degree in dental hygiene. The mission statement is a flexible document that undergoes regular review to ensure its currency.

In this accreditation cycle, the Foothill College mission statement underwent three revisions in 2013, 2016, and 2017. The initial mission review in 2013 was scheduled as part of the accreditation planning calendar [L.A-1]. In that review, the Planning and Resource Council (PaRC) recommended a mission statement that continued the College's focus on diversity/equity and community for students seeking transfer as well as career opportunities. The second review was prompted as part of the three-year review process and served to align the mission statement to the three identified institutional goals (Equity, Community, Improvement and Stewardship of Resources) that emerged from the updated Educational Master Plan (EMP). The 2017 review occurred to reflect the addition of the dental hygiene baccalaureate program.

The 2016 mission revision was approved in conjunction with the development of the updated EMP, as feedback from the community in spring 2015 suggested a revisit of the mission statement was appropriate for alignment [L.A-2]. The feedback, grounded in student and program data, resulted in robust discussions about College goals. That review resulted in the PaRC approval of a revised mission statement that brought back some of the previous language but continued the focus on equity and community. Environmental scan data was presented that reviewed the College's student populations [L.A-3].

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

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

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

During the six-month substantive change visit for the dental hygiene bachelor's degree program in February 2017, the team recommended, "that the College review the mission statement and ensure it includes offering a B.S. degree as part of the mission." Given that mentioning the types of awards does add some clarity for some constituents, and the Accrediting Commission for Community and Junior College (ACCJC) standards specifically mention these terms, PaRC once again decided to review the mission statement. During this discussion it was decided in spring 2017 to add the sentence: "Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene." Figure 36 summarizes the recent changes to the mission statement.

FIGURE 36:

Recent Changes to the Foothill College Mission Statement

2011 Self-Study

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

May - June 2013

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

February 2016

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

May 2017

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student population and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene. [[I.A-4](#) (Planning and Resource Council (PaRC) Meeting Minutes, April 2017; [I.A-1](#)]

Additionally, as Foothill College considers its mission statement in relation to the accreditation standard, the current mission statement is mapped to demonstrate its broad educational purposes, its intended population, the types of credentials conferred, and its commitment to learning and achievement. See Figure 37 with the mission statement annotated with ACCJC Standard IA.

FIGURE 37:

Foothill College Mission Statement Annotated with ACCJC Standard I.A.1

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

Legend

- Institution's broad educational purposes
- Institution's commitment to student learning and student achievement
- Institution's intended student population
- Types of degrees and other credentials institution offers

As part of the mission statement revision process, the College vision statement was also reviewed. In fall 2014, PaRC approved a revised vision statement, which continued to focus on the themes of equity and community:

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

[Adopted by Planning & Resource Council (PaRC) in Fall 2014]

As part of this process there was a robust discussion about the differences between the mission and vision statements (see Figure 38). The information below was shared with PaRC in fall 2015 [\[LA-5\]](#).

FIGURE 38:

Mission Statement Review Background Information

A Mission Statement:

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

A Vision Statement:

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

As a result of the participatory governance discussion, a summary of themes emerged—themes that continue to influence the College’s planning documents and processes:

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

The institutional commitment to students, as reflected in the mission statement, is periodically evaluated to determine whether students agree with this interpretation. The student accreditation survey results in spring 2016 indicated that the vast majority of student respondents (92%) strongly agreed or agreed that “the mission of this College describes its broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement” [\[LA-7\]](#).

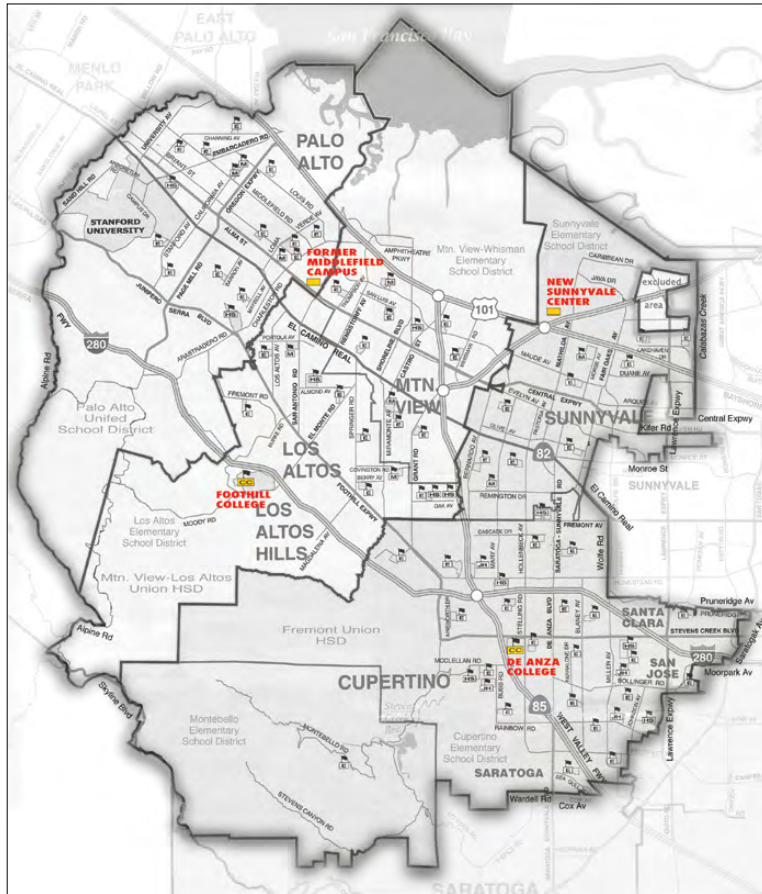
Foothill College's international students (about 1,000 students representing about 8% of credit headcount in fall 2016) live primarily in Santa Clara County [L.A-8]. The International Student Program (ISP) supports the College institutional learning outcome of community/global consciousness and responsibility as well as the EMP goals of equity, community, and resources. ISP also works toward the goal of enabling all students to become global citizens. Foothill College brings the world to students, equipping both domestic and international students with a global skill set and cultural competency. In the process, Foothill has become a leader in international education and is currently listed #11 in the nation for the number of international students at the associate's degree level according to the International Institute of Education's 2016 Open Doors report [L.A-9].

Online students now represent about 30 percent of total credit enrollment [L.A-10]. Many of these students are also enrolled in an on-campus course at the College [L.A-11]. Data shows that most of the online students are from Santa Clara County and the Bay Area [L.A-12]. Online enrollment also comes from around the state—for example, Los Angeles, San Diego, and San Luis Obispo [L.A-13]. Foothill seeks to serve students and empower them to achieve their goals as members of the workforce, as future students, and as global citizens—and thus, offers a variety of courses online. The College's online courses provide access to education for students, some of whom may not have the opportunity to enroll in face-to-face courses, thus fulfilling the institution's mission statement and educational master plan goals.

As the College's mission statement (and Educational Master Plan) focuses on increasing access and success for underserved students in careers and transfer pathways, this emphasis informed the College's selection and development of the Sunnyvale Center [L.A-14]. The transition of the center from the Middlefield location in Palo Alto was supported by the changing demographics in terms of areas of projected population growth. Additionally, the Sunnyvale Center's location in Moffett Business Park, a dynamic and growing part of Sunnyvale with access and proximity to key employers in the region, can facilitate partnerships with business and industry to better prepare students for the workforce. The map on the next page provides a visual demonstrating the geographic location and boundaries of the College, center, and district as they are situated in Silicon Valley.

FIGURE 39:

FHDA District Boundaries



Bachelor's Degree

The bachelor's degree is explicitly mentioned as part of the Foothill College Mission Statement. In addition, the Dental Hygiene program is consistent with the College mission statement focus on career preparation. Foothill College has a long history of serving students in the areas of career preparation and enhancement, offering a range of allied health and other CTE programs. The new baccalaureate degree serves the community by providing career preparation demanded by practitioners in the field [[I.A-15](#), [I.A-16](#), [I.A-17](#)].

Analysis and Evaluation

Foothill College meets the Standard and Eligibility Requirement 6. The Foothill College mission is aligned with the California Community Colleges by offering appropriate associate degrees and certificates, transfer pathways, pre-collegiate offerings, workforce, career and technical education. The mission statement addresses the College's educational purpose, defines its student population, demonstrates a commitment to student learning and achievement, and addresses the types of degrees awarded. The College has used data and dialogue to inform revisions to the mission statement to keep the College focused on its goals. The College mission shows the institutional commitment to student learning and achievement, with student success as the direct objective of all the programs and services at the institution.

Standard I.A.2

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

Evidence of Meeting the Standard

The Foothill College mission statement revision in 2016 occurred after community input and data analysis related to the development of the College's Education Master Plan (EMP) and the institutional goals identified within that document. As part of the institution's process, the College regularly reviews data to see how it is working toward and meeting its mission. Examples of data considered include: reporting out the results of the annual Student Success Scorecard to the Board of Trustees, program review data, Institutional Effectiveness Partnership Initiative (IEPI) institutional goals, and ACCJC Standards all presented to the Planning and Resource Council (PaRC) and discussed in multiple participatory governance settings [I.A-18]. These data include an examination of student demographics, course success and achievement rates, transfer and degree attainment, employment rates, as well as licensure passage rates. The College places priority on evaluating its institutional learning outcomes and presenting these results to College constituents.

In fall 2016, the College identified a set of strategic objectives that operationalize the EMP goals (see Figure 40). [I.A-19, I.A-20, I.A-21]

FIGURE 40:

Foothill College 2016-17 Strategic Objectives

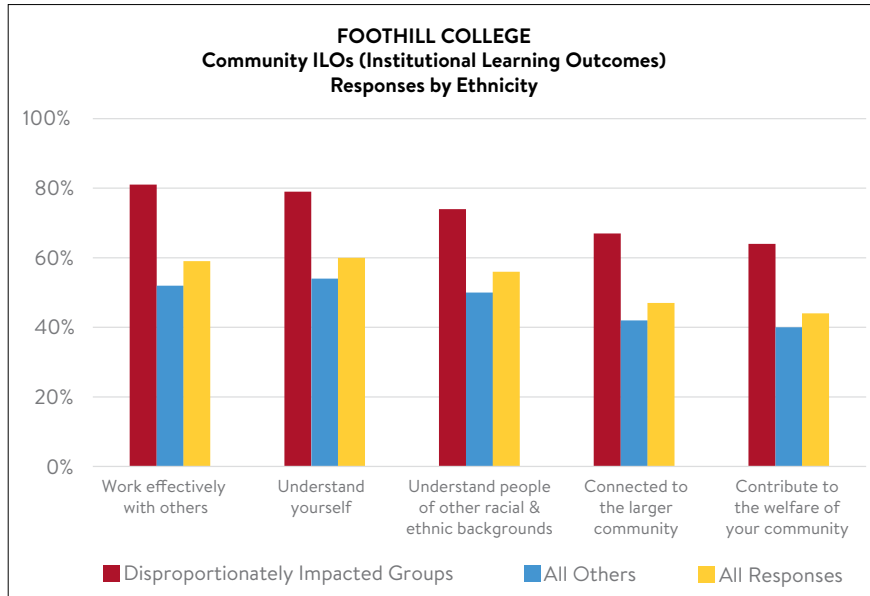
The Educational Master Plan has three goals: **Equity, Community, and Improvement and Stewardship of Resources**. The four College strategic objectives that will operationalize these three EMP goals for academic year 2016-17 are:

- I. **Sunnyvale and Enrollment Growth** – more than 1.5% FTES growth, with successful operation of Sunnyvale Education Center
- II. **Hispanic Serving Institution (HSI)** – 22.3% to 25% Latino students
- III. **Equity Plan** – Implementation and Assessment
- IV. **Accreditation** – College Self-Evaluation & Dental Hygiene B.S.

The purpose of these strategic objectives is to enable the College to document its progress of efforts to actualize institutional focus and purpose, as identified in the mission statement. Therefore, the strategic objectives serve as a framework to prioritize College resources and workflow for the year, ultimately providing organizational focus and direction in service of the mission.

Foothill College also periodically examines its Institutional Learning Outcomes (ILO) using survey data. One example of these efforts occurred in spring 2016 when a student accreditation survey was administered, asking students to indicate whether they thought the College contributed to their development in the competency areas covered by the ILOs. As noted in Figure 41, the majority of students responded favorably—and interestingly, disproportionately impacted students had more positive responses than other students. [I.A-22]

FIGURE 41:



An employee accreditation survey also asked whether “educational programs are regularly reviewed (e.g. program review, program learning outcomes) for consistency with the College mission and master plan goals” and 77% responded strongly agreed or agreed. In addition, a governance survey is conducted each year to assess the College constituents’ perceptions and experiences regarding the planning and resource prioritization process [[I.A-23](#), [I.A-24](#), [I.A-25](#)].

The College has prioritized access and use of data so that administrators, faculty, and classified staff can more effectively reflect whether institutional efforts are meeting the educational needs of students. An online program review tool is available to all faculty, classified staff, and administrators. The tool facilitates the ability to access and reflect on data in order to complete both the annual and comprehensive program review templates. These data also allow for analysis of student achievement by various subpopulations. For example, separate reports could be generated in order to compare online sections to face-to-face sections at the department and course level. [[I.A-26](#), [I.A-27](#)]

The online program review tool also allows the analysis of different cohorts of students, such as EOPS and First Year Experience. In addition, Institutional Research and Planning (IRP) conducts studies that track student progress through a sequence of courses for different groups such as Punte [[I.A-28](#)]. These data and surveys are additional examples of how the College monitors progress towards meeting the needs of students as articulated in the mission statement.

A second online inquiry tool provides access to campus constituents down to the section level. These data are updated at the end of each term after grades have been assigned, providing timely information for administrators, faculty, and program coordinators. These data reflect success rates and can be disaggregated by course- and student-level characteristics.

The EMP outlines a set of suggested metrics to help monitor and measure institutional progress. The metrics incorporate the student success scorecard and IEPI indicators, such as successful course completion, English, Math and ESL basic skills completion as well as degree and transfer outcomes. In spring 2017 these metrics were formalized and recommended by the Planning and Resource Council (PaRC) as a means for tracking progress towards achieving the College’s mission and goals.

Bachelor's Degree

The dental hygiene program monitors degree completion, licensure passage rates, and job placement on a continuous basis. The department engages in a continuous dialogue about student learning and program improvement within the College and with its advisory board. The program conducts annual and comprehensive program reviews to analyze its performance [[I.A-29](#), [I.A-30](#), [I.A-31](#)]. The program enrolls students from diverse backgrounds and aims to achieve high course success rates. Success rate data that are reviewed regularly include students taking prerequisite dental hygiene courses, as well as students admitted to the dental hygiene program [[I.A-32](#)].

Analysis and Evaluation

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

Standard I.A.3

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

Evidence of Meeting the Standard

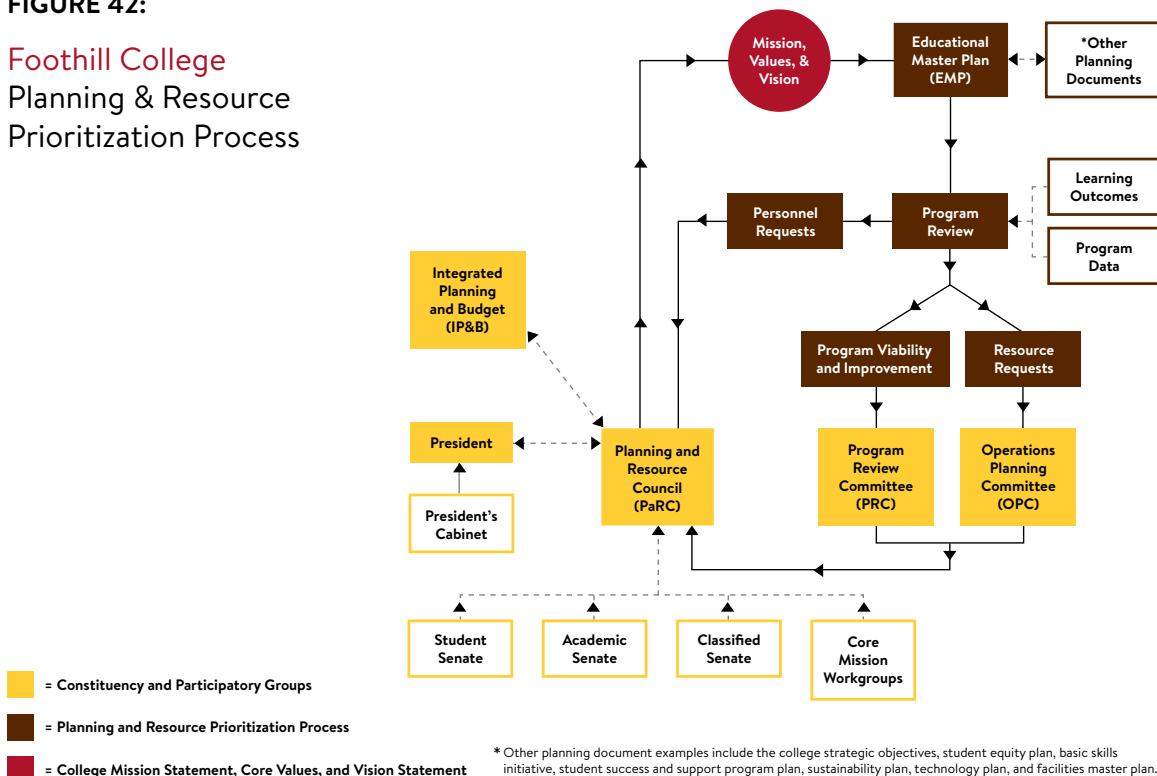
Foothill College demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The College uses analyses of quantitative and qualitative data—in an ongoing and systematic cycle of evaluation, integrated planning,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

The College planning and resource prioritization process is documented in the annual planning calendar, which is posted on the Planning and Resource Council (PaRC) website [LA-33]. The calendar, which sets the agenda and priorities for the year, is reviewed every summer and presented for approval at the first PaRC meeting in the fall quarter. The annual calendar is aligned with the six-year planning calendar, which captures a more extended timeline for key planning processes, including accreditation, Student Learning Outcomes/Program Learning Outcomes (SLOs/PLOs), program review, planning, and resource prioritization. Both documents are publicly available and distributed to the College community so that all constituents are informed of the upcoming agenda items.

PaRC serves as the centralized organization where planning and resource prioritization discussions occur, and these conversations are documented through detailed minutes and posted on the PaRC website, all of which are accessible to any interested constituents [LA-34]. This communication is also used to help with evidence-based decision making related to planning and resource allocation. The annual governance survey continues to serve as a primary vehicle to evaluate the College's planning and resource prioritization process (see Figure 42).

FIGURE 42:

Foothill College Planning & Resource Prioritization Process



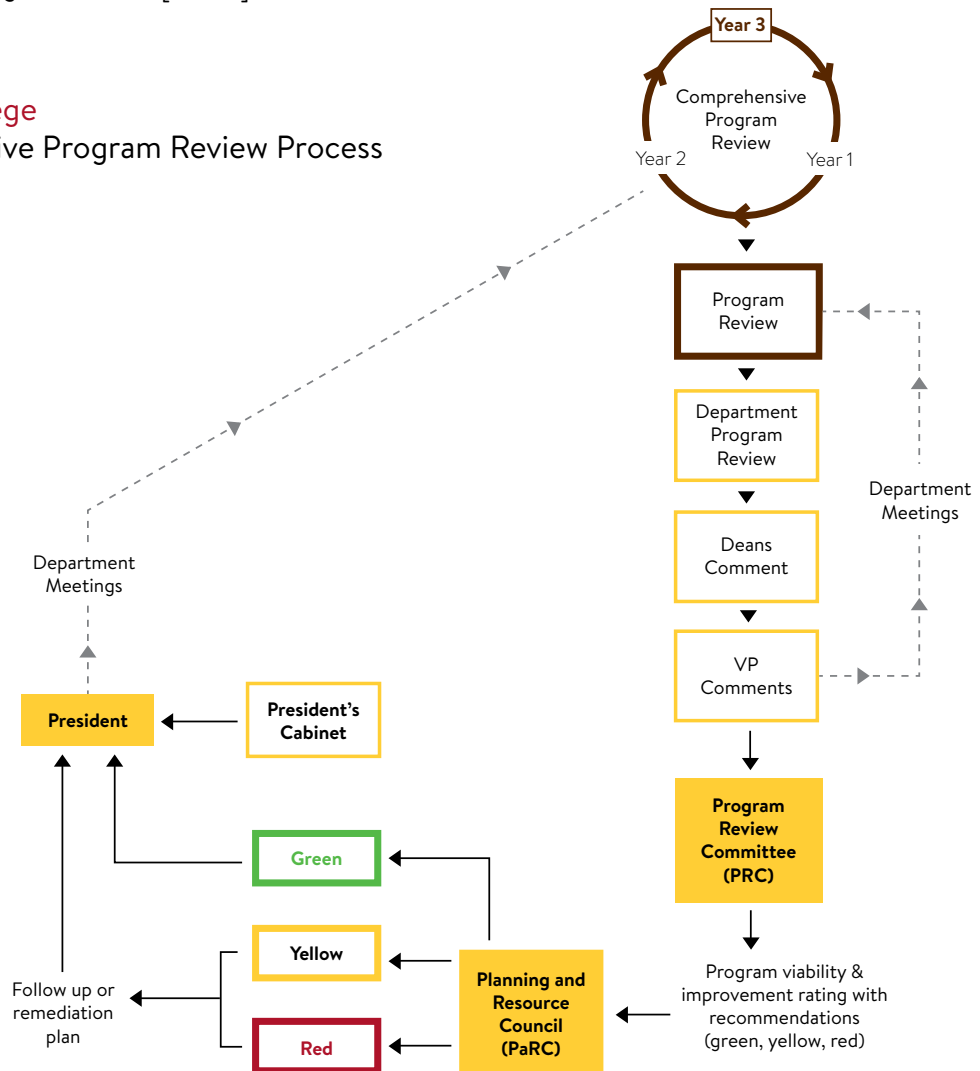
Both quantitative and qualitative data are used in the planning and resource prioritization process, specifically as it relates to evaluation and assessment of institutional effectiveness. The district's research and planning office continues to play a key role regarding data dissemination, discussion, and interpretation. One example includes the use of program review data sheets that provide detailed information regarding enrollment, student demographics, and success rates down to course-level detail. Labor market data are also generated to assist with the program review process [L.A-27].

The College's Educational Master Plan (EMP) goals encompass three themes that flow from the mission statement: equity, community, improvement and sustainability of resources. These themes guide institutional decision-making, planning, and resource allocation and focus on student success in the classroom. Institutional plans, including the equity, facilities, and technology plans, have been guided by these themes and thus, by the mission statement.

In addition, program review incorporates questions that ask programs to reflect on aspects of the EMP, including the EMP goals. Reflections on equity, community, resources, and student learning and achievement are all included in the comprehensive program review template and require programs to indicate how they contribute to meeting these campus goals [L.A-35]. The PRC evaluates the documents and provides feedback to the programs and the College (see Figure 43). Starting in 2016, the PRC also provides suggestions on institutional improvements based on themes found in the program reviews [L.A-36].

FIGURE 43:

Foothill College
Comprehensive Program Review Process



As an example of how college planning documents are aligned, the Facilities Master Plan’s planning principles were derived from the Foothill College mission, vision, and EMP. Hence, this planning document assumes goals related to “retaining students through completion of career, certificate, and transfer pathways” and recognizes that “Foothill students will increasingly bring a diverse range of skills and academic abilities to the learning process” [L.A-37].

The Technology Master Plan aligns with the College mission by guiding the use of technology to meet strategic capabilities that enhance student access to instructional and student services regardless of location, time, and ability [L.A-38].

The Student Equity Plan supports the EMP goal of reducing barriers and facilitating students’ ease of access across the District and region. The College is committed to implementing activities to improve the achievement of student outcomes among those population groups experiencing disproportionate impact. The College is also committed to creating a culture of equity that promotes student success, particularly for underserved and underrepresented students [L.A-21].

The core mission work groups (basic skills, student equity, transfer, workforce) present their annual objectives and reflections to PaRC, using a standard form that includes a mapping to the EMP goals as well as Institutional Learning Outcomes (ILOs) [L.A-39].

The employee accreditation survey is one tool used to assess whether or not the institution is mission driven, and whether institutional planning and resource prioritization is informed by student learning and achievement goals [L.A-40]. Figure 44 reports additional results from the accreditation survey that relate to the mission statement [L.A-41].

FIGURE 44:

Foothill College Employee Accreditation Survey Results Summary

The majority of respondents ($\geq 70\%$) strongly agreed or agreed with the following statements:

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

- 75% of employee respondents agreed with this statement.
- Employee groups with more than 75% agreement include administrator (93%) and classified professional (84%) compared to full-time (73%) and part-time (58%) faculty.

The College mission statement is reviewed and updated as necessary.

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

The College mission maintains ongoing dialogue about the continuous improvement of student learning and institutional processes.

- 87% of employee respondents agreed with this statement.
- Employee groups with more than 87% agreement include administrator (100%) and classified professional (93%) compared to full-time (83%) and part-time (81%) faculty.

Financial planning is linked to College mission and goals.

- 55% of employee respondents agreed with this statement.
- Employee groups with more than 55% agreement include administrator (86%) and classified professional (63%) compared to full-time (53%) and part-time (35%) faculty. Another 62% of part-time faculty stated do not know/does not apply.

Resource requests are included on the program review template. The Operations Planning Committee (OPC) reviews these requests using a rubric that is published each year. The rubric includes a minimum requirement in which each resource request needs to align with the College mission and at least one EMP goal (see Figure 45). [I.A-42]

FIGURE 45:

Foothill College Operations Planning Committee Rubric Excerpt

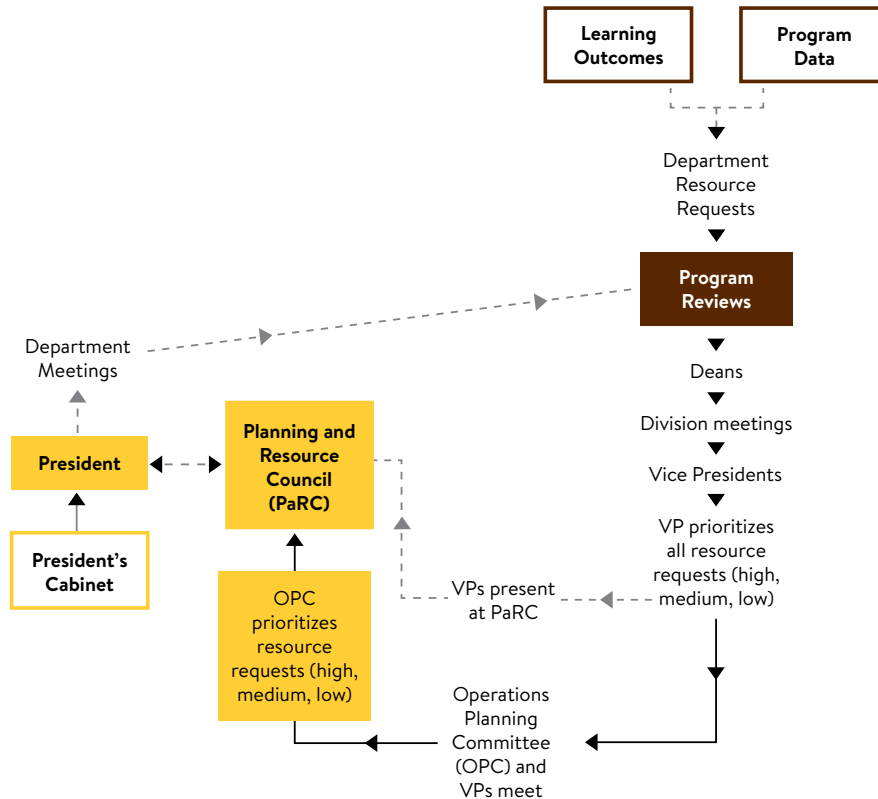
Meets Minimum Requirements: Yes | No

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

The OPC recommendations are presented to PaRC each year, with PaRC making the final recommendation to the College president (see Figure 46). Faculty and classified staff prioritization requests are reviewed using program review data which focuses on student success and achievement and are also prioritized by PaRC [I.A-42].

FIGURE 46:

**Foothill College
Resource Prioritization Process**



Foothill College includes an analysis of enrollment each term at census which also informs college level discussions regarding the student population and how programs and services support these groups as identified in the college mission statement. As an example, the information in Figure 47 was extracted from a recent census report and identified how the student enrollment may change from year to year [I.A-43].

Students residing near South Santa Clara County had a higher rate of change in headcount. For example, Latino/a headcount increased the most near the East Bay corridor (+69), a 7 percent increase from the previous winter term. In comparison, their headcount near South Santa Clara County increased by 14 percent. Reviewing where the college’s disproportionately impacted students reside ensures that initiatives and services are designed to support the institutional goals to narrow the achievement gap across various completion indicators and address students’ needs based on the communities they live.

FIGURE 47:

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

HC = Headcount

The linkage between the mission and planning is reflected in the College's participatory governance processes. See Figure 48 for examples.

FIGURE 48:

Examples of Documents and Minutes Demonstrating the Importance of Mission

- The addition of a core mission workgroup (student equity), whose focus on equity and closing the achievement gap is reflected in mission statement [[I.A-44](#)]
- Student equity as a prompt is added to program review template [[I.A-45](#)]
- Program review template [[I.A-46](#)]
- Governance handbook mentions that mission drives planning [[I.A-47](#)]
- Planning calendar, which includes mission revision schedule [[I.A-1](#)]
- PaRC discussed updating mission statement, but decides to wait for EMP to be finalized [[I.A-48](#)]

Bachelor's Degree

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

FIGURE 49:

Foothill College Dental Hygiene Program Mission Statement

The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists and who will positively impact the oral health status of the community. This education includes courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of Dental Hygiene practice. This education will provide the students with a foundation to pursue life-long learning [[I.A-49](#)].

Analysis and Evaluation

Foothill College meets the Standard. Planning and decisions are consistently linked to the institution's mission statement, starting with the EMP. Campus decision-making bodies focus their work on improving student success (as measured by student outcomes and student achievement data). The core mission workgroups, PRC, OPC, and PaRC analyses and decision making are all guided by the core themes found in the mission statement.

Standard I.A.4

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

Evidence of Meeting the Standard

Foothill College mission statement is reviewed and updated as necessary. Changes to the mission statement were approved by the Board of Trustees on June 17, 2013, February 8, 2016, and May 1, 2017 [[I.A-50](#), [I.A-51](#), [I.A-52](#)]. A periodic review of the mission statement is included in the Planning and Resource Council (PaRC) planning calendar and is scheduled to be completed before the next update to the Educational Master Plan [[I.A-1](#)].

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

The review begun in fall 2015 came as a result of broad campus input on educational goals as part of the development of the Educational Master Plan (EMP). The input included qualitative (focus groups and town hall feedback), as well as quantitative data (surveys) on our student populations [[I.A.53](#), [I.A-54](#), [I.A-55](#)].

The out-of-cycle review, which added that Foothill College offers a bachelor's degree, was in response to the new Bachelor's Degree program in Dental Hygiene approved by the College Curriculum Committee, PaRC and the Board of Trustees [[I.A-15](#)].

The mission statement is included on the College website and in the College catalog, and is printed in prominent places around campus [[I.A-56](#), [I.A-57](#), [I.A.53](#)]. According to the employee accreditation survey conducted in spring 2016, most Foothill College employees agree that the mission statement is periodically updated [[I.A-41](#)].

Analysis and Evaluation

Foothill College meets the Standard and Eligibility Requirement 6. The mission statement is reviewed periodically in a campus-wide dialogue that is informed by data and the mission statement is widely published. In addition, changes to the College mission statement are approved by the Board of Trustees.

Standard I.A Evidence

- [I.A-1](#) Planning and Resource Council (PaRC) Planning Calendar, 2011-2017
- [I.A-2](#) Educational Master Plan meeting minutes, May 13, 2015
- [I.A-3](#) EMP Steering Committee Presentation: Environmental Scan, April 29, 2015
- [I.A-4](#) Planning and Resource Council (PaRC) Meeting Minutes, Apr. 19, 2017
- [I.A-5](#) Planning and Resource Council (PaRC) Meeting Minutes, Nov. 19, 2014
- [I.A-6](#) *Psychology Today*, “Unleashing the Power of Vision and Mission”
- [I.A-7](#) Institutional Research and Planning Memo, Nov. 4, 2016
- [I.A-8](#) IR Data on International Student Location
- [I.A-9](#) International Institute of Education Open Doors Report, 2016
- [I.A-10](#) Fall 2015 and 2016 Census Enrollment Comparisons Report
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- [I.A-13](#) Early Summer 2015 and 2016 Census Enrollment Comparisons Report
- [I.A-14](#) Relocation From Middlefield (Palo Alto) to the Sunnyvale Center (Sunnyvale), Summary Presentation to PaRC, Andrew LaManque, February 17, 2016
- [I.A-15](#) Substantive Change Proposal: Baccalaureate Degree in Dental Hygiene
- [I.A-16](#) California Community Colleges Chancellor’s Office Press Release of Baccalaureate Degree Pilot Program
- [I.A-17](#) California Community Colleges Baccalaureate Degrees Recommended Pilot Programs
- [I.A-18](#) Foothill College Website: President’s Office, Institutional Effectiveness Indicators
- [I.A-19](#) 2016-17 Annual College Strategic Objectives
- [I.A-20](#) Foothill College Opening Day Presentation, September 23, 2016
- [I.A-21](#) Student Equity Plan
- [I.A-22](#) Accreditation Student Survey: Disaggregated Findings, December 5, 2016
- [I.A-23](#) EMP Goals and Strategies: Building the Bridge Presentation to PaRC, March 2, 2016
- [I.A-24](#) Institution-Set Standards and Goals Presentation to PaRC, March 2, 2016
- [I.A-25](#) CCCCCO Student Success Scorecard Presentation to Board of Trustees, August 29, 2016
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[I.A-29](#) Dental Hygiene Comprehensive Program Review

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[I.A-35](#) Comprehensive Instructional Program Review Template

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[I.A-41](#) Foothill College Employee Accreditation Survey Results

[I.A-42](#) OPC 2015-16 Resource Request Rubric for Prioritization

[I.A-43](#) Winter 2016 and 2017 Census Enrollment Comparisons Report

[I.A-44](#) Planning and Resource Council (PaRC) Meeting Minutes, Oct. 16, 2013

[I.A-45](#) Planning and Resource Council (PaRC) Meeting Minutes, Oct. 15, 2014

[I.A-46](#) Comprehensive Instructional Program Review Template, 2014-2015

[I.A-47](#) Integrated Planning & Budgeting Governance Handbook

[I.A-48](#) Planning and Resource Council (PaRC) Draft Meeting Minutes, Dec. 5, 2012

[I.A-49](#) Foothill College Website: Dental Hygiene Department

[I.A-50](#) Regular Meeting of the Board of Trustees Agenda Category, June 17, 2013

[I.A-51](#) Study Session and Regular Meeting of the Board of Trustees Agenda, Feb. 8, 2016

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[I.A-53](#) Foothill College Website: EMP Planning Documents

[I.A-54](#) Out-of-Cycle Mission Statement Review Committee, Ideas v.4

[I.A-55](#) Out-of-Cycle Mission Statement Review Committee, Ideas v.7

[I.A-56](#) Foothill College Mission

[I.A-57](#) Foothill College Catalog 2016-17

Standard I.B - Academic Quality and Institutional Effectiveness

Standard I.B.1

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

Evidence of Meeting the Standard

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

To ensure that the institutional mission is at the center of student outcomes, equity, and academic quality discussions, Foothill College undertakes regular review of the mission statement as part of its accreditation six-year cycle planning calendar [\[I.B-1\]](#). Typically, the mission review occurs at least once during this cycle; however, this process is flexible and responsive to ensure alignment with institutional goals and with other planning efforts. In this cycle, these conversations are documented, discussed, and communicated through the participatory governance model that ensures opportunities for feedback [\[I.B-2, I.B-3, I.B-4\]](#). As noted in the Planning and Resource Council (PaRC) minutes (November 21, 2012), "...the Mission Statement must be reviewed every three years" and these discussions must be sustained with presentation of data regarding student demographics, experiences and outcomes [\[I.B-2, I.B-5\]](#). Documented discussion occurs about the integration between the College mission and College planning as it relates to ensuring institutional focus on student learning and achievement outcomes [\[I.B-6, I.B-7, I.B-8\]](#).

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

When Foothill College was granted the ability to award a bachelor's degree in dental hygiene in 2017, the institution's mission statement was once again revisited and revised to more accurately reflect the College's core educational purpose and student population focus [\[I.B-4\]](#). The mission statement revision process demonstrates how Foothill College applies the cycle of continuous improvement and documents how these discussions evolve and inform the final product.

Planning processes, such as those related to the EMP, rely on the review of student outcomes data as well as a regional data scan to determine whether the institutional goals, indicators, and targets set are being met [\[I.B-10, I.B-11\]](#). Sustained and continuous dialogue about the Student Equity Plan indicators is another example of how the commitment to institutional effectiveness is purposeful and action-oriented. The Student Equity Workgroup minutes (SEW) (September 22, 2015) reflect

the following prompt: “Using the Student Equity Plan, review the key factors...and identify the three groups with the biggest gap in each success area...begin thinking how we can implement success strategies...” The minutes document the process by which workgroup members reviewed student data and considered how institutional programs and activities can improve student outcomes [I.B-12].

Discussions related to equitable student outcomes in online learning also demonstrate how strategies and practices to narrow the achievement gap should be evidence-based and practitioner-focused [I.B-13]. Assessment of the institutional learning outcomes includes disaggregation by instructional method [I.B-14]. Both the Distance Education Advisory Committee (DEAC) and the Committee on Online Learning (COOL) contribute to the Distance Education Plan, which identifies specific goals based on assessment and evaluation of existing student-, course-, and program-level data. As noted in the COOL meeting minutes (December 7, 2016), committee members were asked to review the proposed metrics along with data regarding growth in online course supply and demand [I.B-15]. Beyond the participatory governance setting, individual programs have access to course level data that is disaggregated by instructional method, allowing them to reflect on online course success rates in their program review [I.B-16]. The College defines standards for student achievement and assesses its performance against those standards, and therefore meets Eligibility Requirement 11.

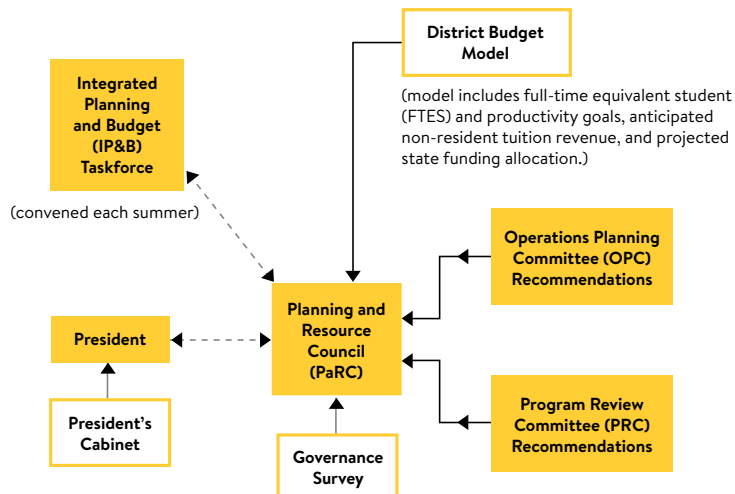
Additional examples of these higher level conversations about academic quality as related to student experiences and success outcomes are also shared at other participatory governance bodies, including academic senate, classified senate, and Associated Students of Foothill College (ASFC) [I.B-17, I.B-18,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

The College’s governance process is inclusive and intentional in its organization to ensure a student-centered and mission-based focus. All campus constituents (administrators, classified professionals, faculty, and students) are represented by their respective organizations. Voting members are comprised of the leadership of the primary core mission work groups (basic skills, student equity, transfer, workforce), representing branches of PaRC as well as the EMP Committee.

Representatives are also appointed to the various other PaRC committees (operations planning, program review, professional development) and task forces (Integrated Planning & Budget). Conversations about student outcomes and assessment occur in these settings and are reported at PaRC meetings, including recommendations and feedback to the College president related to program viability, resource prioritization, and governance and planning [I.B-20].

FIGURE 50:

**Foothill College
Institutional Effectiveness Process**



The Integrated Planning & Budget (IP&B) taskforce is convened every summer and its agenda is set by PaRC’s recommendations to focus on institutional effectiveness efforts as related to procedures and policies that support ongoing improvement in student learning and achievement outcomes.

The program review process demonstrates how the College engages in institutional dialogue regarding ongoing measures of quality and institutional effectiveness. All programs and units (administrative,

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

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

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

Analysis and Evaluation

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

Plans for Future Action

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

Standard I.B.2

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

Evidence of Meeting the Standard

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

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

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

As such, the program review template explicitly asks for measures of success and descriptions about faculty dialogue regarding SLOs, with prompts such as: “How has assessment and reflection of course-level student learning outcomes and course completion data led to course-level changes?” and “How has assessment and reflection of program-level student learning outcomes led to certificate/degree program changes and/or improvement?” [[I.B-16](#), [II.B-35](#)]. The type of inquiry is consistent across the instructional, student services, and administrative program review templates [[I.B-36](#), [I.B-37](#)].

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

IRP supports these efforts by making student data available at the College-, division-, department-, course-, and section-levels, as well as outcomes related to the labor market, graduation, and transfer rates. These data are available through an online portal and accessible to all employees [[I.B-38](#), [I.B-39](#)].

Assessment efforts leading to expanded discussion and efforts to improve SLOs emerge from the program review process. For example, the psychology department's program review acknowledged the difference in course success rates between its online and face-to-face courses along with efforts to decrease this achievement gap, which include the creation of a divisional online quality standards committee, implementation of a growth mindset intervention at the department level, and collaboration with Stanford researchers about intervention programs. The focus as noted on the program review indicated, "These types of interventions have been found to increase grades and retention rates, especially for traditionally underserved students..." [I.B-40]. These efforts expand beyond just one department, crossing department and division boundaries, as a psychology and mathematics collaboration has emerged where "a growth mindset intervention for pre-calculus and calculus students...previous research has found that growth mindset interventions are particularly beneficial in math classes for traditionally underserved groups [I.B-40, pgs.3-5].

The chemistry department's program review serves as another example of how identifying and assessing student learning outcomes leads to improvements in teaching and learning. The student learning outcomes for Chemistry 1A include reflections such as, "Students struggled greatly with the concept of atomic spectra and energy levels...[and] absorption spectroscopy. More time and practice should be given to students to allow them to better understand these concepts," and "the bugs...need to be work out, so all four questions on the scientific method can be used to assess student understanding of the concept for this SLO." [I.B-41].

The impact of assessing student learning outcomes extends beyond the classroom and is also used to improve student services. The Disability Resource Center's (DRC) program review highlights how the evaluation of student learning outcomes continue to refine practice and process. To further facilitate the outcome of "Student will identify appropriate strategies for their individual educational success," a decrease in the number of accommodations led to the adoption of ClockWork to help enhance the unit's ability to have a consistent tracking system. Assessment of this software demonstrated that, "...students who are able to make an appointment with a counselor [using ClockWork] are able to identify appropriate strategies for their educational success..." [I.B-42].

As stated in Program Review Committee's (PRC) charge, this participatory governance group, which includes administrators, faculty and classified professionals, is "responsible for evaluating (comprehensive) program reviews. The PRC also evaluates mandated remediation plans as they arise, to determine whether they represent a viable plan for improvement towards achieving program and College goals" [I.B-43, I.B-44]. In addition to program viability, the committee's procedures review the program's or unit's outcomes assessment and outcomes reflection as part of its rubric [I.B-45]. The PRC serves to ensure that student learning outcomes are included as part of the regular program review process. When appropriate, the group can recommend remediation such as in the case of the business department's 2014-15 program review, in which the program was asked to work on outcomes assessment, meeting with both the division's student learning outcome coordinator and the PRC for assistance and support [I.B-46].

The SLO Committee, which emerged from an Academic Senate initiative, is primarily a faculty-driven group that intends to also "act as a liaison to classified staff and administrators regarding their SLO processes" (January 19, 2016) [I.B-47]. This committee makes recommendations to the Academic Senate and the Office of Instruction and Institutional Research in regard to student learning outcomes practices and coordination, including planning and facilitating training for faculty [I.B-48]. Committee membership includes a faculty and administrator co-chair along with faculty representatives from each division. Group discussions have emphasized how student learning outcomes assessment is broad based (April 12, 2016) [I.B-49] and includes tracking/reviewing student learning outcome cycles (April 26, 2016) [I.B-50].

The College Curriculum Committee (CCC) is another setting where SLOs are discussed among faculty and administrators. This venue provides the opportunity to discuss the student learning outcome cycle as well as the challenge related to program-level assessments (May 3, 2016) [I.B-51].

Online courses are subject to the same standards and policies for development and evaluation as their on-campus and hybrid counterparts, although additional professional development training is required for faculty teaching online. SLOs are developed and assessed according to the same policies that oversee face-to-face courses [I.B-52]. Resources are available and accessible regarding both online and on-campus courses, focusing on course design and teaching strategies appropriate to the instructional method [I.B-53]. The Committee on Online Learning (COOL), a committee of academic senate, engages faculty in monthly discussions about pedagogy of online courses [I.B-54].

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

To that end, the formation of the Faculty Teaching and Learning Academy (FTLA) in summer 2016 reflects a broad-minded approach to support equitable student learning outcomes inside and outside the classroom [I.B-55]. FTLA is designed to develop a widening community of faculty to contribute to an ongoing dialogue about pedagogy, curriculum, and technology. Another goal of the program is to establish meaningful, inclusive, and long-lasting communities of practice with fellow colleagues across the College.

Programs like FTLA, as well as other professional development opportunities, focus on the role of faculty, classified professionals, and administrators in facilitating student learning outcomes. Topics covered include growth mindset, active learning, micro-aggressions, stereotype threat, culturally responsive teaching and learning, as well as unconscious bias. In another example, some faculty on the SLO committee and other faculty attended a training in spring 2016 on cultural competence on student learning and assessment.

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

Bachelor's Degree

The dental hygiene baccalaureate program is a 2 + 2 program. The first two years of the degree program consists of the general education courses required for the major and the supporting science and social science courses—which include English, math, chemistry, anatomy and physiology, microbiology, nutrition, pharmacology, health, psychology, sociology, communication and humanities. The courses comply with Commission on Dental Accreditation (CODA) standards and the Dental Hygiene Committee of California regulations for dental hygiene education curricular content. The second two years of the program consist of upper-division dental hygiene courses and upper-division general education. This curriculum plan brings the content up to bachelor's degree level and meets or exceeds other programs in California and the U.S.

Analysis and Evaluation

Foothill College meets the Standard. While program review serves as the main component documenting and assessing student learning outcomes, there are procedures to document and track beyond the course-level student learning outcomes. The TracDat software facilitates that mapping of both course-level and program-level student learning outcomes, including both the service-area and administrative-unit outcomes. Efforts to evaluate institutional learning outcomes are documented through survey instruments as well as with conversations occurring in multiple College settings, such as the SLO Committee and Planning and Resource Council (PaRC).

Standard I.B.3

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

Evidence of Meeting the Standard

The Foothill-De Anza Community College District has implemented a review process related to academic quality and institutional effectiveness that requires Foothill College to develop, adopt, and publicly post goals that are measurable, address student achievement gaps, and support educational outcomes for workforce success [I.B-56]. As summarized in the 2011 institutional self-evaluation report (ISER), the College identified goals, metrics, and targets for its four core missions: basic skills, transfer, workforce, and stewardship of resources [I.B-57]. These identified goals were also in alignment with district-level planning and commitments as they would need to be mapped to the institutional goals of equity, community, and resources, as identified in the Educational Master Plan (EMP).

Foothill College's commitment to documenting its efforts toward continuous improvement is reflected in its regular review of these institutional goals and whether targets are being met, which can be seen in the review of these metrics conducted May 2011; April 2012; December 2012; April 2013; and May 2014 [I.B-58, I.B-59, I.B-5, I.B-60, I.B-61]. These data and resulting discussions are publicly posted on the Planning and Resource Council (PaRC) website. The PaRC minutes (May 7, 2014) demonstrate efforts to ensure there is broad-based understanding about how these measures are assessed [I.B-62]. At this meeting, the College Researcher presented data indicating that Latino/a students demonstrated lower persistence rates when compared to state figures, prompting conversation regarding a "request to know exactly what persistence measured." The College researcher explained, "that persistence was an indicator of student success" and "LaManque respond[ing] that persistence was a milestone leading to completion...thus, the campus should be looking specifically at what was happening to this particular ethnic group." Such discussions provide evidence that Foothill College interacts collegially in monitoring progress toward institutional goals by reflecting on specific measures and targets that inform College priorities and strategies.

As part of the 2015 EMP update, the College engaged in an internal and external environmental scan, which also included interviews, focus groups, and feedback forums with community members and campus constituents [I.B-10, I.B-11, I.B-63, I.B-64, I.B-65]. These data were shared in the EMP committee meetings, and all notes and analysis were publicly accessible on the EMP 2015 webpage [I.B-66].

As documented in I.B.1, the Foothill College mission, along with the institution-set standards and goals, is regularly reviewed to ensure alignment during this accreditation cycle. The College's participatory governance process discusses institution-set standards and goals related to student achievement, which include indicators such as course success, degree and certificate attainment, licensure pass rates, and Career Technical Education (CTE) employment rates. In response to this ongoing dialogue, the College mission was revised three times over the past six years so that the current statement captures the institutional emphasis on equity as reflected in various institutional standards, goals, and indicators [I.B-2, I.B-3, I.B-4]. The College establishes institution-set standards for student achievement and assesses its performance against those standards and meets Eligibility Requirement 11.

When the institution-set standards were first established in 2013, Foothill College ensured there was an ongoing public and collegial discussion about what criteria and methodology were applied to determine the institutional expectations about these indicators [I.B-67, I.B-68, I.B-69, I.B-70].

More importantly, these discussions about the minimum expectations for achievement have consistently considered the establishment of these standards at the institutional and program levels [I.B-71]. In a PaRC meeting (March 5, 2014), “Gawlick reported the College should set standards as an institution, not on a program level; but internally, the College should demonstrate how programs contributed to achieving the standards.” The Academic Senate minutes (January 23, 2017) capture faculty discussions with the College Researcher about whether it “would be valuable to consider completion goals at the program level?” [I.B-72]. Subsequent Academic Senate minutes (January 30, 2017) discussed “clarification between standards and goals” with “LaManque indicat[ing] that all programs should at least meet the standard, and should be taking action to either reach the goal or explain the reasoning for choosing not to do so” [I.B-73].

Additional conversations regarding the institutional achievement of standards and goals have led to consideration of what happens when these targets are not met. For example, Foothill College continues to engage in broad-level discussions regarding the institutional standard for CTE placement rates and how the workforce work group, in its role as a core mission work group, should play a key advisory role in supporting programs that fall below the minimum rates of achievement [I.B-63, I.B-70, I.B-64, I.B-74, I.B-75].

The identification of institutional goals (stemming from the Institutional Effectiveness Partnership Initiative) enhanced College discussion regarding aspirational goals that support the institutional goals identified by the EMP [I.B-76, I.B-77, I.B-78]. PaRC minutes (May 20, 2015) demonstrate the robust discussion occurring around the issue of fiscal goals, acknowledging that “the Board of Trustees had been complimented on their history of responsible fiscal management practices.” It was noted that, “the College [goal] should not aspire to drop below 75 percent. [The] Dean of Biological and Health Services...commented that data analysis should be utilized to set completion goals.” Other Planning and Resource Council minutes (March 2, 2016) clarify “the expectation...that each individual program is looking at the institutional standards (this is why it is integrated into the comprehensive program review process)” [I.B-79]. These dialogues reflect constituent participation effort that identifies the institutional goals, assesses the related efforts, and considers how to improve on student outcomes. The institutional goals are also promoted through a webpage and are publicly accessible [I.B-66].

Program review facilitates the review of institutional achievement goals and standards at all levels of Foothill College [I.B-16, I.B-35]. Each program is asked to reflect how their unit is meeting, exceeding, or contributing to these institution-set rates and numbers. For example, the comprehensive program review, completed once every third year, asks programs and units to compare themselves to the institution-set standards and goals, including a narrative prompt that asks, “If your program’s course completion (success) rates are below the institutional standard, please discuss your program objectives aimed at addressing this.” Other data components, such as reflection about online program success rates, depend on data that are accessible through the online program review tool and the student inquiry tool. In these instances, programs are also asked to compare their course success levels against the overall institution. In this most recent cycle, program response to the institution standard (the lowest acceptable level) for the course success completion rate was 57 percent while the institutional goal was 77 percent [I.B-16].

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

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

Bachelor's Degree

The dental hygiene department writes a program review document annually, evaluating the program outcomes and future needs and goals. The department meets to discuss program level outcomes (PLOs) and course-level outcomes (SLOs). Dental hygiene faculty participate in an annual faculty calibration meeting in which program evaluation, clinical evaluation, policies, and procedures criteria are reviewed with all faculty members. The primary data used for PLOs are National Dental Hygiene Board Examinations, Registered Dental Hygienist (RDH) Clinical Licensing Exams, California Law & Ethics Exam for the RDH License, and Foothill College's comprehensive e-portfolio project that spans the two years of the dental hygiene program. The dental hygiene PLOs were rewritten to reflect higher levels of depth and rigor when the program transitioned from an associate in science degree to the bachelor of science degree. The revised PLOs encompass the greater opportunities for employment situations that graduates will have with a bachelor's degree, which was not possible with the associate in science degree.

Analysis and Evaluation

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

Standard I.B.4

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

Evidence of Meeting the Standard

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

The Educational Master Plan (EMP) serves as a guiding document that represents the goals of the institution as actionable and measurable efforts to fulfill the Foothill College mission. As part of the planning calendar, the EMP underwent a scheduled major update in 2015-16 whereby data used for assessment and analysis were disaggregated to reflect differences among students. These data guide institutional dialogue by providing a higher-level context regarding student demographics, experience, and outcomes [I.B-81, I.B-10, I.B-11]. The April 28, 2015 meeting minutes describe how “the presentation of the environmental data, and today’s conversation, along with campus feedback, should drive which additional data is reviewed.” Additionally, “Kuo [College Researcher] continued to explain the goals of the environmental scan are to determine what we are doing well, what we could do better, and to determine what we might focus on moving forward.” As a result of this process, key performance indicators were incorporated into the EMP that also reflect those identified in Foothill College’s other planning documents [I.B-66].

A review of how key performance indicators were incorporated into the EMP demonstrates how data helps identify these measures, leading to alignment across other institutional plans. For example, successful course completion is a key performance indicator in the EMP and Student Equity Plan (SEP) [I.B-82]. Additionally, the College has set both one-year and six-year goals for successful course completion rates as an indicator of institutional effectiveness [I.B-83]. In this case, course completion data were reviewed and analyzed, which demonstrated an achievement gap with disproportionate impact among specific student populations. Consequently, potential strategies and activities were identified to help narrow the successful course completion achievement gap, beginning with the EMP focusing on “improve[ing] achievement of student outcomes among those student population groups experiencing disproportionate impact” [I.B-66, p.28] as an identified strategy to support the equity goal.

The SEP provided additional specificity by identifying that “the embedded tutoring component will support this effort by strengthening the connection and sense of community students have with the College, linking them to faculty and other students to provide additional academic support needed for course success [I.B-82, p.22]. Assessment of services (including tutoring) offered at the Teaching and Learning Center (TLC) and the STEM Success Center provided evidence as to whether students benefited from these experiences and would support any changes made to these programs [I.B-84, I.B-85, I.B-86, I.B-87]. This alignment demonstrates how assessment data is used to support institutional planning processes from the College-level to the program-level to better focus resources and enhance student learning and achievement.

Disaggregation of data is a key part of institutional processes as evidenced through Foothill College’s program review process. The Office of Institutional Research & Planning (IRP), with College direction and support, provides two online tools that allow administrators, faculty, and classified professionals to examine and manipulate their unit’s data down to the course level [I.B-38]

and section level [I.B-88]. These data include enrollment figures, demographic distributions, overall course success rates, and success rates by disproportionately impacted (targeted) and non-disproportionately impacted (non-targeted) groups. Both enrollment and course success rates are also disaggregated by ethnicity, gender, and age. Additionally, these data can be further disaggregated to look at campus location (main campus or center), instructional method (online, hybrid, face-to-face), course characteristics (basic skills, transfer, degree applicable), and special populations (CalWORKs, Foster Youth, Veteran, low-income, etc.). This comprehensive dataset includes four years of data, allowing for trend analysis.

While the program review tool relies on an annual reporting cycle and the data is frozen after it is uploaded, the online student inquiry tool is updated after grades are submitted at the end of each term. These two online tools are also differentiated, as the program review tool emphasizes program-level trends related to program viability and improvement whereas the student inquiry tool focuses on course success and retention, allowing for faculty to look more closely (including disaggregation) at their individual sections for self-reflection and for program/unit-level discussions of how these data can help enhance student learning and achievement.

Programs and units also have access to data trends related to certificates and degrees awarded, which are disaggregated by division, department, age, ethnicity, and gender [I.B-39]. Transfer data, disaggregated by institutional type and ethnicity, is also reported [I.B-89]. Both these completion measures (graduation, transfer to four-year institution) are key performance indicators in the EMP and the SEP. Finally, Career Technical Education (CTE) or vocational programs can review a labor market report that includes occupation data, disaggregated by gender, age, and ethnicity along with completion data, job projections, and income earnings [I.B-39].

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

The College planning processes include assessment of student learning outcomes at the course, program, and institutional levels. Reflections are documented in the program review template with prompts such as, “How has assessment and reflection of course-level SLOs (CL-SLOs) and course completion data led to course-level changes?” The institution assessed its institutional level outcomes (ILOs) by embedding custom questions on the Community College Survey of Student Engagement (CCSSE) (April 2012, April 2014) and the student accreditation survey (May 2016), and ensured that there were multiple settings (PaRC, ASFC, SLO Committee) for discussion of these assessment results [I.B-31, I.B-90, I.B-14]. These data were also disaggregated for further consideration at the program and unit levels, such as counseling, marketing, and the core mission work groups [I.B-91, I.B-92, I.B-93, I.B-94, I.B-95].

Another example of data disaggregation is seen with Foothill College’s review of the California Community Colleges Chancellor’s Office Student Success Scorecard as it is facilitated by IRP and shared with multiple governance groups, including the Planning and Resource Council and the Foothill-De Anza Community College District Board of Trustees. Discussion of these data in these settings focuses on understanding the methodology and improving the achievement rates among all students [I.B-61, I.B-62].

Analysis and Evaluation

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

Standard I.B.5

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

Evidence of Meeting the Standard

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

Foothill College's program review process demonstrates how evaluation mechanisms are embedded in this cycle. Not only does the reflection process occur at the individual, course, and program level, it also involves collaborative efforts at the division level to help assess whether students are learning and achieving the student outcomes identified by faculty and staff. As departments complete the program review process, they hold conversations about their student populations based on the data provided by the Office of Instruction and Institutional Research regarding their student populations. This assessment can occur through the testing of course content in surveys that gather data about whether students are meeting learning outcomes. Based on these results, instructional and non-instructional areas are able to determine their effectiveness given their goals [I.B-96]. Other efforts that can assess student learning outcomes include observations and demonstrated behavior as seen in outcomes identified by Testing and Assessment (ability to access placement test study guides) [I.B-97], and Admissions and Records (educating students about matriculation) [I.B-98].

Program reviews are disseminated, reviewed, and discussed to ensure ongoing institutional review and refinement. Foothill College uses program reviews as an integral component of the institutional improvement process by using them to generate resource requests as determined by the resource allocation process [I.B-35]. According to the educational effectiveness framework produced by Western Association of Schools and Colleges (WASC), highly developed program reviews are systematic and institution wide, with learning assessment findings being a major component. These findings are used to improve student learning, program effectiveness, and their supporting processes. They enhance the linkages between program planning and institution-level planning and budgeting [I.B-99].

The current program review cycle follows a six-year schedule, with comprehensive program reviews being completed every third year. With comprehensive program reviews, the Program Review Committee (PRC) is responsible for evaluating each document and providing feedback and institutional accountability. The template for both the annual and the comprehensive program reviews are assessed annually, with feedback being provided by the PRC and through the regular administration of the governance survey. Alignment between the Educational Master Plan (EMP) and program review are included in the template to discuss how programs/units are supporting the institutional mission and goals.

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

Analysis and Evaluation

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

Standard I.B.6

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

Evidence of Meeting the Standard

Foothill College is committed to using data and learning outcomes to inform program planning and close performance gaps for all students. Both the program review templates and the Student Equity Plan (SEP) have disaggregated learning outcomes and documented achievement gaps among student subpopulations. The program review templates include prompts asking programs/units to document how they support the institutional goal to “create a culture of equity that promotes student success, particularly for underserved students” or “if the course success rates for these students (performance gap among disproportionately impacted populations) is below that of the College, what is your program doing to address this?” [I.B-100]. Additionally, programs/units must identify how various subpopulations in their area compare to the institutional standards and goals (e.g. course success rates). Data sheets are available online, posted on the program review website [I.B-39] or accessible directly through the online program review tool [I.B-44]. The SEP includes disaggregated data analyzed using a variety of methodologies, including the 80 percent index, proportionality, and gap analysis [I.B-101; I.B-82]. This approach facilitated dialogue within the Student Equity Workgroup (SEW), Planning and Resource Council (PaRC), and at the program/unit levels to identify strategies and evaluate their efficacy. Consequently, as resource prioritization focused on funding efforts that sought to close the achievement gap, additional resources were also allocated to fund an additional institutional researcher for evaluation purposes.

The most recent version of the SEP was drafted and put into practice in December 2015 [I.B-82], which outlined College wide efforts to close achievement gaps among disproportionately impacted groups who are underperforming in course success. The Foothill College Student Equity Plan supports five overarching activities:

- Creation of a Student Success and Retention Team with members from both student services and instruction to provide both operational support and program coordination to equity activities.
- Development of an early alert system (now known as the Owl Scholars program) that integrates student services and instruction to provide student engagement and support for a variety of needs.
- Development of a mentoring program that includes faculty and staff as well as peer-to-peer mentoring and is integrated with the early alert system.
- Provision of professional development that is action-oriented to provide support for change as well as support for practical and tangible activities to better serve and support disproportionately impacted students.
- Application of a robust research agenda to provide faculty and staff with data showing the most productive ways to assist students [I.B-82].

While the College has made progress in all areas of its plan, the work continues. The Office of Instruction and Institutional Research strives to evaluate all strategies implemented to address performance gaps. The Owl Scholars program seeks to provide additional support to students

with basic skills needs. Once students are referred by their instructor, Owl Scholars staff provide direct and intensive follow-up support, including directing students to additional programs and services as needed. [I.B-102].

The hiring of an instructional services technician for the STEM Success Center is another example of a strategy that aims to bridge equity activities in student services and instruction. This position assisted with the daily operations of this robust center by coordinating workshops, marketing them, hiring student workers, maintaining the calculator and textbook loan program, and much more. Workshops are targeted at facilitating STEM course success among students with basic skills needs in these and in other disciplines. Workshop topics include stress management; how to write a scholarship essay, and post midterm setback [I.B-103]. These efforts are evaluated through an annual use survey, resulting in changes and modifications as needed [I.B-91].

Furthermore, embedded tutoring, which began as a pilot program funded by both the Basic Skills Workgroup and the Student Equity Workgroup (SEW), has successfully assisted students with performance gaps. Launched in spring 2014, embedded tutoring is an academic assistance program that utilizes peer-led group study to help students succeed in courses with demonstrated lower course success rates. Sessions are facilitated by paid peer student leaders who have successfully completed the targeted course and received comprehensive training to become embedded tutors. Each week, students attend regularly scheduled sessions to learn collaboratively, compare and clarify lecture notes, review textbook readings, and discuss key course concepts. Students gain transferable learning strategies to aid their success in future courses as well as the target course.

According to the most recent fall 2016 survey results among those who have received this tutoring, a majority of the students strongly agreed or agreed that attending tutoring sessions helped “develop better overall study habits/skills (86 percent)” and “...became more aware of [their] academic strengths and weaknesses (71 percent).” Many students also experienced increased confidence on exams or quizzes (72 percent) and believe their grade improved as a result of embedded tutoring (83 percent) [I.B-104]. Another survey of embedded tutoring offered in a Biology course showed that the sections that offered embedded tutoring experienced a higher course success rate than those sections that did not offer this support. Additionally, student participants were more likely to be female, lower income, and Asian/Latino, indicating that this biology course was supporting some of the disproportionately impacted student groups to facilitate their course success [I.B-104].

English faculty members created an accelerated pathway for students to complete transfer and graduation requirements in English. This effort to address a documented achievement gap takes a three-quarter sequence and reorganizes the course content over two quarters. English pathway students (who are placed at the basic skills level) can take an ... “integrated reading and writing pathway that scaffolds instruction in freshman composition outcomes over two quarters, ENGL 1S and ENGL 1T, respectively. Over this two-quarter stretch, students read substantive quantities of College-level texts and write a total of 10,000 words, comprised of a minimum of 10 compositions (seven out-of-class and three in-class) to practice the techniques of critical reading, critical thinking, and written communication” [I.B-105]. Results from this pathway show that efforts to close the achievement with this accelerated model seem to demonstrate some positive effect. More recent analysis appears to demonstrate a much higher course success rate compared to the traditional pathway.

As part of the regular review of Foothill College’s institutional learning outcomes, survey results have continued to indicate a more limited impact on development of the “community” outcome compared to the other three-Cs (communication, computation, and critical thinking). A comparison of the 2012 and 2014 administrations of the Community College Survey of Student Engagement (CCSSE) demonstrate that around half of the students respondents agree that the College had an impact on their ability to “developing a personal code of values and ethics” and “contributing to the welfare of your community.” [I.B-106]. Conversations about this particular outcome, as well as learn-

ing outcomes in general, including disaggregation among the College's disproportionately impacted populations, have been presented and discussed in a variety of settings including the Student Learning Outcomes Committee, Planning and Resource Council, Academic Senate, Classified Senate, and the Associated Students of Foothill College. As a result, "community" was identified as an institutional goal during the Educational Master Plan update process. The College plans to adopt a service leadership initiative as part of its strategic objectives (in operationalizing the educational master plan), where emphasis will be placed on areas such as community-based learning, community service, and leadership development.

Another effort to mitigate the achievement gaps in the graduation and transfer rates resulted in a mutual goal between the Transfer Center and IRP to identify students who are close to attaining "transferred-prepared" status or demonstrating "transfer-intent" based on a variety of characteristics, including having expressed transfer to a four-year institution as a goal; receiving financial aid; identifying as a foster youth/veteran; earning at least a 2.0 GPA; and at minimum completion of Beginning Algebra (Math 220), Introduction to College Writing (ENGL 110)/ Composition and Writing (ESLL 25). These student data were also disaggregated by ethnicity to ensure that disproportionately impacted student populations were prioritized in this outreach effort to provide direct student support to facilitate completion. Initial assessment of this effort suggests that this initiative was well received given student feedback [[I.B-107](#)].

In addition, Foothill College has implemented a multiple measures pilot project that also seeks to narrow the achievement gap. This effort seeks to more accurately place students in English and math pathways. Rather than just applying the results of a single placement exam, additional information, such as high school GPA and last high school English/math course taken, is weighted to determine final placement. Initial results demonstrate that more students from the disproportionately impacted populations are being placed at a higher course level. The initial assessment of this pilot also examined the achievement data disaggregated by ethnicity to better inform this effort and future implementation [[I.B-108](#)].

The Foothill College Equity Plan included an activity—"E.1: Facilitate the Assessment of Associate Degree for Transfer (ADT) Learning Outcomes for Disproportionate Impact"—to develop a pilot for looking at disaggregated program learning outcomes data. The principal goal of the initiative was to bring greater meaning to the examination of student learning by framing the assessment process using an equity lens. This activity was meant to provide an intermediate assessment of degree and transfer achievement through an examination of program outcomes by student population. The idea is to assess whether there are particular areas where some student populations may not be learning key concepts and may need materials presented in different ways so that they can continue to progress towards their degree and transfer goals. This activity is an effort to increase the quantity and quality of program-level information that will be reviewed and discussed at the College level, and faculty have sought to identify how students are progressing through the ADT programs [[I.B-109](#), [I.B-110](#)].

Analysis and Evaluation

Foothill College meets the Standard. Data are used to develop and fund specific interventions to mitigate these achievement gaps. Importance is also placed on evaluating these efforts to determine efficacy and impact in increase success rates. As such, the College has prioritized the student equity funds to hire an additional institutional researcher to assist with the increase in demand related to evaluation and assessment. Efforts such as the Owl Scholars; embedded tutoring; expanding tutorial centers (Teaching and Learning Center and the STEM Success Center); increased student outreach; and curricular developments targeting disproportionately impacted student populations have been an institutional focus since the last accreditation cycle. These efforts and continuing conversations are documented in a variety of participatory governance meetings and in program review documents, which involve department and division-level dialogue in instruction and student services.

Standard I.B.7

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

Evidence of Meeting the Standard

Foothill College is committed to demonstrating the effectiveness of its ongoing planning and resource allocation process by following a systematic approach. This effort can be seen in the institution's response to the ACCJC recommendations from the 2011 site visit and the subsequent follow-up reports in 2012 and 2014. Foothill College used these documents as an opportunity to encourage reflection and dialogue as a campus community about its existing planning and resource allocation process. The ACCJC recommended that Foothill College "...institutionalize its new integrated planning model through a systematic cycle of evaluation, planning, resource allocation, implementation, and re-evaluation. Evaluations should be informed by quantitative and qualitative data analysis in both instructional and non-instructional areas. Particular attention should be paid to communication and dialogue about both the process and its results throughout the College" [L.B-111]. Consequently, steps taken to integrate the evaluation and planning process described in the midterm report were accepted in a letter to Foothill College in February 2016 [L.B-77].

Foothill College currently has a robust program review process that includes instruction, student services, and administrative units. The process involves an annual update that includes resource requests, and a comprehensive review is expected every three years. Both the program review and resource request prioritization process are aligned with prompts for programs/units to demonstrate how funding requests support program objectives and ultimately the institutional goals and mission [L.B-36, L.B-37]. The PRC reviews all comprehensive program reviews, shares its recommendations with the OPC, and reports its recommendations to the PaRC. The PRC also provides a summary of observations on institutional improvement that help inform the planning agenda for the IP&B, a group convened every summer to focus on continuous improvement related to institutional policies and practices. The College relies on institutional effectiveness indicators to measure and assess student performance and outcomes.

Online learning regularly evaluates its policies and practices regarding academic quality as evidenced by this unit's participation in the program review process. The Office of Instruction and Institutional Research reviews the program annually and the PRC reviews it every three years. Given that the PRC reports to the PaRC, the main participatory governance group is able to engage in these discussions as related to online learning multiple times in one accreditation cycle. Additionally, COOL meets regularly to focus on its charge, to ensure course quality and course enrollment [L.B-112]. This committee also reports to Academic Senate, as it deals with issues and concerns related to the effectiveness of institutional policies and practices.

In spring 2016, the College administered a participatory governance planning survey to help inform the discussions related to the current process and structure. While the majority of respondents indicated that it is "very important" to be informed about College planning discussions and decisions (89 percent), efforts related to professional development and communication of governance appear to need improvement [L.B-113]. Some of the suggestions identified during the participatory governance planning meeting (May 11, 2016) about how to expand these ongoing conversations include more structured onboarding to the College's governance process and holding more open forums [L.B-114].

Foothill College also conducts an annual governance survey to assess the effectiveness of its practices and processes. Survey results are reported to the PaRC and used to identify the summer agenda for the IP&B. As part of the evaluative process, there is an assessment of

planning and resource prioritization activities, including program review and the resource request process, which serves as a backdrop to discuss how processes can be improved. However, the institution is nimble enough to respond to all feedback and suggestions about existing practices and policies. The core mission work groups, PRC, and OPC all report to the PaRC, reflecting on areas for continuous improvement. For example, feedback from the PRC and the governance surveys about the length of the annual program review template led to its revision to a much shorter document [[I.B-115](#); [I.B-116](#)]. Such conversations ultimately inform Foothill College planning documents, including the Education Master Plan and Technology Master Plan [[I.B-66](#), [I.B-117](#)].

Bachelor's Degree

The dental hygiene baccalaureate degree program participates in the process of program review annually. In addition, the program maintains Commission of Dental Accreditation (CODA) accreditation status by ongoing program outcome assessments and curriculum review, planning and implementation. The department will continue to evaluate program outcomes and student learning outcomes with the process used at Foothill College.

Analysis and Evaluation

Foothill College meets the Standard. As part of the cycle of reviewing and modifying the effectiveness of the College's planning and resource allocation process, the institution created an integrated planning and budget structure to more explicitly link these priorities with the goal of improving student success and learning. Foothill College strives to identify the most current data to collect, analyze, and share with its constituents in order to ensure that decisions about planning and resource allocation are made with relevant information.

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

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

Plans for Future Action

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

Standard I.B.8

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

Evidence of Meeting the Standard

Foothill College strives to ensure that data and information are accessible so that opportunities for input are available to all College constituents. All efforts related to institutional standards and goals, student learning outcomes, and program effectiveness and improvement are discussed, revised, updated, and documented through a collegial process. Communication related to broader institutional level assessment and evaluation activities are reported through the main participatory governance body, the Planning and Resource Council (PaRC). For example, discussion related to setting institutional standards and goals and assessment of these measures may begin in the PaRC, but are also communicated in other settings, such as Academic Senate and the Workforce Workgroup, one of the core mission work groups [\[I.B-69\]](#).

Student achievement data are also regularly reported at the College level. These presentations help inform the educational master planning process and ensure that the institution discusses its weaknesses and strengths in order to prioritize its efforts. The resulting discussions reinforce an awareness and understanding of key variables affecting Foothill College and its ability to serve students effectively [\[I.B-80\]](#). These issues related to student access, success, equity, and use of resources, help establish a broader perspective for Foothill College to evaluate programs, plan initiatives, and allocate resources as the institution works toward improving institutional effectiveness [\[I.B-118\]](#).

Foothill College recognizes the importance of using data not only to make informed planning decisions but as an effective tool to communicate matters of quality assurance to the campus community and the general public [\[I.B-119\]](#). Priority is placed on making assessment and evaluation data available and accessible to all constituents. For example, program review data is available online and programs and units use this information to better identify students' strengths and weaknesses, which inform program improvement efforts. Additionally, the program review process also includes assessment and reflection of student learning outcomes and this documentation is accessible online, and discussed at the department-level and in the Program Review Committee. Student success data down to the section level is available through a second online inquiry tool, which helps faculty identify priorities when enhancing student success. This documentation can be accessed through the MyPortal page and the Office of Instruction and Institutional Research website [\[I.B-120, I.B-121\]](#). Data that are tracked regularly in program review include: College wide full-time equivalent student counts (FTES); productivity, scheduling trends; department and division distance learning trends; and transfer counts to the University of California (UC) and California State University (CSU) campuses. Not only is this information available online, but these results are also publicly presented and acknowledged at PaRC meetings and Board of Trustees meetings.

The program review process also encourages engagement and communication about assessment and evaluation activities as programs/units are asked to reflect and demonstrate how their area can be improved. Reviewing the student data and assessment of their own curriculum and services (through student learning outcomes) is a process by which the information is communicated at the program/unit levels as well as the division levels. These conversations help identify what the program objective should be with each academic year.

The creation of the Assessment Taskforce in 2015 is a specific example of how communication related to evaluation of Foothill College's placement processes have led to improvements in procedures. In addition to the regular Taskforce meetings at Foothill College, the group also meets jointly with De Anza College as part of a District Assessment Taskforce to discuss updates and policies regarding

the statewide placement test (Common Assessment Initiative, or CAI) that will be required of all California Community Colleges in 2017. Recent discussions around placement and assessment have led to agreement of a common district re-test policy [[I.B-122](#), [I.B-123](#)].

The public can access documents outlining recent budgeting and planning decisions and the latest version of the EMP which was recently updated in 2016 [[I.B-66](#)]. All planning documents, including those that are strategic and operational, are available online, discussed, and approved through the College's participatory governance process. To ensure that this information is being communicated in multiple formats and settings, these items are also shared at constituency group meetings and through various marketing communiqués, such as PaRC updates listed in the monthly employee newsletters [[I.B-124](#), [I.B-125](#)].

Foothill College plans to continue and increase its use of documented assessment results, ensuring that communication and planning remains evidence based. Program review documentation serves as a means to communicate program- or unit-level assessment, while the program review process (including the Program Review Committee's role) documents evaluation efforts and activities to College constituents. The College has identified metrics related to institution-set standards and goals that provide a benchmark to evaluate student strengths and weaknesses. These metrics use district data sources as well as data analyses collected and conducted at the state and national levels. Documented assessment results can also help ensure that the targets set for student learning and achievement are reasonable, measurable, and sustainable. Substantive change documents also provide evidence that the College is communicating its evaluation activities and using this information to set appropriate priorities. All information related to this effort is accessible to the campus community and the general public through various channels, whether online or in a public presentation setting. This continual re-evaluation process through the annual governance survey is another example of Foothill College's commitment to ensuring open communication and dialogue among campus constituents.

Analysis and Evaluation

Foothill College meets the Standard. The College communicates its assessment and evaluation of activities, especially those related to planning and budget processes with the College community and the general public via the President's Office, the Office of Instruction and Institutional Research, and the Marketing and Public Relations webpages.

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

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

Standard 1.B.9

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

Evidence of Meeting the Standard

Foothill College implements multiple strategies to ensure that its planning, evaluation, and review processes are systematic and thorough. The College's program review process ensures that all constituencies on campus—administration, faculty, and staff—have a voice in practices that make the institution effective. The PRC follows "...the process by which instructional and non-instructional programs systematically assess themselves to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes related to student learning and institutional effectiveness. The PRC is responsible for evaluating (comprehensive) program reviews. The PRC also evaluates mandated remediation plans as they arise, to determine whether they represent a viable plan for improvement towards achieving program and College goals" [I.B-126].

As a program goes through the program review process, all parties are able to view data relative to the populations served. Programs are able to request resources to close gaps or address needs as appropriate, and because the documents go to the PRC and PaRC. This visibility allows Foothill College to understand how a program functions and how it can improve. An example of this iterative process is the program review of the Spanish department [I.B-127]. Another example would be the English for Second Language Learners (ESLL) department. In light of downward enrollment trends, the PRC requested that the ESLL Department complete a comprehensive program review out-of-cycle in order to thoroughly address its progress in increasing enrollment by creating new curriculum for both resident and international students [I.B-126]. Since completing this comprehensive program review, in 2016-2017, the ESLL Department hired two temporary full-time non-credit instructors to teach the non-credit ESLL courses which have experienced growth in enrollment; have created a new reading course (ESLL 249) to address a gap in the language skills Foothill's non-native speakers need to succeed in academic classes; and have had increased referrals to the Teaching and Learning Center (TLC) so that ESLL students could receive tutoring to aid in their success.

In addition, under the leadership of a temporary full-time Non-Credit English as a Second Language (NCEL) instructor, Vocational ESL (VESL) courses have been created and have successfully passed through the College Curriculum Committee to start offering courses in fall 2017 [I.B-128]. These courses are meant to help food and hospitality workers in Silicon Valley improve their language skills; and thus, improve their opportunities to excel in the workplace. The population of food workers in Silicon Valley has increased in recent years, corresponding with the growth of tech companies that offer employee food in onsite cafeterias and restaurants. These new VESL courses should help attract resident students and contribute to improving enrollment, and were created based on combined findings from program review; a needs analysis of non-credit students; a state employment trends report; and conversations in the ESLL department around student need [I.B-129].

Additionally, a course for basic computer skills available to all students but heavily promoted among ESLL, NCEL, and non-native speaking students, was created collaboratively between the faculty director of the TLC and a non-credit ESLL (NCEL) faculty member. The effectiveness of the program review process allows faculty, staff, and administrators to be creative and align resource requests with program goals. These efforts lead to the creation or revision of curriculum that aim to attract more students and meet their needs through quality instruction. These are a few examples that

showcase how Foothill College maintains institutional effectiveness to provide “...programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens,” and thereby upholding the mission of the College. The non-credit ESLL faculty have also created a bridge-to-college course for non-credit students who are academically prepared to transition to credit courses, but who may need assistance in other areas: navigating Admissions and Records procedures; learning about campus resources; and general self-advocacy that will help them be successful students.

Foothill College has also successfully instituted planning and resource allocation into providing better quality instruction through broad-reaching efforts to close the achievement gap and make institutional offerings more accessible. As a campus wide effort funding from the SEW and Student Success and Support Program (SSSP), has enabled Foothill to hire an Early Alert Coordinator and a Student Success Specialist, which will lead to the launch of Starfish, an early alert software program to streamline communications and referral of students at risk of failing a course or in need of support resources on campus. The student services division administrative program review and the Student Equity Plan demonstrated the need for an early alert program [[I.B-37](#), [I.B-82](#)]. At Foothill College, this program is called Owl Scholars, and is meant to assist students with basic skills needs in the English and math pathways to succeed [[I.B-102](#)]. The staff consists of a program coordinator, a program counselor, and a program support specialist. At its inception, the early alert staff employed the use of spreadsheets to track students with close collaboration between English and math faculty. In fall 2017, the program will fully launch Starfish, allowing faculty and staff to see students who have been “flagged” or identified as needing support—whether it be a referral to tutorial services, psychological services, disability resources, or others. The launch and implementation of the Owl Scholars program is a direct result of the program review process along with collaboration between multiple parties on campus, including the Student Services Division, the Student Success and Support Program Advisory Council, the Basic Skills Workgroup, and SEW.

Assessment data collected for online education is the same as face-to-face education, since online education is fully integrated into instruction at the College, and undergoes the same processes as face-to-face instruction in all areas including curriculum review, program review, planning and evaluation. As such, these discussions occur in meetings of the COOL and the Distance Education Advisory Committee, as well as program review of all instruction units with online course offerings and the online learning administrative unit. Furthermore, an Integrated Planning and Budgeting Governance Handbook was developed as a joint effort by the Academic Senate, Classified Senate, and the Planning and Resource Council to ascertain the structures and responsibilities of different constituents in addressing the needs of all students [[I.B-130](#)].

Analysis and Evaluation

Foothill College meets the Standard. The program review process, along with the foci of core mission work groups, demonstrate how the College reviews and plans, resulting in effective action across campus. Because the program review process mandates that programs and units review data related to their student populations, address goals and deficits, and then create an action plan to address them, constituents across campus come together to effect short- and long-term positive change around learning. The process also allows for programs and units to review data and outcomes, and make resource requests that are later reviewed by deans, vice presidents, and PaRC, all of which informs hiring and other non-personnel resource request decisions for the upcoming year. To this end, the Program Review Committee assists the College in upholding its mission, using both data and input from stakeholders across the College to make recommendations and prioritize issues related to academic quality and program improvement. The College systematically evaluates its purpose and performance and makes public its processes and assessment of student learning outcomes and meets Eligibility Requirement 19.

Standard I.B Evidence

- [I.B-1](#) Planning and Resource Council (PaRC) Planning Calendar, 2011-2017
- [I.B-2](#) Planning and Resource Council (PaRC) Meeting Minutes, Nov. 21, 2012
- [I.B-3](#) Planning and Resource Council (PaRC) Meeting Minutes, Nov. 11, 2015
- [I.B-4](#) Planning and Resource Council (PaRC) Meeting Minutes, Mar. 15, 2017
- [I.B-5](#) Who are Foothill Students? Presentation to PaRC, Dec. 5, 2012
- [I.B-6](#) Basic Skills Presentation March 14, 2017
- [I.B-7](#) Community College Survey of Student Engagement 2014
- [I.B-8](#) Institutional Learning Outcomes
- [I.B-9](#) Mission Statement Ideas
- [I.B-10](#) Environmental Scan, EMP Steering Committee Presentation to PaRC, Apr. 29, 2015
- [I.B-11](#) Environmental Scan, EMP Steering Committee Presentation to PaRC, May 13, 2015
- [I.B-12](#) Student Equity Workgroup Meeting Minutes, Sept. 22, 2015
- [I.B-13](#) Online Student Achievement Gaps: Challenges and Solutions
- [I.B-14](#) Institutional Learning Outcomes (ILOs)
- [I.B-15](#) DEAC/COOL Meeting Minutes, Dec. 7, 2016
- [I.B-16](#) Annual Program Review Instructional Template 2016-2017
- [I.B-17](#) Late Enrollment & Student Success Presentation to Academic Senate, Apr. 27, 2015
- [I.B-18](#) Community College Survey of Student Engagement Results, Nov. 8, 2012
- [I.B-19](#) Educational Master Plan Data, presented to ASFC, May 28, 2015
- [I.B-20](#) Foothill College Institutional Effectiveness Process
- [I.B-21](#) Program Review Committee (PRC) Recommendations to the Planning and Resource Council (PaRC), Apr. 20, 2016
- [I.B-22](#) 2016 Governance Survey Results
- [I.B-23](#) Foothill College Opening Day Presentation 2016
- [I.B-24](#) Board Policy 2222 Student Role in Governance
- [I.B-25](#) Board Policy 2223 Building Community Excellence
- [I.B-26](#) Board Policy 2224 Role of Classified Staff in Governance
- [I.B-27](#) Board Policy 2230 Staff Advisory Functions
- [I.B-28](#) Foothill College Employee Accreditation Survey

[I.B-29](#) Community College Survey of Student Engagement Results, Sept. 17, 2012

[I.B-30](#) Community College Survey of Student Engagement 2014 Presentation to PaRC, Feb. 11, 2015

[I.B-31](#) Assessing Institutional Learning Outcomes Presentation to SLO Committee, Apr. 12, 2016

[I.B-32](#) ILO Disaggregation

[I.B-33](#) Program Review Training 2014

[I.B-34](#) Comprehensive Program Review Rubric

[I.B-35](#) Resource Allocation Flowchart

[I.B-36](#) Comprehensive Program Review Student Services Template 2016-2017

[I.B-37](#) Comprehensive Program Review Administrative Template 2016-2017

[I.B-38](#) Higheredprofiles.com Login

[I.B-39](#) Program Review Data Sheets

[I.B-40](#) Comprehensive Program Review 2014-2015 – Psychology

[I.B-41](#) Annual Program Review 2015-2016 – Chemistry

[I.B-42](#) Annual Program Review Disability Resource Center 2015-2016

[I.B-43](#) Program Review Committee

[I.B-44](#) Program Review Planning Website

[I.B-45](#) Comprehensive Program Review Evaluation Rubric

[I.B-46](#) Comprehensive Program Review Rubric Feedback to Business Department

[I.B-47](#) Student Learning Outcomes Committee Meeting Minutes, Jan. 19, 2016

[I.B-48](#) Student Learning Outcomes Committee (SLOC)

[I.B-49](#) Assessment Versus Grading

[I.B-50](#) Student Learning Outcomes Meeting Minutes, Apr. 26, 2016

[I.B-51](#) College Curriculum Committee Meeting Agenda, May 3, 2016

[I.B-52](#) Online Course Standards Same as Face-to-Face

[I.B-53](#) Foothill Online Learning: Faculty Training

[I.B-54](#) Online Learning and Tech Committees

[I.B-55](#) Faculty Teaching and Learning Academy Presentation

[I.B-56](#) FHDA Administrative Procedure 3225

[I.B-57](#) Institution Self-Study for Reaffirmation of Accreditation, 2011

[I.B-58](#) Planning and Resources Council (PaRC) Meeting Agenda, May 4, 2011

[I.B-59](#) Revisiting College Goals and Metrics Presentation to PaRC, Apr. 25, 2012

[I.B-60](#) Student Success Scorecard Presentation to PaRC, Apr. 17, 2013

[I.B-61](#) Student Success Scorecard Presentation to PaRC, May 7, 2014

[I.B-62](#) Planning and Resources Council (PaRC) Meeting Minutes, May 7, 2014

[I.B-63](#) Planning and Resources Council (PaRC) Meeting Minutes, Nov. 21, 2012

[I.B-64](#) Planning and Resources Council (PaRC) Meeting Minutes, Mar. 15, 2017

[I.B-65](#) Comments Made During Webinar Held May 6, 2015

[I.B-66](#) Educational Master Plan (EMP)

[I.B-67](#) ACCJC Annual Report: Institution-Set Standards, Presentation to PaRC, Mar. 20, 2013

[I.B-68](#) ACCJC Annual Report: Institution-Set Standards, Presentation to PaRC, Mar. 5, 2014

[I.B-69](#) ACCJC Annual Report: Institution-Set Standards, Presentation to PaRC, Mar. 5, 2015

[I.B-70](#) Institution-Set Standards: ACCJC Annual Report, Presentation to PaRC, Mar. 15, 2017

[I.B-71](#) Planning and Resources Council (PaRC) Meeting Minutes, Mar. 5, 2014

[I.B-72](#) Academic Senate Meeting Minutes, Jan. 23, 2017

[I.B-73](#) Academic Senate Meeting Minutes, Jan. 30, 2017

[I.B-74](#) Workforce Workgroup Minutes March 14, 2017

[I.B-75](#) Planning and Resources Council (PaRC) Meeting Minutes, Apr. 19, 2017

[I.B-76](#) Planning and Resources Council (PaRC) Meeting Minutes, May 20, 2015

[I.B-77](#) Institutional Effectiveness Partnership Initiative (IEPI)

[I.B-78](#) Institutional-Set Standards and Goals

[I.B-79](#) Planning and Resources Council (PaRC) Meeting Minutes, Mar. 2, 2016

[I.B-80](#) Planning and Resource Council (PaRC)

[I.B-81](#) Educational Master Plan (EMP) Draft Meeting Minutes, Apr. 29, 2015

[I.B-82](#) Student Equity Plan, Dec. 7, 2015

[I.B-83](#) Institutional Effectiveness Indicators

[I.B-84](#) Core Mission Workgroup Reflections for 2014-2015

[I.B-85](#) Institutional Research Memo: Fall 2016 Embedded Tutoring Survey Results

[I.B-86](#) Institutional Research Memo: STEM Students & STEM Center Usage, 2012-13 to 2014-15

[I.B-87](#) STEM Center Use: Course Success by Gender Table

[I.B-88](#) Online Inquiry Tool Screenshot

[I.B-89](#) Institutional Research Memo: 2014-15 CSU and UC Transfer Numbers

[I.B-90](#) Community College Survey of Student Engagement 2014, Presentation to ASFC, May 7, 2015

[I.B-91](#) 2012 Community College Survey of Student Engagement, Counseling

[I.B-92](#) 2012 Community College Survey of Student Engagement, Marketing

[I.B-93](#) 2012 Community College Survey of Student Engagement, Basic Skills

[I.B-94](#) 2012 Community College Survey of Student Engagement, Transfer

[I.B-95](#) 2012 Community College Survey of Student Engagement, Workforce

[I.B-96](#) Comprehensive Student Services Program Review Template for 2016-2017

[I.B-97](#) Annual Program Review 2015-2016 – Assessment Division

[I.B-98](#) Annual Program Review 2015-2016 – Admission and Records

[I.B-99](#) Strategic College Objectives 2016-17

[I.B-100](#) Annual Program Review Template

[I.B-101](#) Student Equity Plan, Dec. 1, 2014

[I.B-102](#) OWL Scholars

[I.B-103](#) STEM Workshop Schedule Spring 2017

[I.B-104](#) Embedded Tutoring Survey Results Fall 2016

[I.B-105](#) Integrated Composition and Reading

[I.B-106](#) Assessing Institutional Learning Outcomes (ILOs) Presentation

[I.B-107](#) Annual Program Review 2016-2017 – Transfer Center

[I.B-108](#) Multiple Measures Assessment Placement Pilots Fall 2016 Course Completion Rates

[I.B-109](#) Psychology 10 Demographics and Prerequisites Courses Analysis Fall 2016

[I.B-110](#) Biology 1A Demographics and Prerequisites Courses Analysis Fall 2016

[I.B-111](#) Accreditation Midterm Report, Fall 2014

[I.B-112](#) Foothill Online Learning Website

[I.B-113](#) Planning Survey Results, May 4, 2016

[I.B-114](#) Participatory Governance Discussion Meeting Minutes, May 11, 2016

[I.B-115](#) Governance Survey Results June 17, 2015

[I.B-116](#) Program Review Committee Suggestions for IPB Summer 2015

[I.B-117](#) Technology Master Plan

[I.B-118](#) Student Success Scorecard

- [I.B-119](#) Program Review Committee College-Wide Observations and Institutional Effectiveness Suggestions
- [I.B-120](#) FHDA District Website: Research
- [I.B-121](#) Office of Instruction and Institutional Research
- [I.B-122](#) District Assessment Taskforce Meeting Notes, April 18, 2017
- [I.B-123](#) Assessment Taskforce
- [I.B-124](#) Facilities Master Plan
- [I.B-125](#) President's Office Reports and Publications
- [I.B-126](#) Program Review Committee Feedback, Winter 2016: English for Second Language Learners
- [I.B-127](#) Program Review Committee Recommendations: Spanish Department
- [I.B-128](#) College Curriculum Committee Meeting Agenda, May 31, 2016
- [I.B-129](#) Needs Analysis of Non-Credit Students
- [I.B-130](#) Integrated Planning and Budgeting Governance Handbook

Standard I.C - Integrity

Standard I.C.1

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

Evidence of Meeting the Standard

Foothill College is committed to presenting current and prospective students as well as the public with accurate and timely information about its courses, educational programs, degrees and student services. The College has processes in place to ensure that information presented to its internal and external audiences is current, accurate and reflects the College mission, vision, and core values. The Marketing and Public Relations Office plays a key role in the coordination of all college publications such as the course catalog, along with all external communication efforts such as the college website, newsletters, press releases, and various marketing and publicity campaigns. There are processes established to ensure that information is regularly updated and accurately presented to the public, and the Marketing and Public Relations staff conduct periodic content audits of college webpages, and coordinate the production and publication of all college marketing and communications materials. The College demonstrates integrity in communication with constituents and the public by providing print and electronic catalog information that is precise, accurate, and current and thus meets Eligibility Requirement 20. The College maintains a website specifically dedicated to accreditation, where the College's accreditation status is published and all official accreditation documents such as ACCJC communication, self-evaluation reports, follow-up letters, and substantive change reports, are available for public view [[I.C-1](#), [I.C-2](#)]. The Marketing and Public Relations Office also communicates with the District to ensure that the District website is presenting accurate information about the College and is linked to the most updated web pages.

In addition, Foothill College's shared governance structure provides a wide range of regular assessments of all areas of campus operations. Faculty, staff, administrators, and students review information for completeness, accuracy, and currency at multiple levels [[I.C-3](#)]. These meetings are open and minutes are posted regularly on the College's public website [[I.C-4](#)].

Information about learning outcomes, educational programs, and student support services are publicly documented through program reviews, and both the annual and comprehensive reviews are accessible through the College program review website. Other student outcomes are also communicated and easily accessed by all campus constituents and stakeholders; for example, the College home page has a button that is a direct link to the Student Success Scorecard. The Office of Institutional Research and Planning (IRP) maintains a robust research website that is publicly accessible, including completed projects and presentations that communicate current information about accreditation standards, student demographics, and student achievement outcomes [[I.C-5](#), [I.C-6](#)].

Online courses are publicly identified through the class schedule, which is accessed through the College and MyPortal websites. The dean of Foothill Online Learning participates in the program review process and completes an administrative unit program review that reflects on program trends, student participation and outcome rates, and efforts at closing the achievement gap [[I.C-7](#)].

All matters of District policy and procedures including accreditation status are subject to further review by the District's Board of Trustees, where final review and approval take place. Meetings are open and advertised to the public in advance via the District website [[I.C-8](#)]. Time is allotted for public comment. Minutes and results are posted on the District website and distributed to all faculty, staff, and administrators (and student government leaders) via campus-wide email [[I.C-9](#)].

Bachelor's Degree

The Dental Hygiene department holds quarterly informational meetings for prospective students. Information about program requirements, curriculum, financial aid, student services, and the profession of dental hygiene is presented.

Upon acceptance to the dental hygiene program, students receive a program policy manual which gives detailed information about the District, College and program policies and procedures, including educational mission; course, program and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; as well as requirements, including admissions; student fees and other financial obligations; degree, certificate, graduation, and transfer requirements; and major policies affecting students [[I.C-10](#), [I.C-11](#), [I.C-12](#)].

Information related to baccalaureate programs is clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services. All documentation is available through the College and program website, which includes meeting minutes, program requirements and expectations, and student achievement outcomes (e.g. program review, licensure pass rates, placement rates) [[I.C-13](#), [I.C-14](#), [I.C-15](#), [I.C-16](#), [I.C-17](#)]. Documents related to accreditation, such as correspondence with ACCJC and the substantive change report, is also available for public review [[I.C-18](#)].

Analysis and Evaluation

Foothill College meets the Standard. Information about the College is easily accessible on the College website, which satisfies Eligibility Requirement 20 as both students and the public are ensured current and accurate information about the institution's accreditation status with all of its accreditors [[I.C-2](#)]. The College's Marketing and Public Relations Office has processes to maintain clarity, accuracy, and integrity of information being communicated and shared. Part of this effort places priority on having representation of Marketing and Public Relations staff in participatory governance activities, including the Planning and Resource Council (PaRC) and Technology Taskforce. Furthermore, the Director of Marketing and Public Relations is a member of President's Cabinet, which further ensures that information is communicated in an effective and efficient manner. Additional information about online programs and achievement is publicly disseminated through program review documents and the posting of meeting minutes of participatory governance groups focused on online learning (e.g. Committee on Online Learning, Distance Education Advisory Committee).

Standard I.C.2

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

Evidence of Meeting the Standard

The Foothill College catalog is published online and available in a print format for prospective students, current students, and members of the public [I.C-19]. The College ensures its catalog is accurate by following a thorough internal approval process involving all key stakeholders. An updated process was established in January 2017 to improve the internal systems and to ensure that updated information regarding programs, locations, and policies is current and represented accurately in each new edition of the catalog. Individuals involved in overseeing the process of approving the new catalog include the Director of Marketing and Public Relation; the Publications, Publicity and Editorial Coordinator; the Web and Print Communications Design Coordinator; the Graphic Design Technician; the Curriculum Coordinator; and other staff and administrators from the Office of Instruction and Institutional Research.

FIGURE 51:

The 2016-2017 College catalog contains information on the following areas:

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

Members of the College who review specific areas of the catalog include administrators, staff, and faculty. The Marketing and Public Relations Office ensures that all updates and edits from divisions and departments are incorporated and that the content is proofread and accurate. The College provides students the same catalog information in both online and face-to-face modalities, but in multiple formats including online webpages, printed handouts, emails, and websites. Should updates occur after the annual catalog is published, that information is updated through online modalities, such as on the course catalog website. Information about online courses and programs, as well processes related to financial aid and other available learning resources, is accessed through the College website and web pages specific to online learning [[I.C-20](#)].

Bachelor's Degree

The Foothill College catalog contains all relevant information regarding the bachelor's degree.

Analysis and Evaluation

Foothill College meets this Standard and Eligibility Requirement 20. Information is provided in both print and electronic formats. The print version of the catalog can be purchased at the bookstore and the online format is accessible through the College website. The catalog includes the important elements about the College, and program and course requirements, and the College has a process for review to ensure accuracy and currency. Other College and program information is also publicly shared, such as the academic freedom statement that published on page 40 in the 2016-17 catalog. The phrase "course catalog" has been programmed as a key word search and will return the course catalog web page as the top result. This web page provides direct links to online classes, Course Outlines of Record, open courses and classes, and archived publications of the class schedule, College newsletter, and course catalog.

Standard I.C.3

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

Evidence of Meeting the Standard

All areas of the Foothill College campus governance structure—administrative units, student service areas, and instructional programs—routinely engage in outcomes assessments. This process is focused and reported through prompts on the annual and comprehensive program review forms. Using established student learning outcomes (SLOs), service area outcomes (SA-SLOs), administrative unit outcomes (AU-SLOs), and institutional learning outcomes (ILOs), each unit assesses the progress and success of its efforts over the past program review cycle. This review encourages a College wide dialogue at all levels and across instructional and non-instructional areas to align and allocate resources based on available data and the College educational goals [[I.C-21](#), [I.C-22](#), [I.C-23](#)].

The timelines, assessment rubrics, and alignment of College goals are re-evaluated and prioritized annually through the Planning and Resource Council, and all data and results are posted on the College website through the Office of Instruction and Institutional Research [[I.C-24](#)]. Assessment results and improvements may be viewed online and are integrated into program review and resource prioritization, evidenced through the rubrics used by the Program Review Committee and Operations Planning Committee [[I.C-25](#), [I.C-26](#)].

Student Learning Outcomes are also included in the Course Outline of Record that is available on the College website [[I.C-27](#)]. Foothill College publishes its SLOs for every course in the catalog, which may be accessed in both print and electronic versions. As noted above, outcomes assessment information is required as part of the program review process and assessment summaries are included as an attachment to program reviews and as a program review prompt. This information is reviewed by the Program Review Committee (PRC) and included as part of its evaluation rubric. The PRC includes its assessment in its recommendations to PaRC. All of this information is publicly available on the College website.

Information about student achievement is included in program review documents and can also be accessed through the program review data sheets available on the web or through the online program review tool accessed through MyPortal. Student Success Scorecard information is accessible from the Foothill College homepage. Scorecard information is reported to the College annually and reported to the Board of Trustees during the summer study session each year.

FIGURE 52:



Other evaluation of student achievement is available in publicly accessible documents, such as the Educational Master Plan and Student Equity Plan, as well as participatory governance discussions related to institution-set standards and goals.

Bachelor's Degree

The dental hygiene baccalaureate degree program participates in the process of program review annually and evaluates SLOs using the TracDat system to record the SLO outcomes, reflections and plans for course improvements or changes. This will continue under baccalaureate degree program. In addition, the program maintains CODA accreditation status by ongoing program outcome assessments and curriculum review, planning and implementation. The department will continue to evaluate program outcomes and student learning outcomes with the process used at Foothill College.

The dental hygiene program monitors degree completion, licensure passage rates and job placement on a continuous basis. The department engages in a continuous dialogue about student learning and program improvement within the College and with its advisory board. The Foothill College dental hygiene program annually conducts graduate surveys, six months post-graduation, to assess program outcomes and employment status of its graduates. Survey data show that graduates are successful in gaining employment in the dental hygiene field in the San Francisco Bay Area region. From 2005-2015, Foothill College dental hygiene graduates have reported six months post-graduation on the alumni survey that 100 percent have found employment in the dental field. Some graduates choose to work part-time, but the majority (77 percent) report working full-time (four days/week). These outcomes are consistent with the labor market information showing high job demand and strong job placement for dental hygienists.

Program review is a key process by which the student learning outcomes and student achievement assessment is documented and shared with current and prospective students and the public. Additionally, information about the program is publicly available online on the dental hygiene website. Finally, student achievement data on this program can be accessed through the program review data sheets and the online program review tool.

Analysis and Evaluation

Foothill College meets the Standard. Student learning assessment and achievement information is routinely shared and discussed throughout the institution to communicate matters of academic quality. Processes like program review and resource prioritization use templates and apply rubrics, and there are participatory governance processes where student learning outcomes and achievement are shared and documented in meeting minutes. Other documentation is accessible online, allowing current and prospective students and the public to review student learning and achievement evaluation. The College meets Eligibility Requirement 19.

Standard I.C.4

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

Evidence of Meeting the Standard

Foothill College presents and describes the most current information regarding its certificates and degree programs on the College website and in the course catalog. Program purpose, content, course requirements, and expected learning outcomes are in the Course Outlines of Record (COR), which are also regularly updated in the catalog and on the curriculum website. Program curriculum sheets can be found online as well as in the college catalog [[I.C-28](#), [I.C-29](#)]. Note that course requirements along with program outcomes can also be found in these online and print sources.

While information about established programs are reviewed annually, new program documentation begins with the initial approval process—clear and accurate information results from a detailed iterative process that is described on the College Curriculum Committee webpage, which includes the Program Creation Flow Chart, Program Creation Guidelines, and Program Creation Sign-Off. The program application transits through a series of individuals and shared governance bodies where input, suggestions, and questions are addressed [[I.C-30](#)].

Foothill Online Learning maintains a public website for students to access information on certificate and degree requirements, as well as course learning outcomes, in the same way as face-to-face students to receive information [[I.C-19](#)]. For example, the website includes the “Online Degrees and Certificates” webpage that lists what students can earn through the completion of fully online courses only [[I.C-31](#)].

All course syllabi are required to include the course level student learning outcomes regardless of instructional method. Approved by the Academic Senate (February 9th, 2015), the resolution states, “Resolved, that the Foothill College Academic Senate supports the addition of student learning outcomes statements to course outlines of record and that if/when faculty revise their student learning outcomes in the future, they must also change them on the COR for submission to the Office of Instruction and Institutional Research consistent with the established processes in place for making changes to the COR.” This demonstrates faculty commitment and reflects the result of collegial dialogue about this topic [[I.C-32](#)]. Additionally, student learning outcomes are documented through the program review process, and all completed program reviews are publicly posted on the program review website [[I.C-33](#)]. All those who participate in the program review process have access to TracDat [[I.C-34](#)] and contribute to that database by reviewing and updating their program- and course-level learning outcomes. The assessment of course syllabi for student learning outcomes also occurs during the faculty tenure process (J1) [[I.C-35](#)]. These efforts suggest that such information about student learning outcomes is communicated effectively, as the student accreditation survey results indicate that 90% of respondents strongly agreed or agreed that instructors clearly list and define student learning outcomes on their course syllabi [[I.C-36](#)].

Bachelor's Degree

Specified dental hygiene baccalaureate program information can be found on the program's website, including program learning outcomes, program goals, accreditation status, application procedures, degree requirements, curriculum sheet for the current academic year, course information, "frequently asked questions" for prospective students, clinic information, links to the directory of faculty contact information, CTE licensure pass and placement rates, a job board, career information, and links to professional organizations and resources [[I.C-11](#)].

Dental hygiene students receive a program policy manual upon admission that lists all the degree requirements and courses. Each quarter students are given a course syllabus or "green sheet" by the instructor of record that includes the student learning outcomes, learning objectives and goals, grading criteria, assignments, projects and evaluation methodology for the course. Instructors review the course SLOs and all other course policies at the beginning of the quarter with students. Instructors evaluate the SLOs at the end of each quarter and complete a reflection and course planning document on TracDat. The program faculty discusses curriculum outcomes and student course satisfaction survey results as part of the department curriculum management and development plan.

Analysis and Evaluation

Foothill College meets the Standard. Information on certificates and degrees is regularly reviewed and included on publicly accessible websites and in print formats. The electronic curriculum system enables the college to describe the purpose, content, course requirements and learning outcomes for courses within a certificate or degree program. The courses that make up the certificates and degrees as well as the learning outcomes are then included in the catalog for face-to-face and online students to view. Each course undergoes a review during its curriculum review cycle as part of the institutional planning process.

Standard I.C.5

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

Evidence of Meeting the Standard

Foothill College regularly reviews its institutional policies, procedures and publications to assure integrity in its print and online representations of its mission, programs and services. Knowledgeable personnel annually review institutional policies and procedures before publication of the College catalog, which is updated in its entirety and published annually during the summer recess [I.C-12].

The catalog review process begins each January when a meeting is called to develop the production schedule for the following academic year's catalog. The Marketing and Public Relations Office takes the lead on this process. Once the production schedule is agreed to, appropriate administrators are contacted regarding the various narrative sections of the catalog (commonly referred to as the "front matter"), which includes the following:

- **College Profile**
- **Student Life**
- **Student Services & Programs**
- **Financial Planning & College Costs**
- **Programs of Study**
- **Academic Policies** [I.C-12]

The administrators and Marketing and Public Relations staff work together to ensure that corrections and/or updates are made. Any corrections and/or updates are reviewed by key Marketing and Public Relations staff (i.e. Publications, Publicity, and Editorial Coordinator; Director of Marketing and Public Relations) to ensure accuracy and consistency before they are finalized, printed, and updated online. At every stage, the Marketing and Public Relations staff review the document and text with appropriate administrators to ensure accuracy and currency.

Other publications, such as program brochures, also go through several review steps. For example, the STEM Success Center might develop marketing material (whether brochures or webpages) and present their ideas to Marketing and Public Relations. Drafts are then typically also sent to faculty, classified professionals, and administrative stakeholders for review, with comments incorporated into the final design.

During the College website redesign process, the Marketing and Public Relations Director regularly reports to the Technology Committee about plans for the college website redesign [I.C-37]. As stated in the Technology Plan, this process supports the "development of a formal process for annual review and evaluation of College website with input from students, faculty, and staff to ensure that it meets needs for access to information and services." [I.C-38].

Another example of institutional review to ensure integrity in representation is documented on the College Curriculum Committee (CCC) Policies & Resolutions webpage where all curriculum is reviewed and approved [[I.C-39](#)]. Likewise, the Board of Trustees commits itself individually and collectively to the highest standard of conduct in operating the board philosophy, mission, roles, and responsibilities. The Board of Trustees' commitment is evidenced in the adoption of Board Policy 2200 [[I.C-40](#)]. The College Curriculum Committee also upholds standards of conduct, roles and responsibilities for student success through the implementation of policies and resolutions that are routinely revised [[I.C-39](#)].

Analysis and Evaluation

Foothill College meets the Standard. The institution reviews and evaluates its policies, procedures, and publications on a regular basis. The College ensures that it represents itself accurately through all publications.

Standard I.C.6

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

Evidence of Meeting the Standard

Foothill College students' cost of attendance is listed on the financial aid webpage [I.C-41]. A link on the Student Cost of Attendance webpage provides more detailed information about student fees. This information includes the costs for tuition and fees, books and supplies, room and board, transportation, and personal/miscellaneous expenditures. These figures are calculated for those living with no/low rent and no dependents, and for all others, as well as those who are enrolled less than halftime.

FIGURE 53:

College Fee Calculator

1. Basic Fees	Choose	Totals
Student ID Card Fee \$10.00	<input type="checkbox"/>	<input type="text"/>
Student Rep Fee \$1.00	<input type="checkbox"/>	<input type="text"/>
Campus Center Fee \$20.00	<input checked="" type="checkbox"/>	<input type="text"/>
Health Services Fee \$16.00	<input checked="" type="checkbox"/>	<input type="text"/>
Eco Pass Fee \$5.00**	<input checked="" type="checkbox"/>	<input type="text"/>
Total Basic Fees:		<input type="text"/>
2. Enrollment fee (\$31/per unit)		
Enter Number of units enrolled:	<input type="text"/>	
Note: Students with a BOGW - do not pay this fee. Tuition-paying students are required to pay this fee.		
Total Enrollment Fees:		<input type="text"/>
3. Instructional Course Fee(s)		
See individual class listing for any applicable fee(s).	<input type="text"/>	
Total Course Fee(s):		<input type="text"/>
4. Tuition for Non-California Residents		
Are you an Out of state student?	<input type="checkbox"/>	(\$156 / unit)
Are you a Foreign student?	<input type="checkbox"/>	(\$156 / unit)
Number of units enrolled:	<input type="text"/>	
Total Out of State or Foreign Tuition:		<input type="text"/>

The College publishes student fees information in multiple locations, on a dedicated webpage [I.C-42] and in the course catalog, which is available online and in print formats. Each student fee is listed and the rates for non-residents, out-of-state, and dual enrollment students are clarified. These include enrollment, student ID card, health services, bus pass, campus center use, and student representation fees. Information about the refund policy, outstanding accounts, and fee waivers/reduction are included. A link to a fee calculator is also available from the Student Fees webpage (see Figure 53) [I.C-43]. Once students register for courses through MyPortal, they are directed to a payment page that shows the specific fees/charges based on the courses in which they enrolled. Board Policy 5080 complies with federal, state, and local guidelines in awarding financial aid to eligible students who have completed the Financial Aid Application process [I.C-44].

Analysis and Evaluation

Foothill College meets the Standard. Fees and total cost of attendance is available and communicated to students online and in the catalog, and immediately after they have enrolled in their courses for each term. Information about reducing or waiving fees is also readily available and shared with students. The College also has a clear and posted policy on the refund of student charges.

Standard I.C.7

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

Evidence of Meeting the Standard

As stated in Board Policy 4190 on Academic Freedom, “faculty members have the principal right and responsibility to determine the content, pedagogy, methods of instruction, the selection, planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District, and in accordance with state laws and regulations. These rights and responsibilities include, but are not limited to, the faculty member’s choice of textbooks and other course materials, assignments and assessment methods, teaching practices, grading and evaluation of student work, and teaching methods and practices.”

It also states, “Academic freedom encompasses the freedom to study, teach and express ideas and viewpoints, including unpopular and controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth. This freedom exists in all service areas, including but not limited to teaching, librarianship, counseling, coordinating and all faculty-student interactions. Academic Freedom is the bedrock principle of all institutions of learning and must be extended to all faculty regardless of their status as full-time, part-time, or probationary.” [\[I.C-45\]](#). Foothill College meets Eligibility Requirement 13.

Board policy clearly identifies student rights and responsibilities as it related to the protection of freedom of inquiry and expression. Board Policy 5050 states, “Students at Foothill or De Anza College have guaranteed rights, and assume responsibilities, under applicable State and Federal law and regulations derived from these statutes. These rights and responsibilities include protection of freedom of expression and protection against improper evaluation in the classroom; access to, safe keeping, and confidentiality of records; rights of freedom of association, inquiry and expression; participation in student governance with corresponding responsibilities; and the exercise of the rights of citizenship off campus.” [\[I.C-46\]](#).

While the academic freedom policy is published in the Board Policy and Administrative Procedure manual, it is also made available in the College catalog, on the Academic Senate’s website and in the Tenure Review Handbook (page 40) [\[I.C-47, I.C-19, I.C-32, I.C-48\]](#).

Academic freedom is implemented and monitored in online courses and programs by the efforts of the Academic Senate’s Committee on Online Learning which meets on a monthly basis throughout the academic year and regularly reports to the Academic Senate [\[I.C-49\]](#).

According to the Faculty Association agreement [\[I.C-50\]](#), Tenure Review committee members receive in-service training regarding academic freedom rights and responsibilities, and are required to respect the academic freedom of candidates. The agreement emphasizes that all committee members shall respect the academic freedom of the candidate to employ pedagogy or methodology appropriate to the discipline (Article 6A.4.3.3).

Additional board policies reflect the district's commitment to intellectual freedom, as evidenced by Board Policy 4110: Mutual Respect Policy, and Board Policy: 4640 Harassment and Discrimination Policy [[I.C-51](#), [I.C-52](#)].

Analysis and Evaluation

Foothill College meets the Standard. The College uses and publishes governing board policies on academic freedom and responsibility. There are institutional processes in place that ensure that faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major as judged by discipline experts. The College supports an atmosphere in which intellectual freedom exists for all constituencies.

Standard I.C.8

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

Evidence of Meeting the Standard

Governing board policies and administrative procedures regarding honesty, responsibility and academic integrity are developed with the participation of the Academic Senate and other shared governance groups. Board-approved policies on student academic honesty are made public in multiple ways including on the Foothill College webpage, in the course catalog available online and in print, and on the Foothill-De Anza Community College District website for the Board Policy and Administrative Procedure Manual [[I.C-53](#), [I.C-54](#)].

These policies apply to all constituencies and include specifics relative to each.

Faculty examples include:

- Board Policy 4190, Academic Freedom
- Board Policy 6000, Philosophy of Education
- Board Policy 6125, Grading
- Administrative Procedure 5052, Academic Standards

Student examples include:

- Board Policy 5500, Student Rights and Responsibilities
- Board Policy 4640, Antidiscrimination
- Board Policy 4500, Drug and Alcohol Use
- Board Policy 3217, Smoke-Free Campus
- Administrative Procedure 5500, Student Rights and Responsibilities
- Administrative Procedure 5510, Student Code of Conduct
- Administrative Procedure 5520, Student Due Process and Discipline
- Administrative Procedure 5530, Student Grievances

Employee examples include:

- Board Policy 4110, Mutual Respect
- Board Policy 4500, Drug and Alcohol Use
- Board Policy 3217, Smoke-Free Campus
- Administrative Procedure 4630, Sexual Assault Policy Including Rape

Foothill College informs and enforces its policies on academic honesty for students through Office of Student Affairs. The office uses an established process to determine if a student's actions call for academic consequences. This may include receiving a failing grade on the test, paper, or exam; having a course grade lowered; or receiving a grade of F in the course. Further, a student may be placed on probation, suspension, or expelled.

The Student Handbook includes information about the district policies and procedures related to academic honesty as well as the College's academic integrity policy and honor code [I.C-53]. Academic integrity is also covered in the College catalog (page 44) and the code of conduct and due process procedures are included (beginning page 57) [I.C-19]. The Student Affairs website provides additional information [I.C-55].

These policies are also reviewed during the Student Orientation Assessment & Registration (SOAR) events that are held on the main campus and at the Sunnyvale Center throughout the year [I.C-56]. The New Student Welcome Orientation as well as the International Student Orientation reinforce institutional expectations regarding academic honesty, and consequences for dishonesty. The Spring Orientation schedule (March 15, 2017) included a focused session on plagiarism and code of conduct that was facilitated by the Interim Dean of Student Affairs.

A statement on Academic Freedom and Professional Ethics is included in the Foothill College Faculty Handbook [I.C-57]. Faculty can review the academic honor code and reference resources from the academic integrity resources web page [I.C-58, I.C-59]. Additionally, the student rights page also has information for faculty on academic integrity policy and procedures [I.C-60]. There is also a library guide regarding academic integrity that references a spring 1988 action by the Academic Senate to adopt the Council of the American Association of University Professors Statement on Professional Ethics [I.C-61].

Foothill College has established systems to ensure academic integrity among online programs. For example, the College uses single-sign on for student access to course sites in the Canvas course management system as a strategy to promote student verification. This single-sign on is based on the student identification number that is in the Banner student information system.

The "Suggested Effective Practices for Online Courses Essential Components" document was reviewed and approved by the Committee on Online Learning (COOL) at meetings in December 2012 and January 2013 [I.C-62]. This document, included as part of the self-paced Canvas Certification training course, describes, "Means must be taken to ensure that the person completing the course work is the same person who receives the course grade; Secure and password-protected access to the course site can be used to ensure student authentication under federal requirements of the Higher Education Opportunity Act; other means for student verification include proctored testing, frequent assessments, assignments that build upon one another, assessments that rely on students' personal experience or characteristics."

There were also policy efforts instituted to ensure academic honesty and integrity. The 2010 Resolution by Academic Senate states, “In compliance with federal requirements to document student attendance in online classes, faculty must record a weekly academically related activity such as discussion forum posting, online quiz, reflection, assignment, exam, email, field trip, telephone call or electronic communication at least through week 7 or the drop with W deadline for each student in an online class. This is in line with our commitment to best practices of Regular, Timely and Effective Student/Faculty Contact as approved by the Faculty Senate and submitted by faculty on the “Course Approval Application for Online/Distance Learning Delivery” and vital to students receiving financial aid.” [\[I.C-54\]](#)

In June 2015, the Academic Senate passed a resolution charging each division with developing division (or department) specific online course standards. These standards are intended to assist faculty in teaching online [\[I.C-63, I.C-64\]](#). In addition, several division-specific online course standards encourage faculty members to promote student verification in the design of online courses. For example, proctored exams are required of many Physical Sciences, Mathematics, and Engineering Division’s (PSME) online courses [\[I.C-65\]](#). Standards for the math department state, “The instructor should schedule proctored assessments. For purposes of this policy, proctored assessment means an in-person assessment where the instructor or a representative verifies the identity of each student taking the assessment. Acceptable forms of identification for proctored assessments are a passport, U.S. driver’s license, or government-issued photo identification. Each instructor’s course design and grading policies should be put into place with an eye toward ensuring, to the best of their ability, that any student receiving credit for an online course is the student who completed the required work and took the required exams.”

Analysis and Evaluation

Foothill College meets the Standard. The College has demonstrated dialogue, developed clear guidance and policies, and communicated information around ethical behavior by publishing these documents online in multiple areas including Board policies (on District website), course catalog, student handbook and orientation documentation, and faculty handbook.

Standard I.C.9

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

Evidence of Meeting the Standard

From institutional policy to faculty training and evaluation, Foothill College addresses the importance of distinguishing between professionally accepted understandings and personal conviction within the learning environment. The College makes public professionally accepted discipline views via the Course Outline of Record (COR). In accordance with Title 5 regulations, the COR is the official blueprint for teaching the course, and as such is carefully vetted by the division curriculum committee. Therefore, CORs are available for public scrutiny [[I.C-66](#)].

As part of their initial training, new Foothill faculty members discuss the College’s “Statement of Professional Ethics” with faculty mentors. This statement, adopted by the Foothill College Academic Senate in 2009 and found in the Foothill College Faculty Handbook, encourages faculty to “devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge” [[I.C-67](#)].

In addition, faculty is assured of their academic freedom. The Foothill College policy on academic freedom, also found in the Foothill College Faculty Handbook, encompasses among other things, “the freedom to study, teach and express ideas and viewpoints, including unpopular and controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth” [[I.C-68](#)]. Beyond institutional policy and faculty training, the institution assesses faculty adherence to these standards through regular evaluations. Tenured and contract faculty receive administrative evaluations at least once every three years. In particular, areas requiring improvement are identified and assistance making those improvements is provided. In 2013, recommendations were made for Board Policy 2410 and adopted by the Board of Trustees for new administrative procedures involving academic and professional matters [[I.C-69](#)]. The Tenure Review Handbook outlines the due process for faculty tenure review and highlights the ethics, agreements, activities and timelines, and academic freedom granted to faculty in a fair and equitable manner [[I.C-48](#)].

Analysis and Evaluation

Foothill College meets the Standard. The faculty, through the Academic Senate, demonstrate their conviction to separate personal from professional views. Foothill College recognizes the importance of professional adherence to accepted discipline views while endorsing—and guaranteeing—a free exchange of viewpoints in pursuit of learning.

Standard I.C.10

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

Evidence of Meeting the Standard

Foothill College is a public educational institution, and it does not attempt to conform, or instill specific beliefs or worldviews in its classified professionals, faculty, administrators, or students. As cited in the College's mission, the institution is "guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability" [[I.C-70](#)]. Codes of conduct are documented for faculty and classified professionals. An example of the code of conduct language that was adopted by the Classified Senate on April 25, 2016 states, "The Classified Senate members of Foothill College shall adhere to the highest ethical standards. They shall exercise judgments that are fair, consistent and equitable. They shall do everything they can to strive for excellence in education and to achieve the stated mission of the college" [[I.C-57](#), [I.C-71](#)].

Foothill College communicates detailed information of policies through a public website created to better serve and house communication from the Board of Trustees and Chancellor to the campus. The purpose of the website is to give faculty, staff, students, and the community a thorough understanding of which policies were on the agenda and when they were discussed, adopted, and/or implemented. All meeting minutes and agendas are displayed on the Board and Chancellor's websites ([I.C.34](#)). As an example, students are expected to comply with the Foothill-De Anza Community College District's Student Code of Conduct in the Administrative Procedure 5510 [[I.C-72](#)]. Information about the student code of conduct is communicated in the course catalog and the student handbook [[I.C-53](#)].

Analysis and Evaluation

Foothill College meets the Standard. The College gives clear notice of its expectations regarding a student code of conduct. As a public institution, it does not seek to instill specific beliefs or worldviews.

Standard I.C.11

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

Evidence of Meeting the Standard

Foothill College does not operate in foreign locations.

Foothill College does enroll students who do not reside permanently in the United States. The Office of International Student Programs (ISP) supports students on F-1 visas, reviews applications to ensure that foreign students comply with the College's admission requirements, and monitors F-1 student enrollment for compliance purposes [[I.C-73](#)]. The ISP webpage explicitly communicates that Foothill College international students are those who hold or will apply for an F-1 student visa and outlines the minimum unit enrollment and tuition fee requirements [[I.C-74](#)].

Collaboration between Institutional Research and Planning and Financial Aid, coordinates efforts each quarter to monitor and ensure compliance among the out-of-state students who are enrolled in online courses only.

Analysis and Evaluation

Foothill College meets the Standard. The College does not operate in foreign locations. The College has systems in place to ensure that out-of-state and foreign students are monitored and are authorized to enroll in classes and programs.

Standard I.C.12

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

Evidence of Meeting the Standard

Foothill College communicates matters of educational quality and institutional effectiveness to the public and complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College posts all previous Accrediting Commission Self-Evaluation reports, Mid-Term reports, Substantive Change and communications/letters on the accreditation web page [[I.C-2](#)]. The Board of Trustees adopted Board Policy 3200 on Accreditation, upholding the College's commitment to comply with the accreditation process and standards as "being of the greatest importance" [[I.C-75](#)]. Foothill College's commitment to continuous improvement is evidenced in its last accreditation cycle in 2011, and with the substantive change approval process the College underwent to gain approval for a baccalaureate degree program and the relocation and name change of Middlefield Education Center to Sunnyvale Center. [[I.C-76](#), [I.C-77](#), [I.C-78](#)].

The College has eight programs with external licensure and accreditation requirements. Each has documentation available on their program web pages that demonstrates its responsiveness and communication with its respective accrediting agency. Program faculty and administration participate in site visits and submit progress reports, ongoing annual reports, and improvement plans as required. Additional information about program compliance is posted on Foothill College's accreditation webpage. The following programs have program-specific accreditation requirements:

American Dental Association Commission on Dental Accreditation

- Dental Hygiene

American Society of Health-System Pharmacists (confirm with N. Solvanson)

- Pharmacy Technician

American Veterinary Medical Association

- Veterinary Technology

Commission on Accreditation of Allied Health Education Programs

- Diagnostic Medical Sonography
- Paramedic – Emergency Medical Technician

Joint Review Committee on Education in Diagnostic Medical Sonography

- Diagnostic Medical Sonography

Joint Review Committee on Education in Radiologic Technology

- Radiologic Technology

National Board for Respiratory Care

- Respiratory Therapy

The College submits appropriate substantive change reports and communicates via email and postings on its accreditation website. This information reflects the most current as well as archived documentation regarding the College's accreditation status. Correspondence between the Commission and the College is also posted on its website [[I.C-2](#)]. Foothill College meets Eligibility Requirement 21.

Analysis and Evaluation

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

Standard I.C.13

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

Evidence of Meeting the Standard

Foothill College routinely communicates program changes to the Commission. Over the last several years this has included substantive change requests for online learning, the Sunnyvale Center, and the Dental Hygiene bachelor's degree. Moreover, as new programs are developed and approved, the College communicates new programs to the Commission—and where appropriate, a substantive change request is made. As an example, the addition of the Dental Hygiene bachelor's degree program involved a substantive change report that was submitted and accepted by the Commission [[I.C-79](#)]. Foothill College meets Eligibility Requirement 21.

Foothill College is also accredited by the following agencies [[I.C-80](#)]:

- American Dental Association Commission on Dental Accreditation
- American Medical Association Council on Medical Education (confirm w/N.Solvenson)
- American Veterinary Medical Association
- Commission on Accreditation of Allied Health Education Programs
- Joint Review Committee on Education in Diagnostic Medical Sonography
- Joint Review Committee on Education in Radiologic Technology
- National Board for Respiratory Care

Foothill College complies with all state and federal requirements in its relationships with the California Student Aid Commission and the U.S. Department of Education. For example, the College communicated to the U.S. Department of Education about its new Early Summer schedule which ultimately resulted in changes in practice to comply with federal statute. In addition the College submits an annual report to the U.S. Department of Education regarding the Sunnyvale Center, as the land was originally a military facility that was deeded to the College. The College maintains an archive of all college reports, letters and documents regarding accreditation on its website [[I.C-81](#)]. In preparing for the self-evaluation report, the College regularly referred to the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Guide to Evaluating and Improving Institutions, and ACCJC Self-Evaluation Process and widely shared this information with College constituents [[I.C-82](#), [I.C-83](#), [I.C-84](#)].

Analysis and Evaluation

Foothill College meets the Standard. The College communicates changes to both the Commission as well as external agencies, and posts documentation to its website as evidence of compliance with regulations and statutes.

Standard I.C.14

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

Evidence of Meeting the Standard

Foothill College is committed to providing its students with the highest quality education along with extensive student services to support student learning, the physical and emotional well-being of Foothill students, and their educational and career goals [I.C-85]. This focus on student achievement is evident in all documents that record the daily operations of the College, including committee meeting minutes, published reports, and initiatives that communicate those College goals and achievements to the State and the local community. Additionally, the contents of this institutional self-evaluation report reaffirm this commitment to the students and the public.

The focus on student learning and achievement is evident from the College mission statement, which demonstrates the institution's commitment to the public good, "Believing a well-educated population is essential to sustaining and enhancing a democratic society, ... We work to obtain equity in achievement of student outcomes for all California student populations ... " Additionally, the vision statement reinforces this view, stating that Foothill students "develop and act upon a sense of responsibility to be stewards of the public good."

The institutional goals and objectives in the Educational Master Plan serve to support and operationalize the mission statement [I.C.86]. The first goal in the Educational Master Plan (EMP) is a focus on equity that promotes student success, particularly among those student populations who are disproportionately impacted. The following strategies from the EMP demonstrate ways in which the College plans to reach this goal:

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

The first three points deal with ongoing efforts to increase student success across the board and, more specifically, to close the achievement gap for traditionally underrepresented student populations. These goals are explicitly outlined in the 2016/17 College Strategic Objectives that supports the EMP goal of Equity [I.C-87]. Goal III from the Strategic Objectives states, "To address this (achievement) gap, the College will need to remove barriers, provide a welcoming environment for all students, and provide additional support to augment the strengths our students bring to the College." Other planning documents, such as the Student Success and Support Services Plan (3SP) also details how Foothill College uses a data-driven (evidence-based) approach to improve the way student learning is supported. The 3SP objectives are framed within the context of "cross-campus collaboration and coordination to ensure that the Basic Skills and Equity Workgroups are complementing each other's efforts to promote student achievement [I.C-88].

The second goal of the EMP focuses on community, specifically to strengthen a sense of community and commitment to the College's mission. Strategies that prioritize the institutional commitment to high quality education are demonstrated through a focus on efforts that facilitate student participation in community-based learning, lifelong learning opportunity for all community members, and decision-making that respects the diverse needs of the service area. This goal also emphasizes professional development to ensure that administrators, faculty, and classified professionals continue to actively engage with the most current research and programs about student learning and achievement [[I.C-89](#)].

The third goal of the EMP emphasizes improvement and stewardship of resources, and one focus of this area is the use of data to drive decision making. This approach seeks to ensure that discussion about institutional goals and objectives remains grounded in evidence. Commitment to student learning and achievement can be reinforced as policy decisions are made on data that reflects the experiences and interests of all students.

Other examples of institutional documentation demonstrating a commitment to a high quality education focused on student learning and achievement include the catalog, Facilities Master Plan, Technology Plan, as well as the Program Review process.

Analysis and Evaluation

Foothill College meets the Standard. The College is focused and committed to serving and offering high quality education to its students, where achievement and learning are grounded in all the College discussions and decision-making. Therefore, the institution sees its relationships with external organizations as an opportunity to further serve and support students in their career and educational goals, with priority placed on student learning and achievement. Institutional planning and operational documentation, which are publicly accessible, signal and reinforce the College's commitment to high quality education. Foothill College is publicly funded, open-access, and does not generate financial returns for investors or contribute to any related or parent organization.

Standard I.C Evidence

[I.C-1](#) ACCJC Self-Evaluation Process

[I.C-2](#) Foothill College Accreditation Documents

[I.C-3](#) Foothill College Website: Foothill College Accreditation

[I.C-4](#) Planning and Resource Council 2016-17 Annual Planning Calendar

[I.C-5](#) Institutional Research and Planning Completed Projects

[I.C-6](#) Institutional Research and Planning College Presentations

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